

Strategic Plan 2022 - 2025



**Kelvin Grove
State College**

The Pursuit of Excellence With All Our Might

Acknowledgement of Country

We take the time to recognise and acknowledge the traditional people of the lands and water where we meet today the Yugara and Turubul people of this area. We acknowledge these traditional custodians who have walked and cared for these lands and waters for thousands of years, their descendants who maintain their spiritual connections and traditions.

We recognise that these have always been places of teaching and learning. We strongly encourage justice to promote understanding and pay respect to our elders past, present and those emerging. Before you continue your journey please take a moment to honour millions of footprints that have travelled these dreaming pathways.

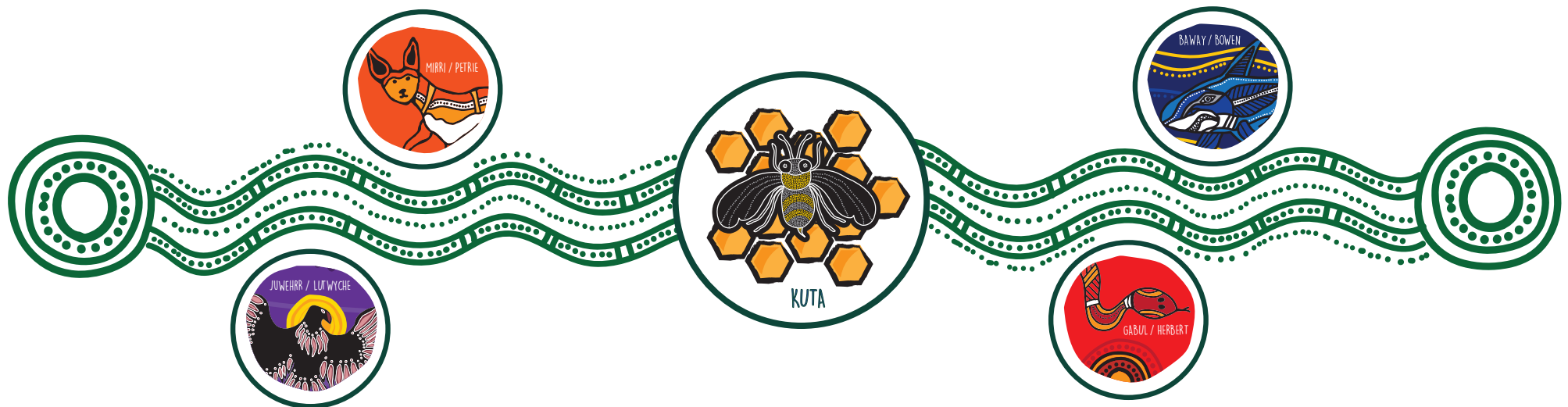
Aunty Nicole Williams

College House Totems

In 2019 the College implemented the rebranding of our College Sporting Totem and four houses with refreshed identities, a complete narrative connecting all of the College and Houses to the history of our local area, Barrambin. The history around our restorative and reconciliation initiative included the inclusive community support of local Aboriginal and Torres Strait Islander Elders, artists, story tellers, performers, parents and carers.

Staff and students worked with local elders to determine the local animals that are important to the traditional owners and collated their names in both Yugara and Turubul language. Our House Totems now align to both our local First Nation history and our European history.

House Totems - Original Artwork: Sharyn Malone - Digital Artwork: Elaine Chambers



Our Values

The College values shape our unique culture of trusting relationships, allowing all members of Kelvin Grove State College to build a productive community where our central value of happiness is an explicit focus. Kelvin Grove State College supports and encourages the values of:

- Courage and Resilience
- Creative and Critical Thinking
- Integrity and Honesty
- Respect
- Responsibility
- Valuing Diversity

Guiding Questions

1. How are all students engaged and improving in their learning?
2. How do we know?
3. What adjustments are we making to ensure every student is improving in their learning?
4. How do we know what is working?



What defines the Kelvin Grove State College experience?

Kelvin Grove State College (KGSC) is a Prep – 12 College that provides a world-class learning experience for the students of our community, within a safe and supportive environment.

