



2024-2027

STRETTON STATE COLLEGE

Strategic Plan



ACKNOWLEDGEMENT OF COUNTRY

Stretton State College is situated in the shared lands of the Yuggera nation. We would like to acknowledge the traditional owners of this land, the Yugambeh people of the Yuggera language region.

We pay our deep respect to the Traditional Owners and Elders past, present and emerging.

Those who have cared for the lands and waterways that surround the land upon which we gather.

Those who we respectfully follow in their footsteps to care for country.

To learn on country.

To play on country.

To inspire on country.

It is the responsibility of every one of us to continue this custodianship.

To honour and reflect the strong traditions and culture of the Yugambeh people.

To honour and reflect in the way we teach, learn and interact.

*Artwork created by Stretton State College
First Nations students in 2023.*



Stretton State College, an Independent Public School, is a co-educational P-12 school established in 2006. The first cohort of Year 12 students graduated in 2010. The Prep to Year 12 structure significantly enhances educational outcomes for students while facilitating the seamless transition through the different phases of learning. It also provides students with the opportunity to enrich their learning through access to the extensive range of co-curricula activities within the College.

Our mission is to provide an outstanding education within a P12 context. We aim to provide excellence in teaching and learning within a broad, balanced and flexible curriculum which positions our students to effectively contribute in a 21st century global community.

We aim to balance the breadth and depth of our educational offerings, with a well-informed view on what is most appropriate for each individual's wellbeing, as key driver to building individual learner capability. Our students are encouraged to strive for excellence in all their endeavours and the school aims to equip students with the necessary life skills to help them make positive, purposeful contributions to their communities.

The school places emphasis on positive education, student wellbeing and adherence to the Stretton SPIRIT - our values of Sincerity, Perseverance, Integrity, Respect and Responsibility, Inclusivity and Thoughtfulness. These values guide our planning and actions.

Other key priorities are thinking skills, digital pedagogy, contemporary real life approaches to learning and programs of excellence in academic extension, sport and instrumental music. We support our students to be connected in this digital age with a BYOD program for students in Years 3-12.

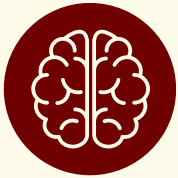
Emphasis is placed on Literacy and Numeracy and appropriate support is provided for students with special needs and learning difficulties. The school provides diverse leadership, cultural, sporting and community service opportunities. Parents are encouraged to play an active role in school life.

In 2024, due to high local demand, our predicted enrolment will be 3500 students.

SCHOOL PROFILE



Our Vision



Mind

Learning to learn for a better world



Character

Knowing yourself is the beginning of all wisdom

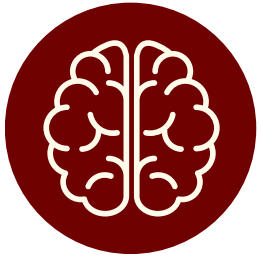


Community

Diversity is the path to unity



Together with Purpose and Spirit, we strive to develop curious minds, strong character and connected community.



WHY MIND?

Our College strives to continually create and enable a variety of learning opportunities for students that provide the necessary skills, knowledge and experiences to prosper as global citizens in the world. In doing so, we seek to inspire a passion for lifelong learning in meeting the individual needs of all students so that they may achieve their true potential.

At Stretton State College, we believe that if we want our classrooms to be cultures of thinking for our students, then our school community must be a culture of thinking for our staff. We believe that learning how to learn as individuals and as a team is a necessary skill within a rapidly changing world.

Today's digitally connected world offers access to learning and a richness of opportunity never seen before. As a consequence, many of the boundaries that previously existed for learning are being removed. Through adopting a collaborative whole-college approach to a transformational culture of learning, we are preparing our students for the new world of work, academic achievement and rising expectations.



The question is not: can our kids handle the freedom? The question is do we have the courage to give it to them? It is an urgent question."



WHY CHARACTER?

While academic achievement is a significant component of education, it is incomplete without a parallel emphasis on student wellbeing and character development. Both are intertwined, and together, they produce individuals who are not only knowledgeable but also compassionate, resilient, and ethically sound. We understand that wellbeing is essential to becoming the best version of one's self in order to thrive and flourish.

As an inclusive community, we embrace an approach to wellbeing that values the individual, appreciates differences and celebrates diversity. By emphasizing student wellbeing and character, we cultivate individuals who are not just knowledgeable but also emotionally intelligent, ethically sound, and socially responsible. Through a focus on Positive Education, Character Strengths and the guiding College SPIRIT values, we provide a flexible, individualised approach to student wellbeing and the development of good character.



Intelligence plus character—that is the goal of true education.”

Martin Luther King Jr.



WHY COMMUNITY?

