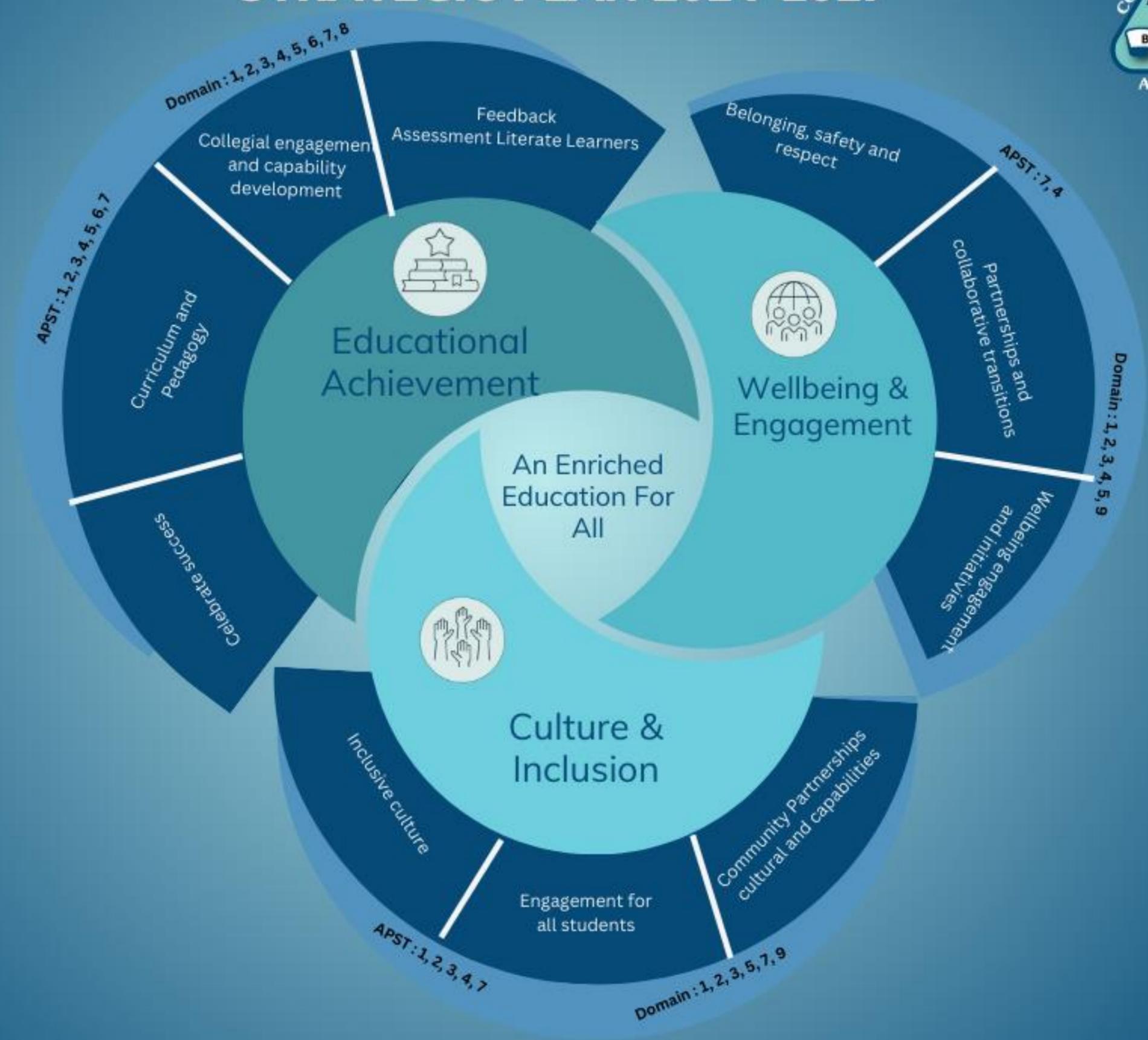




# BRIBIE ISLAND STATE SCHOOL STRATEGIC PLAN 2024-2027



# Bribie Island State School 2024-2027 Strategic Plan



## Improvement Priority 1 – Educational Achievement

| Measurable outcomes:           | Baseline 2022  |  | Baseline 2023  |  | 2024 Targets   |  | 2027 Targets   |  |
|--------------------------------|--|--|--|--|--|--|--|--|
| English LOA data 'C and above' | P-6: 93.7%<br>P-3: 92.4%<br>4-6: 95.1%   |  | P-6: 92.1%<br>P-2: 93%<br>3-6: 91.4%   |  | P-6: 93%<br>P-2: 94%<br>3-6: 92%   |  | P-6: 96%<br>P-2: 97%<br>3-6: 95%   |  |
| English LOA data 'A-B'         | P-6: 64.7%<br>P-3: 66.7%<br>4-6: 62.7%   |  | P-6: 58.4%<br>P-2: 69.3%<br>3-6: 51.3%   |  | P-6: 59%<br>P-2: 70%<br>3-6: 52%   |  | P-6: 62%<br>P-2: 73%<br>3-6: 55%   |  |
| NAPLAN Reading and Writing     | <b>Reading</b><br>Year 3-<br>MSS: 380.3<br>U2B: 25.4%<br>NMS: 93.2%<br>Year 5-<br>MSS: 477.2<br>U2B: 23.3%<br>NMS: 90.7% | <b>Writing</b><br>Year 3-<br>MSS: 390.8<br>U2B: 25.5%<br>NMS: 94.5%<br>Year 5-<br>MSS: 441.2<br>U2B: 12.5%<br>NMS: 85.0% | <b>Reading</b><br>Year 3-<br>MSS: 373.5<br>Developing and above:<br>85.5%<br>Exceeding: 10.3%<br>Year 5-<br>MSS: 470.7<br>Developing and above:<br>86.4%<br>Exceeding: 10.2% | <b>Writing</b><br>Year 3-<br>MSS: 373.5<br>Developing and above:<br>84.2%<br>Exceeding: 1.8%<br>Year 5-<br>MSS: 456.8<br>Developing and above:<br>84.5%<br>Exceeding: 5.2% | <b>Reading</b><br>Year 3-<br>MSS: 380<br>Developing and above:<br>86%<br>Exceeding: 11%<br>Year 5-<br>MSS: 475<br>Developing and above:<br>87%<br>Exceeding: 11% | <b>Writing</b><br>Year 3-<br>MSS: 380<br>Developing and above:<br>86%<br>Exceeding: 3%<br>Year 5-<br>MSS: 460<br>Developing and above:<br>85%<br>Exceeding: 6% | <b>Reading</b><br>Year 3-<br>MSS: 404.6 (N)<br>Developing and above:<br>89% (N)<br>Exceeding: 14.3% (N)<br>Year 5-<br>MSS: 495.9 (N)<br>Developing and above:<br>91.4% (N)<br>Exceeding: 17.2% (N) | <b>Writing</b><br>Year 3-<br>MSS: 416.3 (N)<br>Developing and above:<br>92% (N)<br>Exceeding: 8.6% (N)<br>Year 5-<br>MSS: 482.9 (N)<br>Developing and above:<br>88.8% (N)<br>Exceeding: 9.8% (N) |
| Key                            | (N) 2023 National Average, MSS – Mean Scale Score, U2B – Upper 2 Bands, NMS – National Minimum Standards                 |  |  |  |  |  |  |  |

### Improvement Strategy 1: Develop plans strategically for school improvement and celebrate success.

| Actions to address improvement strategy  | Resources (Financial, human and physical)   | Responsible officer       | Timelines          | Evidence of Impact / Success Criteria Student (S), Teacher (T), Leader (L) Behaviours  | Artefacts   |
|--|---|---------------------------|--------------------|--|---|
| Collaboratively develop a clear vision and strategic plan to inform and drive the school's improvement agenda, with measurable targets that all staff know and are accountable to monitor. | Time during SFD to collaborate              | Principal                 | 2024 and ongoing   | L: Working together to develop strategic plan and AIP. Sharing with all staff on a regular basis. Keeping this as a key element of leadership behaviours.<br>T: Teachers participating in collaboration to develop and review the plans. Teachers continually engaging in conversations regarding the implementation of the strategic plan and vision. | Strategic Plan<br>Targets<br>AIP<br>Monitoring Documents                    |
