

Four Year Strategic Plan 2025-2028

Our Vision

To support students to excel in their chosen pathway, nurturing independence, compassion, innovation and global citizenship.

Our Mission

To deliver educational excellence for all learners in our community.

Our Creed

*Local Foundations,
Global Opportunities*



Educational achievement Expert educators



Belonging and Engagement Supporting student performance

PURPOSE

To improve educational outcomes for all students at Nambour State College.

To foster a safe, supportive, and inclusive learning environment at Nambour State College
To enhance organisational effectiveness and support the delivery of a high-quality education at Nambour State College.

INITIATIVES

- 1.1 Develop and enact a clear improvement agenda with specific actions and measures.
- 1.2 Develop instructional leadership capability of leaders to drive the Nambour State College improvement agenda and ensure line of sight to classroom practice for quality outcomes.
- 1.3 Full and systemic implementation of the Australian Curriculum v9 and senior schooling programs with QA processes.
- 1.4 Implementation of our college lesson plan to support deliberate and responsive pedagogical decisions.
- 1.5 Embed the collegial engagement framework.
- 1.6 Improve student reading outcomes college wide by implementing a whole-school, evidence-informed approach to reading instruction
- 1.7 Monitor student performance using data informed practices at regular intervals for each year level.
- 1.8 Provide academic rigour and challenge for each student through personalised learning opportunities.

- 2.1 Systemise organisational effectiveness at all levels to deliver a high-quality schooling experience.
- 2.2 Develop clear leadership roles aligned to the Nambour State College improvement agenda.
- 2.3 Align Student Code of Conduct with roles and accountabilities to provide clarity and consistency.
- 2.4 Fully implement our college wide approach to support inclusive practices in every classroom with consistency and fidelity.
- 2.5 Strengthen staff knowledge, understanding and commitment to the college wide system of classroom and playground management.
- 2.6 Modernise facilities to support equitable access to a quality education improvement agenda.

SUCCESS CRITERIA

- AIP is visible around the college
- AIP is aligned to leader's role descriptions
- AIP is regularly reported on and updated during meetings
- Leaders are provided explicit feedback by line managers on communications (including meeting processes), coaching conversations and data informed decision making.
- Instructional leadership practices (coaching, mentoring, feedback) will be evident across the college, with leaders completing observation and feedback with their team each semester.
- All leaders and teachers engage in structured data analysis each semester, using student achievement data to inform planning and differentiation.
- All teachers participate in structured instructional walks, formal observation and feedback or classroom profiling each semester.
- A college-wide lesson structure implemented, with all classrooms demonstrating consistent routines and clear learning intentions in weekly learning walkthroughs.
- All teaching staff implement three levels of planning aligned to the Australian Curriculum v9 and senior programs, as evidenced through artefacts, walkthroughs, and moderation.
- Teachers participate in a cycle of moderation (BAAE) to ensure curriculum alignment and consistent high-quality delivery.
- Ensure every student achieves their reading potential through an explicit, evidence-based approach, with yearly growth in the number of students meeting or exceeding reading benchmarks by 2028."
- 100% students A-C achievement in English and Mathematics.

- Co-teaching model embedded at NSC
- Inclusive practices embedded in every classroom, with 100% of teachers differentiating learning and providing targeted support for diverse learners.
- Staff self-assessment tools and peer observations show a year-on-year increase in confidence (min. 10%) in inclusive and supportive practices.
- Establishment of Year Level teams that track and monitor student performance through data analysis fortnightly with strategic intervention.
- Student attendance 90%. Increase of >85% by 2% annually
- Establishment of Highly Capable Students mentor to implement programs that identify engage, support and monitor students.
- Student Code of Conduct revised
 - Bus expectations and procedures
 - Toilet expectations and procedures
 - Playground expectations and procedures
 - Uniform expectations and procedures
 - Classroom expectations and procedures
 - Mobile phone expectations and procedures
- Investigate and implement a college-wide behaviour management system with all staff trained and applying consistent expectations across classroom and playground settings.
 - Clear expectations for students
 - Clarity of roles and responsibilities for staff
 - Training to support staff
 - Classroom profiling
- SOS (St): Expectations are clear at my school (84.7%)
- SOS (T): Expectations and rules are clear (80.4%)
- SOS (P): Expectations are clear at this school (91.2%)
- SOS (St): Student behaviour is well managed at my school (44%)
- SOS (T): Student behaviour is well managed (55.5%)
- SOS (P): Student behaviour is well managed at this school (70.1%)
- Behaviour incident data shows a reduction in majors (defiance, physical misconduct and abusive language).
- Operational processes and systems documented and implemented across both campuses.
- Staged facilities plan enacted delivering two major improvements per year.
- Feedback from staff and students reflect increased satisfaction with facilities (. 10% improvement), with evidence of enhanced participation and engagement in upgraded areas.
- 12% in increase in enrolments and strengthened community confidence in Nambour State College as a school of choice.