

Pathways To Success

Every learner progressing with purpose, exploring opportunities, and pursuing excellence, to shape and define their future.

Success Measures

- >80% students achieving 'B' or better across all subject areas
- 100% statistical agreement in inter-assessment achievement (LOA, NAPLAN, Internal Assessment and External Assessment)
- ≥ 90% student attendance with levels of intervention in place for students < 85%
- >90% student and parent/carer satisfaction with transitions into Middle School phase of learning.
- Year on year reduction in Learning Pathway Conversations and Learning Pathway Support meetings
- 100% QCE attainment
- 100% of school leavers are engaged in further learning, training or employment (Next Step)
- 100% of teaching staff implementing college-agreed evidence-based teaching practices.
- Year on year college-wide improvement on the "Signposts for school Improvement – Inclusive Education" continuum

School Opinion Survey – 100% Staff

- I modify my teaching practice after reviewing student assessment data.
- I use the Australian Curriculum and/or Queensland senior syllabuses for planning teaching, learning and assessment.

School Opinion Survey – 75% Students

- I am interested in my schoolwork.
- My school takes students' opinions seriously.

School Opinion Survey – 90% Students

- My school gives me opportunities to do interesting things.
- My teachers motivate me to learn.
- My teachers help me with my school work when I need it.
- My teachers provide me with useful feedback about my schoolwork.
- I understand how I am assessed at my school.

School Opinion Survey – 95% Parents/carers

- I understand how my child is assessed at this school.
- My child is interested in their schoolwork.
- My child's learning needs are being met at this school.

Thriving Together

An inclusive and connected College community where we thrive through shared purpose.

Success Measures

- >80% students achieving 'B' or better across all subject areas
- ≥ 90% student attendance with levels of intervention in place for students < 85%
- >95% students achieving 'B' or better in effort and behaviour across all subject areas
- 100% teacher engagement with collegial capability development
- Improved teacher capability data from professional learning feedback.
- Year on year college-wide improvement on the "Signposts for school – Inclusive Education" continuum

School Opinion Survey – 75% Staff

- Student behaviour is well managed at this school.
- This school takes staff opinions seriously.
- The wellbeing of employees is a priority for this school.
- If I raised a concern, I feel confident that it would be taken seriously.
- I feel that staff morale is positive at this school.
- I am supported to manage the pressures of my workload.

School Opinion Survey – 85% Staff

- I receive useful feedback about my work at this school.
- Staff are well supported at this school.
- This school encourages parents/carers to be active partners in educating their child.

School Opinion Survey – 75% Students

- Student behaviour is well managed at my school.

School Opinion Survey – 90% Students

- My school encourages me to participate in school activities.
- My school gives me opportunities to do interesting things.
- My school celebrates student achievements.
- My teachers are interested in my wellbeing.
- I can talk to my teachers about my concerns.
- My school encourages students to respect one another.
- I feel safe at my school.

School Opinion Survey – 95% Parents/carers

- Teachers at this school are interested in my child's wellbeing.
- Staff at this school are approachable.
- Staff at this school are responsive to my enquiries.
- This school has a strong sense of community.
- This school works with me to support my child's learning.
- This school keeps me well informed.

What Success Looks Like

- Students will understand and communicate what they are learning, how they like to learn, what success looks like and how they use feedback to progress their learning.
- Staff will commit to agreed systems of monitoring, quality assuring and aligning curriculum. They will confidently employ a flexible range of consistent and aligned pedagogical practices that are informed by evidence and research, to engage and progress every student's learning.
- School leaders will lead the collaborative review and refinement of an aligned and coherent Prep-12 curriculum plan, informed by departmental and curriculum authority guidelines. They will support staff to confidently employ a flexible range of consistent and aligned pedagogical practices that are informed by evidence and research, to engage and progress every student's learning.

What Success Looks Like

- Students will model college expectations, adhere to consistent routines, and respect and care for the learning environment. They will engage with opportunities that enrich the college community and report a strengthened sense of connection and belonging to the college.
- Staff will model college expectations, cultivate positive and trusting relationships with colleagues, students, families and community partners. They will engage in collegial collaboration, sharing of practice, peer learning, and personal reflection on own practice, to inform targeted capability development.
- Parents/carers will model college expectations, and agree there is a strong and growing learning partnership between families, students and staff.
- School leaders will model expectations, cultivate a positive and trusting teaching and learning environment in which staff, students, families and community partners feel valued and supported. They will model effective collaboration and professional sharing, and design, resource and implement structured opportunities to promote and support the individual development and collegial engagement of all staff.

Reduction of red tape in day-to-day work, planning and processes include:

In support of Kelvin Grove State College's Strategic School Plan 2026-2029, our Leaders and Staff will work to refine, align, consolidate and clarify:

- behaviour support systems and processes
- Inclusive Education support systems and processes
- strategic and operational timelines, planning processes, and accountability structures
- data collection practices, and where possible use existing systemic data sources
- Support Staff roles and responsibilities
- digital information and communication systems and processes
- meeting structures and purposes

Success Measures

School Opinion Survey – 75% Staff

- My school has a focus on reducing red tape
- Initiatives to reduce red tape are making a difference.

Approvals

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

Principal

P&C/School Council

School Supervisor