

## NORTHERN PENINSULA AREA STATE COLLEGE 2024 - 2028 SCHOOL STRATEGIC PLAN

### School profile:

Northern Peninsula Area State College is dedicated to achieving the highest standards of teaching and learning for its students from K-12. The College consists of three campuses - Bamaga Senior Campus, Bamaga Junior Campus and Injinoo Junior Campus. The College provides education to students from the five Indigenous communities of Seisia, New Mapoon, Bamaga, Umagico, (Alau) and Injinoo. Northern Peninsula Area State College caters to the educational needs of students from kindergarten through to Year 12 and also provides programs and pathways to a range of post-school options, training, higher education and employment.

### Vision and values:

At Northern Peninsula Area State College, the learning of every student is maximised, such that they have every opportunity to realise their full potential as future focussed learners who are independent, critical and creative thinkers. Our vision is to provide every student with the opportunity to reach their full potential and have the ability to engage positively, productively and economically in society.

At NPASC, staff, student, parents and wider community value and actively work together, care for each other and demonstrate pride in our school celebrating our achievements and high expectations. The College has a defined inclusive culture which facilitates, a safe, tolerant, respectful and disciplined learning environment.

This is exemplified by our staff through *Good Pasin* and the NPA Wei.

Our Values, Beliefs and Behaviours:

We are professional educators who teach with passion and vitality

We have high expectations of our students, ourselves and our colleagues

We acknowledge and celebrate the great outcomes our students achieve through our teaching

We communicate and act positively towards and about our students, our colleagues, our parents at all times

We are proud representatives of our school and our profession in all settings

We are life-long learners and exemplify this

We recognise and value diversity and inclusivity



Educational achievement



Wellbeing and engagement



Culture and inclusion



### School review key improvement strategies:

- ✓ Maximise opportunities for curriculum audit findings and impending introduction of the AC Version 9 to consolidate unit plans, assessment tasks and marking guides for the kindergarten to Year 12 curriculum plan.
- ✓ Collaboratively review and enact a sharp and narrow EIA that identifies current priorities and addresses barriers to student achievement, engagement and attendance.
- ✓ Enhance the whole-college approach to pedagogy for a kindergarten to Year 12 college for continuity and consistency of practice while responding to the local context of student learning needs on each campus.
- ✓ Co-design a whole-college kindergarten to Year 13 transition plan to include key support for students and families across all key junctures.
- ✓ Co-design with the local community, and systemically support, a workforce development plan that focuses on expanding and progressing the local workforce through succession planning and career development.

### School priorities:

- ✓ *Strong, cohesive and effective leadership and governance of the Northern Peninsula Area State College*
- ✓ *Strengthening the quality of curriculum, teaching and learning across K-12 junctures of Equity and Excellence*
- ✓ *Developing and implementing a contextually appropriate, research based well-being and engagement program K-12*
- ✓ *Building staff capability to deliver expectations of Equity and Excellence: educational achievement; well-being and engagement; and culture and inclusion through the NPA Wei*

**School priority 1:** *Strong, cohesive and effective leadership and governance of the Northern Peninsula Area State College*

**Strategies**

- Establish a functional governance structure – College Council reflecting and representing five communities of NPA and including student voice
- Establish Student Council/Forums at each campus; include student voice in College Council
- Use the NPA Wei to drive behaviours and expectations across the College through contextualised onboarding and local inductions
- Implement annual program of community engagement across all priority areas

**Measurable outcomes**

- 100% actions completed as per Council meetings and timelines
- School Opinion Survey –15% improvement in Satisfaction rates in SOS data
- Process data: all meetings conducted in accordance with Charter
- Student Council investiture ceremony occurs annually; meeting schedules and meetings
- Number of community engagement events and attendance by community members
- SOS data: 80% of parents will indicate that the school communicates well and in a timely manner; 90% of Parents indicate that College takes their opinions seriously; 90% of Parents indicate that NPASC asks for their input.