We recognise that through a connected community which focuses on belonging, we are becoming what is required to respond to and be leaders in a globalised, uncertain and complex world. As a strong P12 community we work together to create value and a strong sense of service. Our Strategic Plan is strongly guided by our community voice.

We foster and embrace practices which cultivate belonging in our community, knowing that this is fundamental to our wellbeing, and to our vision to make a difference today for a sustainable and thriving future. As a community, we belong to a network of schools, associations, educators and past P12 alumni, willing to courageously lead to make a difference for all young people in their education.

We connect with diverse groups to broaden our perspectives, both locally and globally to inform our practices which focus on making a difference in a world that embraces diversity. We recognise that the health and wellbeing of our entire community is paramount both for individual growth and development of our future society and the contributions we make.

All students are encouraged to participate in community initiatives, within the school community or the wider local or global community. In addition, there are many leadership opportunities for students embedded throughout our P12 community. Our parents and broader community are strong supporters and active participants in the life of Stretton State College. We are one P12 community.



Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

Margaret Mead

The STRETTON Way

At Stretton State College, our students develop the dispositions to flourish in a rapidly changing world. We generate a futures-focused learning community by placing our learners first, creating inclusive environments, and inspiring all students to solve real world problems through a culture of deep learning.

Our Stretton P12 community believes in ...

Learning to Learn

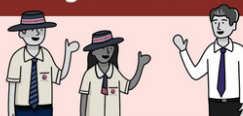


Learning is demystified and made visible for students.

Learning occurs at the point of challenge.

Learning is a consequence of thinking.

Knowing our Learners



Positive learning dispositions are developed in a student centred culture.

Students learn best when they feel known, valued and respected.

Powerful learning engages and empowers students.

Learning Together

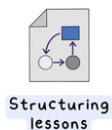


Learning is a collective and shareable enterprise.

Learning is futures-focused creating adaptable global citizens.

Our community is a Culture of Thinking for all learners.

We achieve this through ...



Reflecting through the lens of The 8 Forces ...

Time

Modelling

Language

Environment

Interactions

Routines

Expectations

Opportunities

OUR KEY IMPROVEMENT STRATEGIES

Department of Education

Stretton State College

School review conducted 29 May to 2 June 2023

Every Queensland state school is reviewed by the Department of Education at least once every four years. School reviews provide important feedback to support schools in continuing to deliver quality education and improve learning outcomes for students.

Review highlights

- ✓ A dynamic and positive learning culture.
- ✓ A clear focus on supporting and growing each student.
- ✓ A strong commitment for student engagement, wellbeing and performance.
- ✓ Quality relationships with students, as a cornerstone for learning.



Consultation



Total of 309 interviews



14 community members and stakeholders



143 school staff



101 students



51 parents and carers

Each school review generates a number of key improvement strategies to inform continuous improvement in all state schools.

The next steps are...

- ➔ **Domain 6:** Develop consistent, whole-college approaches to moderation at the planning stage, with specific focus on teachers collaborating on the alignment of planned curriculum, assessment and pedagogy, to deepen teacher understanding of what students need to know and do for each level of achievement.
- ➔ **Domain 5:** Enhance opportunities for leaders to engage with a range of approaches that support enacting school priorities with consistency, deepening instructional leadership, and modelling collegial engagement practices.
- ➔ **Domain 1:** Implement rigorous and systematic processes, supported by capability development, that assists all leaders in the Quality Assurance of the implementation and impact of Faculty Improvement Plans and Sector Improvement Plans.
- ➔ **Domain 6:** Build on curriculum initiatives to enable a deep understanding of the Australian Curriculum by all teachers and leaders, accessing internal and external expertise to focus on curriculum design, standards-based assessment, and quality assessment processes to meet P-12 curriculum, assessment and reporting framework requirements.
- ➔ **Domain 2:** Build leader's capability to facilitate rigorous data analysis and discussion with their teams, to strengthen the culture of data-informed practices across the college.
- ➔ **Domain 8:** Systematically enact The Stretton Way through leader modelling, feedback and support for teachers on contextualised, differentiated, and effective pedagogical approaches, to maximise engagement, challenge and learning for each student.



Mind



In developing the enduring qualities of curiosity, intellectual tenacity and rigorous learning dispositions, as learners we think critically, creatively and collaboratively to ensure the realisation of potential.

Character

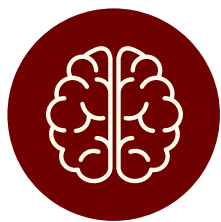


We will develop the emotional intelligence and strength of character of our students and empower them to be courageous and determined learners who embrace life with gratitude and humility.

Community



Stretton State College is an inclusive community which recognizes diversity as strength. Stretton students embrace opportunities to learn in collaborative environments where different perspectives are encouraged and valued.



