



Quinalow Prep-10 State School

Strategic Plan 2022 - 2025

School Profile

Quinalow Prep-10 State School is located in the township of Quinalow, near the picturesque Bunya Mountains National Park in south-east Queensland, and services a rural district within a 20 km radius of the school. The majority of students travel to school on one of two bus services and are within walking distance of the school.

The school community aspires to be a community of learners with a strong commitment to improved academic performance and personal development. Students from Prep through to Year 10 are provided with a quality education by dedicated staff who share a professional commitment to educational excellence. Leadership staff consist of a Principal and Head of Department- Curriculum. We have a total of 13 teachers, including part time staff, and five teacher aides. A Support Teacher Literacy and Numeracy, Languages Teacher and PE Teacher are based at Quinalow and service a cluster of smaller district schools. Two office staff (BSM), two Groundsmen and three Cleaners complete the staff at the school. Family values and beliefs are reflected in the attitudes and behaviours of students.

Student numbers range from 65 to 75. Classes across the school are often multi-age, providing opportunities for teaching and learning. Facilities consist of three main teaching blocks, a Library block, a Home Economics/Manual Arts block; a 25 -metre swimming pool, ovals, multipurpose court including cricket practice nets and handball courts; shade shelters, and playgrounds. Our extra curriculum programs include Agricultural science, choir, sport and instrument music.

An active P&C plays a major role in the school through various committees including the Tuckshop and Swimming Club. The P&C contributes to the costs of excursions and other programs throughout the year as well as any upgrades to facilities.

Vision

We believe that all students are capable of learning.

We encourage our students to become confident, self-motivated learners who are respectful and resilient in an environment that is safe and inclusive of others.

We challenge our students and school community to strive towards continuous improvement.

Values





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Improvement Priorities

Positive culture for learning

Success indicators				
1. A safe space that nurtures the inclusion and wellbeing of students, staff and community.				
2. 100% students feel safe at school - Student wellbeing survey.				
3. 85% of students and parents say "This school is a good school".				
Strategies	2022	2023	2024	2025
Deepen a systematic whole school process to record, review and quality assure interventions and adjustments for student learning and engagement.		✓	✓	
Collaboratively develop and consistently communicate an explicit narrative of the educational benefits of the Quinalow Prep to Year 10 experience.	✓	✓	✓	✓
Investigate opportunities for the delivery of enhanced maintenance for school infrastructure and facilities, in partnership with the regional support services team.	✓	✓		





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Improvement Priorities

Staff capability and development

Success indicators				
1. Our teachers are pedagogical experts who are inspired to ensure our students have the greatest opportunities.				
2. 100% of teachers able to articulate research based practices in use in their classrooms.				
3. 85% of teachers involved in classroom coaching in relation to the EIA.				
4. 100% completed annual performance development plans.				
5. 100% teaching staff identify access to professional development from school opinion survey.				
Strategies	2022	2023	2024	2025
Develop and document the schools professional learning plan in relation to the EIA. Incorporating instructional leadership (co plan, co teach, co review)	✓	✓	✓	✓
Support teachers/aides to deepen their knowledge and understanding of the Australian curriculum through ongoing professional development.		✓		
Strengthen teachers capacity to utilise data and associated strategies to ensure all students are appropriately engaged and challenged, including high achieving students.			✓	✓
Collaboratively develop and embed systematic processes for school leaders to support teachers in the implementation of the agreed pedagogical practices through modelling, lesson observation and detailed feedback.		✓	✓	
Collaboratively plan to develop the ICT knowledge and skills of students and staff, and the increased provision of ICT devices and infrastructure to support student engagement and learning.		✓	✓	





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Improvement Priorities

Curriculum, pedagogy and learning

Success indicators					
1. Students are engaged, successful learners who believe in themselves, display resilience and contribute positively to the world.					
2. 100% of staff provide unit plans.					
3. 100% teachers using explicit teaching frameworks.					
4. 100% teachers involved in moderation.					
5. 100% teachers involved in case management.					
6. 100% teachers involved in implementing co-constructed learning walls to improve student outcomes.					
7. Increase % of students achieving A and B results in English from 38.3% upwards to 50%.					
8. Increase % of students achieving A and B results in Maths from 40% upwards to 50%.					
9. 100% of students mapped to literacy continuum.					
Strategies		2022	2023	2024	2025
Develop and document the school's P-12 curriculum assessment reporting framework in relation to the EIA, including budgets.		✓			✓
Facilitate the use of data to drive continuous improvement in teaching practice and student outcomes in relation to the EIA.		✓	✓		
Collaboratively and systematically review the school's pedagogical approaches, associated documents and current research to provide clarity and alignment.		✓	✓		
Identify and implement a school-wide approach to support the development of differentiation strategies to be used in all classrooms.			✓	✓	





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Improvement Priorities

School community and partnerships

Success indicators				
1. Connect authentically to innovate and contribute to excellence, equality and wellbeing in learning.				
2. 60% parent completion of School opinion survey.				
3. 60% retention of students from year 6 into year 7.				
4. 100% of transition statement received and used to inform teachers about students.				
5. Memorandum of understanding with the Oakey and Dalby State High Schools outlining mutually beneficial partnerships.				
Strategies	2022	2023	2024	2025
Investigate innovative approaches to strengthen and extend the partnerships with local senior secondary schools, aligning curriculum practices and expectations and preparing students for year 11 and 12.	✓		✓	
Utilising all avenues of media provide comprehensive and concise information to all parent/care givers.	✓		✓	
Strengthen the collaborative partnership between Maclagan Kindergarten and Quinalow SS.		✓		✓





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Improvement Priorities

School improvement processes

Success indicators	2022	2023	2024	2025
1. The school will refurbish teaching and learning spaces that meet the learning needs of our students.				
2. 100% staff completion of school opinion survey - identifying the school as a great place to work.				
3. Review of exiting asset replacement program identifies specific replacement needs.				
4. 100% completion by teaching staff to complete personalised learning records for students with differentiation on Oneschool.				
5. 75% of students in Tier 2 & 3 intervention progressing with their learning.				
Strategies	2022	2023	2024	2025
Develop and enact processes to review the effectiveness of human resource allocations to curriculum delivery for students across all sectors of the school.	✓			
Document and implement an induction program for all staff members to have a positive and informed start when new to the school and or undertaking a new role.		✓		✓
Create structured, data driven processes to monitor and evaluate the impact of intervention and resource allocations to support student learning.		✓		✓
Develop a systematic whole school process to record, review and quality assure interventions and adjustments for student learning and engagement.		✓		✓

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

P and C / School Council

Assistant Regional Director