**School priority 2:** *Strengthening the quality of curriculum, teaching and learning across K-12 junctures of Equity and Excellence*

**Strategies**

- Enhance the *Early ChildhoodCommunity Network*, strengthening relationships with Day Care providers and other agencies, and maximising opportunities to support transition to school
- Strengthen partnership with ECDP to facilitate early identification and interventions for students prior to school entry
- Refine the process for collection, collation, analysis and disaggregation of student achievement & QCE data
- Build staff capability with V9 AC including the refinement and broadening of moderation processes
- Strengthen transition processes at all junctures
- Align classroom monitoring mechanisms to specific curriculum and pedagogical enactment
- Strengthen the use of digital learning and Q Learn platform into curriculum Years 4-9, including the establishment for a First Nations School of Excellence in Digital Learning
- Broaden case management to include all students registered with ECDP and NDIS (birth to Year 13) and all students in Years 6-12 (well-being, attendance, behaviour, achievement)
- Strengthen post school pathways program – transition to employment, training or higher education
- Strengthen industry collaboration and work experience opportunities for students in Years 10 – 12.

**Measurable outcomes**

- 100% of Kindy students have a transition statement and profiles, unpacked in Terms 1 and 4
- Number of students registered with ECDP
- All students registered with ECDP case managed 00P to 13
- Trend of improvement in A-E data
  - P- 9 % Students achieving C or above in English and maths
  - P- 9 % students attaining A or B in English and maths
- The NPA WEI pedagogical practices are evident and monitored through walkthroughs and moderation
- Increased use of digital pedagogy and student engagement
- Number of NDIS case managed students
- Post destination data indicates increasing trend of students engaged in employment for further study
- 100% QCE/ QCIA attainment
- Interventions as per case management implemented and tracked
- Increasing numbers of SBTs and SATs

**School priority 3:** *Developing and implementing a contextually appropriate, research-based wellbeing and engagement program K-12*

**Strategies**

- The development of a whole of College wellbeing and engagement program that is contextually appropriate, reflects the intent of the DOE Wellbeing Framework and encompasses PBL, Trauma Informed Practices, Resorative Practices and partnerships with established, research based programs.
- Implementation of an appropriate tracking and monitoring tool to track student well-being and engagement
- Establish NPA integrated response model to support and monitor interagency interventions: strengthen ways of working across agencies and meet regularly with relevant stakeholders (QPS, QLD Health, NPPAFACs, Youth Justice, Child Safety)

**Measurable outcomes**

- Trend of reduction in long SDAs, exclusions and cancellations of enrolment
- Trend of increased student attendance
- Trend of increased positive behaviour contacts in OneSchool
- SOS data: 80% of parents and students will indicate that this school treats students fairly; 80% of parents and students will indicate that behaviour is well managed at this school
- SOS data: 90% of students, parents and staff indicate that NPASC has a strong culture of community and wellbeing.
- Number of students engaged with *JT Academy Lead Like A Girl program, State of Mind* and ELT endorsed programs
- Complex case management is applied for students requiring Tier 3 Interventions
- Number of Functional Behaviour Assessments
- 100% non-teaching staff complete professional development in Trauma Informed Practices, Zones of Regulation (P-6), PBL
- QEWS data; BSC QEW Survey Inclusive Design Project Pilot 2024

**School priority 4:** *Building staff capability to deliver expectations of Equity and Excellence: educational achievement; well-being and engagement; and culture and inclusion through the NPA Wei*

**Strategies**

- Promote a school wide commitment to the NPA Wei
- Build teacher capability in targeted teaching and learning, IEALD digital learning, PBL, well-being and inclusion and cultural capability as identified in the NPA Wei
- Implement NPASC Leadership and Capability model with fidelity
- Develop and enact a College Professional Learning Plan.

**Measurable outcomes**

- 100% teachers complete professional development in identified programs as per College Professional Learning Plan.
- 100% teachers access coaching and mentoring as per NPA Wei and NPASC Leadership & Capability model
- 100% staff complete PDP

**Success criteria**

**Behaviourally:**

*Students can/will:*

- know they have a voice through the College Council and engage meaningfully in the Council

*Staff (teaching & non-teaching) can/will:*

- engage meaningfully strategic agenda of the College through staff representatives

*Leadership team can/will:*

- undertake work as per clearly articulated SRD and organisation chart
- work closely with community to ensure voice from all communities; College plans are endorsed and monitored
- work closely with Partnership Initiative Schools Community Partnerships Officer to strengthen interagency and community engagement with the College.