Mind



To develop curious minds we will...

- Rigorously enact our 'Stretton Way' across P-12 to evoke original thinking and new ways of learning.
- Ensure high support and high challenge for all learners, so that every student achieves at least one year of learning growth each year.
- Invoke student agency in the learning design process.
- Develop digital fluency by equipping students to use current and emerging technologies in beneficial and sustaining ways.
- Enact the College Professional Learning Plan to guarantee the continuous measured improvement and development of all staff.
- Strengthen teacher capabilities in the provision of data informed differentiated practice to ensure growth for all students including priority equity cohorts eg. SWD, EALD, First Nations.
- Attract, develop and retain world-class staff who are passionate about the growth and development of students.
- Implement processes that ensure the rigour of all teaching and learning programs to ensure the intended curriculum is successfully enacted.
- Enhance our consistent whole-college approach to moderation.

Success Criteria



Every student achieves at least one year of growth each year as evidenced in whole school data collection tools.



Students demonstrate ownership of their learning journey, and articulate how they have improved applying feedback and developing greater agency.

Increased student engagement in challenging learning experiences.



Differentiated practice is evident in every classroom because staff feel confident to modify teaching practices in response to data.



Clear and explicit P-12 processes to plan for and monitor every student's learning pathway at all transition points.

Staff feel supported to improve their practice through ongoing professional learning opportunities.



There is a mindset of innovation, growth and future thinking within our College.

Refer to Data Collection Schedule and Collegial Engagement Framework for data sets and tools.



Character



To develop strong character and confident, resilient students, we will:

- Intentionally ensure our Stretton SPIRIT values permeate across the entire P12 Community.
- Purposefully cultivate our signature Character Strengths to enhance interactions and learning experiences.
- Continue to embed Positive Psychology into the many aspects of Stretton life to allow our students, staff, parents and community to flourish.
- Create a safe, caring and inclusive environment that supports all students and staff.
- Knowing each child, and their needs, to support positive and confident transitions into, through and beyond school.
- Create understanding that ensures learning and wellbeing are inextricably linked.
- Create leadership and character development opportunities for all students to strengthen student voice, build individual confidence and discover new talents and strengths.
- Actively promote that all students attend school regularly and are positively engaged in learning.
- Provide supportive and inclusive opportunities for students, staff and parents that foster wellbeing, resilience and authentic relationships.
- Align student services to sharply focus on strengths-based wellbeing.

Success Criteria



The language of SPIRIT values and character strengths permeates shared dialogue.

Every student can identify a trusted adult as a support person at school.



Teachers show an increased understanding and knowledge of individual students.



Students, staff and parents articulate a common language and understanding of wellbeing.

Increased student involvement in leadership.



Students feel safe to come to school.

Increased student engagement through maximising learning days.



Respectful relationships are apparent in the school.

Refer to Data Collection Schedule and Collegial Engagement Framework for data sets and tools..



Community



To develop a diverse, collaborative and connected community, we will:

- Promote a common purpose through authentic relationships and networks with parents and the wider community.
- Celebrate the diverse achievements of all community members through honoured traditions.
- Foster a culture of service to others and making a difference through avenues of social justice.
- Develop and maintain key partnerships with families, alumni, business and industry communities, universities and tertiary providers to enrich the education of our students and staff.
- Maintain the breadth depth and quality of co-curricular programs that enable our students to experience learning beyond the classroom.
- Ensure, through our curricular and co-curricular programs, that our students develop the capacity and dispositions to be responsible citizens.
- Develop a supportive and collegial culture of transparency where teaching practice is shared and celebrated.
- Promote a common purpose through strong communication and collaboration across our P-12 community.
- Collectively support strategies that foster the wellbeing of teachers, leaders and support staff.
- Celebrate diversity of thought belief, ability, identity, background and culture.
- Investigate cultural opportunities to embed First Nations histories and culture within the curriculum and wider College community.
- Ensure that opportunities are provided to maximise the potential of First Nations students.
- Advance the breadth and diversity of our International Student Program to ensure that our students appreciate different global perspectives.
- Ensure students are educated in issues of gender equity, identity, diversity and equality.
- Embrace student and staff diversity by creating a welcoming and inclusive environment for all.

Success Criteria



The community holds the College in high regard with a clear sense of pride and belonging.



There is a strong and growing sense of community with increased engagement from all stakeholders.



Evidence of strong student, staff, and parent involvement in co-curricula activities.

All students graduate with a meaningful pathway and qualification.



Students engage in celebrating the diversity of our college community.

Increased student awareness of global perspectives.



Increased P-12 collegial engagement.