At KGSC, College leaders, teachers and support staff have clearly set high expectations built on trust and shared ownership for the success and happiness of every child and young person. There is a deep sense of pride and collective ownership of the College culture with staff, parents, students and community stakeholders genuinely committed to the success of the College and its students. Parents acknowledge the high level of care and support afforded to their child in relation to their learning and wellbeing needs. They speak highly of the intentional focus of the staff in recognising the individual students within a college campus of significant size and student enrolments, indicating that the school successfully makes a ‘huge’ College feel small by focusing on the individual needs, outcomes and pathways of all students. A culture of trusting relationships forms the basis of interactions within the College. Members of the College community hold in high esteem and actively pursue the central value of happiness. The College values inform a powerful narrative pertaining to what it means to be a College community member.

These are not our claims or assertions. These are statements from our parents, students and staff interviewed by the independent external reviewers undertaking an independent review by the Education Improvement Branch (EIB) Review in June 2021.

What informs our leadership thinking and actions?

The College Leadership Team is cognisant of our responsibility to prepare students for their future, with the mindset that they must be lifelong learners to be able to evolve with the rapidly changing world they will be part of.

Our team have embraced Simon Sinek’s “Infinite Game” mindset in our Leadership approach that is characterised by 5 Essential Practices:

1. Just Cause

2. Trusting Teams

3. Worthy Rivals

4. Existential Flexibility

5. Courage to Lead

These 5 practices are used to inform our thinking and as a reflection on the clarity and precision of strategies developed across the College Leadership Team.

Our “Just Cause” - *“Nurturing globally competent learners, leaders and citizens.”*

We want our globally competent graduates to be ready to ‘take on the world’. To do this, they need the same competencies as for the local community, but at a world scale, and they should be aware of important global issues. Graduates also need to be aware of, and engaged with, work opportunities in globally important and emerging industries.



Globally - Open Futures

Our futures focus reflects the realisation that we are not educating for today, but for a future which, for many of our students, will stretch into the 22nd Century.



Competent - Futurabilities

Futurabilities combine values, skills, knowledge and attitudes. In accomplishing most tasks each of these four aspects merges to produce an outcome. Our list of futurabilities that everyone needs covers both those that relate to the individual (self), and importantly, those that apply when working with other community members to co-create desired results, (local community, global community).



Learners - Futures PREP (Self and Individual Futurabilities)

- Proactivity
- Resilience
- Empathy/Emotional Intelligence (EQ)
- Passionate interest – in two, three areas, or one broad area



Leaders - Futures & Co (Local and Global Community Futurabilities)

- Futures & Community
- Futures & Collaboration
- Futures & Co-Creativity
- Futures & Contribution
- Futures & Communication
- Futures & Cultural Context
- Futures & Information & Communications Technology (ICT)
- Futures and Country



Citizens - Fit Files (Future Inspired Thinking)

Students can learn from their experiences and the things they have done. Through this learning our students can become more Future Fit as they access and think about their unique profiles. Recording their futurabilities can form a basis to begin building these fit files.

Our Mission:

A Prep to Pathways learning community delivering wellness and excellence, guided by our College Values.

Our Strategic Priorities - What does success look like in 4 years time?

A positive culture that Optimises Student Learning (OSL)



(Just Cause/Existential Flexibility)

1. Provision of a learning environment where student happiness and wellbeing are the foundation for successful futures.
2. Learning opportunities characterised by accessible curriculum for all.
3. Provision of learning experiences that are futures-focussed, with global perspectives, preparing students for their adult life as competent global citizens.
4. An explicit focus on the sharing of excellent practices across all three sub-schools for the benefit of all.
5. Active student agency informing leadership of the College environment and culture.
6. Streamlined learning platforms and critical digital literacy to enhance learning.

Embedding Global Competence (EGC)



(Just Cause/Worthy Rivals/Existential Flexibility)

Staff and students having a clear understanding of the importance of the role of global perspectives and competencies and how the domains are intertwined with their learning every day. Staff capable of integrating the language of the 4 domains into their daily learning experiences.

Domains:

1. Examine local, global and transcultural issues.
2. Understand and appreciate the perspectives and world views of others.
3. Engage in open, appropriate and effective interactions across cultures.
4. Take action for collective wellbeing and sustainable development.

Expert Teaching Team (ETT)



(Trusting Teams/Existential Flexibility/ Courage to Lead)

1. Our planning of learning and teaching delivering the College's "Just Cause".
2. All staff are able to demonstrate their mastery of the College Signature Practices.
3. Consistent presence of Leadership Team in learning environments within the College.
4. Embedded fluency across the sub-schools with staff collaboratively sharing practices.
5. Our College Collegial Engagement Framework informs our annual practices and focus areas.
6. Relevant data and staff data literacy informing the clarity and precision of our actions.
7. Development and sharing of a Prep-12 Curriculum Plan.