**Resourcing**

Payments to community members  
Travel assistance if required

**Success criteria**

**Behaviourally:**

*Students can/will:*

- be engaged in class more frequently
- complete JET & SET plans and articulate their educational ambitions
- be able to articulate their learning goals and next steps for learning with reference to criteria sheets or marking guides.

*Teachers can/will:*

- understand, plan for and deliver differentiated lessons for their learners as identified through the moderation process and 3 levels of planning.
- know what data they are collecting and why they are collecting the data.
- talk to their student improvement data collection, recording and analysis.
- discuss, in an informed manner, their pedagogical planning and practice.
- enact the 4 phases of moderation with confidence and competence
- invite walkthroughs and WOWs

*Leadership team can/will:*

- be involved in professional dialogues including walkthroughs focused on agreed elements of pedagogical practice.
- document feedback through the Collegial Engagement
- Quality assure strategies and enactment of the intended curriculum using agreed processes

**Resourcing**

Employ Early Pathways Teacher and HoD Digital Learning  
Resources bespoke Digital Learning Central  
Resources to support tailored programs in Trade Training Centre and VET  
Staff release time and budget to support planning and professional learning

**Success criteria**

**Behaviourally:**

*Students can/will:*

- understand Restorative Practice and how this is used in conjunction with consequence measures to enable students to make good for damage caused or relationship adversely affected and to understand how this behaviour impacts on others.
- Identify, articulate and use de-escalation strategies
- Feel culturally safe at school

*Teachers will:*

- Built capacity of all staff to Notice, Inquire and Plan to ensure that mental health difficulties are identified early and students who may be at risk are responded to appropriately
- Model trauma informed practices, Zones of Regulation (P-6) and positive psychology in classrooms and all aspects of work
- Enact PBL in the classroom with fidelity and commit to the PBL committee

*Leadership team can/will:*

- Ensure students at risk or requiring support are directed to appropriate school-based intervention and are referred to clinical services where appropriate
- Provide access to training and resourcing as required for teachers, teacher aides and RSAS staff
- Commit to PBL and PBL committee with fortnightly meetings, data analysis and proactive follow-ups
- Ensure the celebration and marketing of student success
- Quality assure strategies and enactment of the intended wellbeing programs using agreed processes

**Resourcing**

Employment of consultants for professional learning and appropriate school staff  
Staff release time and budget to support planning and professional learning  
Budget to support establishment and support of the well-being team

**Success criteria**

**Behaviourally:**

*Teachers can/will:*

- Engage meaningfully with professional learning and enact learnings in classroom practices
- Engage meaningfully in completion of PDPs
- Actively seek opportunities to enhance their own professional capabilities as relevant to their work in the NPA and as identified in their PDPs

*Leadership team can/will:*

- Provide opportunities for all teachers to engage effectively with professional learning as per their PDPs and/or the College Professional Learning Plan.
- Intentionally mentor and coach aspirants (for NPASC roles as well as across QLD)
- Quality assure strategies and enactment of the intended professional learning programs using agreed processes

**Resourcing**

Staff release time and budget to support planning and professional learning  
Professional learning resources for staff  
Employ Deputy Principal (Staff Capability)

Phases	20 24	20 25	20 26	20 27
Developing	✓			
Implementing		✓	✓	
Embedding				✓
Reviewing		✓		✓

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Embedding				✓
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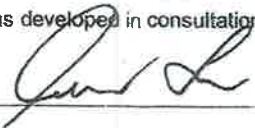
Phases	20 24	20 25	20 26	20 27
Developing	✓			
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Embedding				✓
Reviewing		✓		✓

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Developing	✓			
Implementing		✓	✓	
Embedding				✓
Reviewing		✓		✓

**Approvals**

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

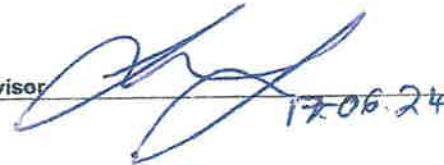
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