



Strategic Plan 2022 ☞ 2025



Every Student Achieving Success

Our College Profile

Welcome to Earnshaw State College

We are a proud P-12 independent public school, built from the rich, historic past of Nudgee State School and Banyo State High School.

Our vision is *Every Student Achieving Success*. As a college, we collectively strive to uphold this vision by tailoring the learning experiences for each and every Earnshaw State College student. We are also well-known for our welcoming and caring college environment.

Our grounds are spacious, with purpose-built facilities and specialised areas for each phase of learning: prep, primary and secondary. We have extensive shared facilities including a sports centre, library, STEM workshop, computer laboratories and pool. Surrounded by three large ovals, with playgrounds and multipurpose courts, our facilities cater for all students.

Earnshaw State College enjoys close community connections, and we foster a strong sense of belonging across the college, with the belief that we have a shared responsibility for every student from Prep to Year 12. ANZAC Day, Harmony Day, NAIDOC Week, leadership investiture and graduation are integral to the life of our college from Prep- Year 12, building connections across all phases of learning.

Our priority areas are Curriculum, Teaching Excellence and Learning and Wellbeing. Members of our college community take on our mission of embracing challenge, taking opportunities, and learning with passion whilst supporting each other in a caring and nurturing environment.

At Earnshaw, we also pride ourselves on our extensive range of whole college programs that add value to the richness and diversity of our curriculum, including: Homework Club, Skipping Club, Triathlon Club, Dance, Drama, Debating, Environment Club, Baseball Academy, Instrumental Music, Book Clubs and Choirs, just to name a few.

Earnshaw State College is a vibrant, inclusive and caring community focused on Every Student Achieving Success.

Acknowledgment to Country

Earnshaw State College acknowledges the traditional owners, the Turrbal and Jagera First Nations people as the custodians of where we gather today, recognising their connection to land, waters and community. We pay our respects to Australia's First Nations people and to their elders past, present and emerging. May their strength and wisdom be with us today.



Every Student Achieving Success

IMPROVEMENT PRIORITY	STRATEGIES	2022	2023	2024	2025	SUCCESS INDICATORS
CURRICULUM						
English – Reading and Writing	Reading ➤ continue to embed the reading program P – 6	C	R	C	RV	Students participating in daily reading activities Continuous improvement of reading levels – NPALAN and PAT-R Improvement in A – C Results in English
	➤ continue to embed comprehension strategies into daily lessons 7 – 10	C	C	R	RV	Strategies and success criteria embedded in all scope and sequence of unit plans
	➤ provide opportunities for coaching the teaching of reading across the college	I	C	C	R	All staff access PD New staff participate in reading induction
	Writing ➤ continue to embed the sentence and paragraph program provided by WTE	C	R	C	RV	Assessment tasks aligned to WTE WTE Scope and sequence embedded in unit plans
	➤ develop an engagement in writing culture	I	C	C	RV	Students engage in daily writing, book clubs and participate in competitions
	➤ Build writing stamina both by hand and typing	I	C	C	RV	Daily writing both hand writing and typing
Numeracy – Continue to improve numeracy across the college	Problem solving ➤ Implement a college wide approach to the teaching of problem solving	I	C	R	RV	All staff understand and use a systems approach to problem solving
	➤ Provide opportunities for professional development for the teaching of problem solving	I	C	R	RV	All staff access PD opportunities
	➤ Daily Warmups and Numeracy activities	I	C	C	RV	All students engaged in daily warmups
TEACHING EXCELLENCE						
Expand existing planning and teaching processes to incorporate a consistent college-wide approach to in-class, high impact teaching and differentiation strategies for all students, including high achieving students	➤ Implement High Impact Teaching Strategies through targeted professional development and coaching as determined by APR 1. Setting individual student goals 2. Structure of lessons 3. Explicit Teaching 4. Exemplars 5. Collaborative Learning 6. Multiple exposures 7. Questioning 8. Feedback 9. Metacognitive Strategies 10. Differentiated Teaching	I	C	C	RV	All staff participate in PD opportunities to develop HITT strategies
	➤ Continue to engage in observations and feedback between staff in primary and secondary – choice: High Impact Teaching Strategies as per APR	I	C	C	RV	All staff participate in lesson observations and feedback

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Enhance teacher data analysis strategies and data literacy through organised opportunities to share existing best practice	<ul style="list-style-type: none"> ➤ Refine student goal setting processes to include regular and structured class teacher involvement in the setting, monitoring and reviewing of individual subject goals in data meetings 	I	C	R	RV	All staff participate in setting goals for students
Enhance moderation processes to establish consistent practices across the college in all phases of curriculum implementation	<ul style="list-style-type: none"> ➤ Moderation with HoDs and teachers from primary and secondary to develop consistency of practice and streamline content, skills and pedagogy from years 6 to 7 in English and Maths ➤ Engage in cluster moderation 	I	C	R	RV	All staff, primary and secondary engaged in both in school and cluster moderation.
Develop understanding and accountability for implementing college targets by identifying targets relevant to the roles of staff across the P – 12 setting	<ul style="list-style-type: none"> ➤ Develop targets each year and accountability associated with targets through Roles and Responsibilities and Data Plan <ul style="list-style-type: none"> • A – E • NAPLAN • QCE/ Certificate II/ III/ IV and Diploma/ SATs 	C	R	RV	C	Data plan includes all targets and roles and responsibilities and accountability.
Continue to develop partnerships with local organisations, early learning centres, universities and primary schools to enhance student outcomes	<ul style="list-style-type: none"> ➤ Gala Days with Primary Schools ➤ Leadership days with Primary Schools ➤ Partnerships with local Universities ➤ Local Cluster Early Childhood Centres ➤ Playgroup 	I	C	R	RV	Increased activities with schools, universities, ECE and increased membership of playgroup.
LEARNING AND WELLBEING						
Collaboratively expand P-12 profiling opportunities for teachers to further build capability in classroom management and pedagogy.	<ul style="list-style-type: none"> ➤ Profiling professional development for all staff. 	I	I	C	RV	Staggered implementation of profiling for all staff over two years. All staff engage in profiling opportunities as part of self-development.
Review and refine processes for the student Code of Conduct	<ul style="list-style-type: none"> ➤ Matrix of expectations revised, simplified, clarified, taught and reinforced - Age Appropriate/ reinforced 	I	R	C	RV	Matrix revised and all staff implement matrix. Increased SOS survey data.
Wellbeing Team approach to proactive programs, support for tier 2 and 3 students.	<ul style="list-style-type: none"> ➤ Wellbeing plan developed identifying proactive programs and external supports when required 	I	R	C	RV	Range of programs implemented reducing number of students accessing Tier 2 & 3 supports.
I= IMPLEMENT C= CONSOLIDATE R= REFINE RV= REVIEW						