Student and Staff Wellness (SSW)



(Just Cause/Trusting Teams/Courage to Lead)

1. Nurturing and enhancing the College learning and support culture grounded in our College values.
2. Integration of the Brain Health work for staff, students and families in the College community.
3. Our College values continuing to enhance our culture and guiding our ways of working.
4. Student agency and voice is embedded through processes and structures (ie. SRC, Clubs and committees).
5. Strong and proud sub-school identities with students strongly connected to their respective sub-school.
6. Implementation of Restorative Practices in a contextually relevant manner.

Inclusive Education Practices (IEP)



(Just Cause)

1. An inclusive education culture defined by a collective understanding of relevant legislation and the moral imperative of inclusion for all.
2. Practices aligned with policy, targeting human and financial resources, and strong intentional collaboration within the College community.
3. Enhanced precision in the use of student data to improve attendance, engagement and academic outcomes for all, especially marginalised students.
4. Accessible curriculum and participation for all students by further developing teacher capability to differentiate ensuring teaching and learning is age appropriate and responsive to the diverse learning needs of students.
5. School and teachers capable of making reasonable adjustments and to support transitions through each stage of schooling.
6. Strong partnerships with students, parents and caregivers, and complementary organisations as respected and valued partners in inclusive education.

Partnerships and Pathways (PP)



**(Worthy Rivals/Courage to Lead/
Existential Flexibility)**

1. A connected community who are supportive of their student's school.
2. Active and authentic collaboration between all the sub-schools.
3. Nurtured relationships with local and pre-prep providers ensuring fluent transitions into Junior School.
4. World-class partnerships with local, national, and international organisations providing futures-focussed experiences for our students and staff.
5. Mutually beneficial partnerships providing industry-standard learnings and post-school opportunities for our students.
6. Diverse pathways reflecting the student aspirations and the emerging opportunities for students in our local area.

Our Infinite Game Thinking

In the infinite game, the true value of an organisation cannot be measured by the success it has achieved based on a set of arbitrary metrics over arbitrary time frames. The true value of an organisation is measured by the desire others have to contribute to that organisation's ability to keep succeeding. Not just during the time they are there, but well beyond their own tenure. (Simon Sinek – “The Infinite Game” 2019)

Our Infinite Mindset Practices - (Simon Sinek - “The Infinite Game” 2019)



Our Just Cause

A true Just Cause is deeply personal to those who hear it, and if so, will illicit an emotional response for those who connect with it. The more personal it is for people, the more likely our passions will be ignited to help advance it. Our Just Cause is a touchstone, a reference point to determine the appropriateness of any newly proposed ideas.



Trusting Teams

Trusting Teams are essential to maximise the impact of any organisation. Our goal as leaders is to ensure that our people, have the technical skills, human skills and leadership skills so that they are equipped to work to their natural best and be a valuable asset to the team. The power of the teams across the College that include staff, students, and external partners ensure the relevance, sustainability and impact of our work.



Worthy Rival

In an ‘infinite game’ approach, we stop thinking of other players as competitors that need to be beaten and start thinking of them as Worthy Rivals who can help us become better players. A Worthy Rival is another player in the game who is worthy of comparison, someone who with authentic collaboration, enables improvement for both parties. The College looks to examples of exemplary practice from across the country and internationally to ensure that our programs and offerings are world-class. Our collaboration with Health Science High in San Diego and with Royal Brisbane and Women’s Hospital are two examples of this.



Existential Flexibility

Existential Flexibility is the capacity to initiate an extreme disruption to a business model or strategic course, in order to more effectively advance a Just Cause. In Education, our infinite minded leaders are always exploring future opportunities to ensure the enduring relevance of the offerings for our students – preparing them for tomorrow, not yesterday.



Courage to Lead

The Courage to Lead is a willingness to take risks for the good of an unknown future. Courageous leaders are everywhere in the College, staff, students, parents, partners. We are stronger because we trust these groups and openly listen to new ideas. We know the power of the collective and the benefit of brave and visionary leadership. None of us have all the answers and we need to be brave and challenge the status quo, always guided by our Just Cause.