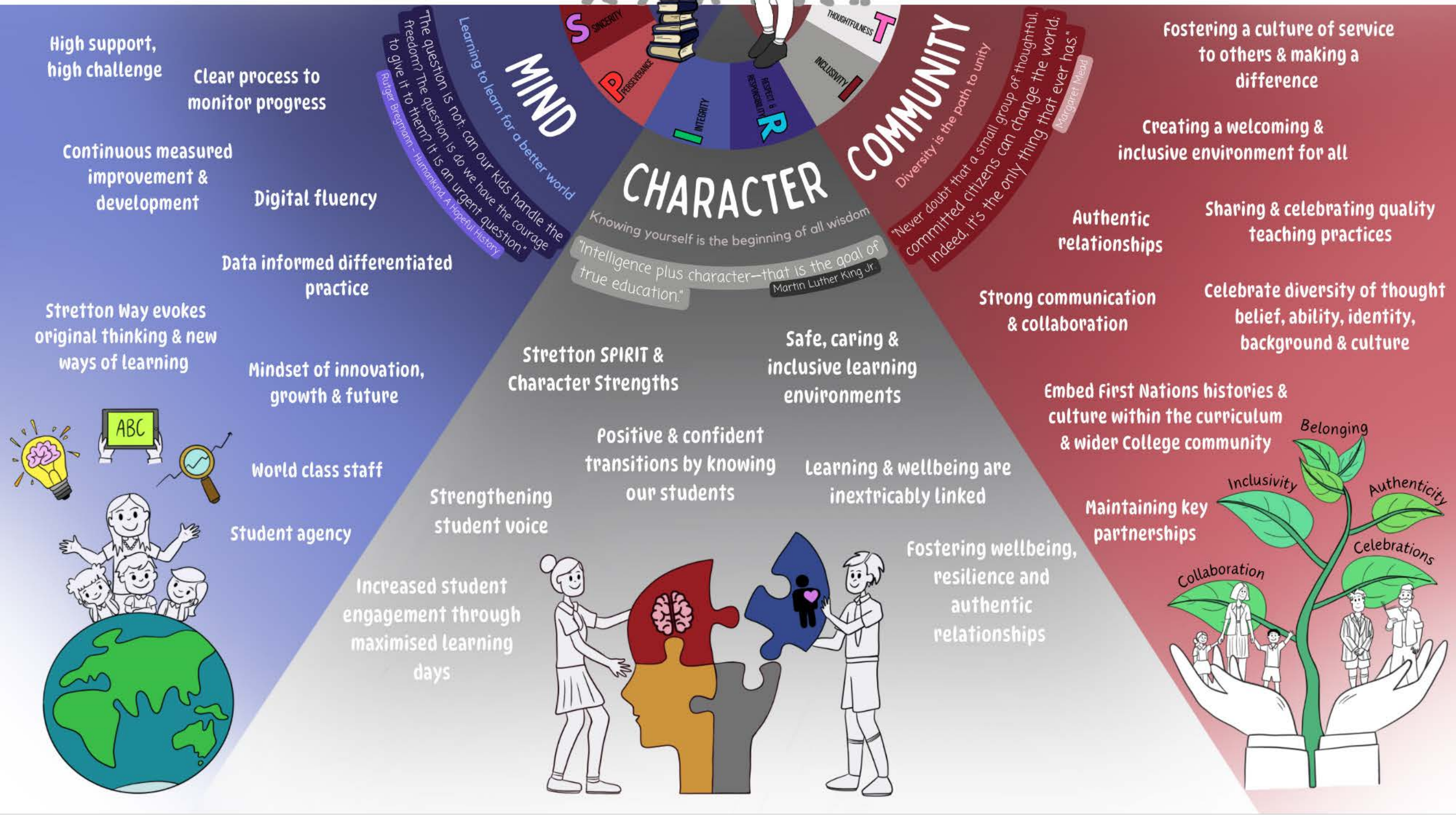
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STRETTON STATE COLLEGE

Together with purpose and spirit, we strive to develop
curious minds, strong character and connected community



SCHOOL IMPROVEMENT PLAN 2024-2027



Approvals

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

SIGNATURES:

A handwritten signature in black ink, appearing to read 'J. Maresca'.

Jan Maresca
Executive Principal
Stretton State College

A handwritten signature in black ink, appearing to read 'Sally Eeles'.

Sally Eeles
Chair School Council
Stretton State College

A handwritten signature in black ink, appearing to read 'B. Stewart'.

Brad Stewart
Campus Principal
Stretton State College

A handwritten signature in blue ink, appearing to read 'Racquel Gibbons'.

Racquel Gibbons
Regional Director
Metropolitan South Region
Department of Education

A handwritten signature in black ink, appearing to read 'Esther Stuart'.

Esther Stuart
President Stretton State College P&C Association