2023 – 2026 STATEGIC PLAN (reviewed and updated Oct 2024, data targets updated Jan 2025)

'Our overarching goal is to provide high quality, inclusive education that is underpinned by an unrelenting belief that *every student matters*'

Key Areas	Aims	Strategies to support and enable staff to collectively implement school priorities	Expected outcomes

Quality teaching and learning	• High quality, evidence-based teaching and learning practices
	• Strong foundation skills in student learning
	• Differentiated learning activities include opportunities for challenge, growth and deep learning
		• Ensure a consistent approach, across P-6, in our high yield teaching practices including: Explicit Teaching, Age-Appropriate Pedagogies, Visible Learning, Goal Setting/Feedback, Reviews (English and Maths)
		• Embed the 'Reading Position Statement' (DoE 2023) in line with the demands of the Australian Curriculum English and the implementation of a systematic synthetic phonics approach in the Early Years
		• Design and implement Literacy and Numeracy Reviews that automatise previously taught skills
		• Develop and build a strong numeracy focus whilst maintaining the embedded literacy priorities
		• Design units of work that have: embedded differentiation and tailored supports/reasonable adjustments; aligned to the Australian Curriculum and the four phases of moderation; and are quality assured
			• Average student attendance is above 92%
			
			• Student achievement A-C
			  ○ English 92% (P-6)
			  ○ Maths 93% (P-6)

Engaged learners	• Culture of achievement focused on academic and social growth
	• Dynamic, inclusive learning environments that support student wellbeing and cater for diverse learning needs
	• Students are empowered to take ownership of their learning
		• Ensure clear routines, classroom expectations and positive classroom tone are evident in every learning environment through our RISE values and Positive Behaviour for Learning system
		• Explicitly teach social skills and social/emotional learning (SEL) strategies including the *Zones of Regulation*
		• Improve the Multi-Tiered Systems of Support to ensure they are inclusive, data driven, flexible and responsive in supporting student needs
		• Deepen student understanding and knowledge of 'student friendly' marking guides, learning intent/success criteria of tasks, goal setting, feedback and review
			• Student achievement A-B
			  ○ English 63% (P-2)
			  ○ English 53% (3-6)
			  ○ Maths 72% (P-2)
			  ○ Maths 62% (3-6)
			
			• Tier 1 and Tier 2 Positive Behaviour for Learning embedded (TFI and SET assessments)
			
			• Student, parent and staff rating for 'school culture' >93% (SOS)
			
			• Student, parent and staff rating for 'this is a good school' >93% (SOS)
			
			• Student, parent and staff rating for 'Behaviour is well managed' >85% (SOS)
			
			Overall school data (achievement, attendance, school disciplinary absences, School Opinion Survey) indicates sustained improvement in comparison with similar schools (i.e ISCEA, student numbers

Highly reliable teams	• High expectations with an unwavering belief that every student matters • Continuous professional improvement and collegial engagement focused on the success of every student • Leaders are focused on driving school improvement and improving student outcomes	• Improve student engagement and achievement in English and maths (focus on C to B lift, B to A lift) through academic case management • Develop a Collegial Engagement Framework and Professional Learning Plan that aligns to school priorities and includes opportunities for mentoring, peer observation and self-assessment to foster collaboration and continuous improvement • Strengthen capability in understanding, selecting and applying signature pedagogies to meet the needs of all students • Build capability in delivering differentiated practices and reasonable adjustments for assessment for all students • Enhance Leadership Team capability to lead the school improvement priorities • Foster and maintain strong, consultative teams to promote a supportive and cohesive environment– Positive Behaviour for Learning, Literacy, Numeracy, Year level/team coordinators, Social/Wellbeing, Student Support Services, Workplace Health and Safety, Local Consultative Committee, Student Council.	
Active Community	• Inclusive school culture, that is welcoming to all members of our diverse community • Positive partnerships with parents/carers for successful learning and engagement • Expanding opportunities for students with local businesses and community organisations	• Collaboratively develop a Parent, Carer and Community Engagement Framework in partnership with the P&C and School Council to identify shared priorities, mutual goals and develop partnerships • Collaboratively develop a Reconciliation Action Plan across our school community • Design a strategy that celebrates, promotes and supports student attendance • Continue to improve whole school transition processes to ensure student success and parent/carer engagement • Expand the partnership with Sandgate SHS to encompass Young Scholars and student leadership • Broaden the range of extra curricula activities, student leadership opportunities and focus clubs for students • Review the Grounds Improvement Plan to ensure continuous improvements and investment in learning environments and physical spaces	
Embedding Digital Technologies	• Creating opportunities in STEM (Science, Technology, Engineering and Maths) • Ensuring students are able to work digitally across the curriculum • Exploring how new technologies could be incorporated into the school • Building skills in e-safety across the school community	• Create a STEM Hub • Audit the curriculum (focus on Maths/Science) to identify the opportunities to prioritise STEM • Audit the curriculum (focus on English) to identify the opportunities to prioritise working digitally • Invest in modern educational resources, technology and ICT infrastructure and facilities to support innovative teaching • Explicitly teach e-safety as part of the school's PBL processes and provide opportunities for community capability building • Build capability to use ICT (across all areas of the curriculum) to positively impact student access and learning	

Reviewed and update endorsed through the BSS School Council 15/11/2024 **DEVELOPING** **IMPLEMENTING** **EMBEDDING**

Matthew Denzin
Principal

Brent Fewkes
School Council Chair