| Systematically monitor within the leadership team, whole school data trends, including disaggregation for students in priority groups, and triangulation of a range of data sets.          | Time within LT meetings to review           | Principal                 | Termly, each year. | L: Stronger monitoring of impact of EIA and school practices<br>L: Stronger data-based decision making in whole school practices<br>T: Engaged in data discussions   | Whole school data sets – LOA, NAPLAN, attendance, behaviour, SOS.           |
| Share whole school data trends within staff meetings and PLCs to build a collective ownership over school improvement.   | Time allocations in staff meetings and PLCs | ELT<br>Year Level Leaders | Termly, each year  | L: Ongoing sharing of data trends, leading staff understanding<br>T: Stronger understanding from staff members of the impact of our agreed improvement practices   | Whole school and class data sets – LOA, NAPLAN, attendance, behaviour, SOS. |
| Provide systematic opportunities for review of the progress of the EIA, with celebrations of improvement and achievement.  | Time at staff meetings                      | Principal                 | Term, each year    | L/T: A shared understanding of the EIA and how whole school improvement is tracked   | Whole school and class data sets – LOA, NAPLAN, attendance, behaviour, SOS. |
| Share EIA progress and success with families and community through the newsletter and Facebook page.   |   | ELT                       | Termly, each year  | L/T: Sharing with community for a stronger parent awareness of our successes in teaching and learning  | General data sets<br>Facebook   |

# Bribie Island State School 2024-2027 Strategic Plan



**Improvement Strategy 2:** Enact supportive and safe learning environments, to improve student level of achievement of A-B and C and above, through data informed practices, collaboration, responsive pedagogies and curriculum clarity.

| Actions to address improvement strategy   | Resources (Financial, human and physical)                                   | Responsible officer      | Timelines              | Evidence of Impact / Success Criteria Student (S), Teacher (T), Leader (L) Behaviours   | Artefacts  |
|---|---|--------------------------|------------------------|---|--|
| Collaboratively review the whole school <b>curriculum, assessment and reporting</b> plan documenting three levels of planning for all learning areas in alignment with the AC.  | Time for teachers to wk on the plan   | Principal, DP, STLAN     | 2024                   | L: Leaders develop the three levels of planning<br>T: Teachers engage with the three levels of planning in pre-moderation and PLCs<br>S: Students engaging with all their curriculum entitlement within the classrooms each year  | 3 levels of planning SharePoint                              |
| Develop deeper understandings of <b>V9 of the AC</b> to inform multi-age units.   | Allocation of time for PLCs<br>\$\$ for pre-moderation each term            | Principal, DP            | 2024,2025              | L: Working with teachers in the planning room and the classroom to deepen understandings, plan effectively, and implement rigorously.<br>T: Engaging with leaders and peers collaboratively to develop their knowledge and sharpen their planning skills in alignment with version 9.                                     |  |
| Implement whole school processes of observation, coaching and reflection to ensure the curriculum, assessment and reporting plan is enacted in all classrooms.                  | Allocation within WPR for time to enact                                     | Leadership Team          | 2024, 2025, 2026, 2027 | L: Engaging with teachers each Semester for classroom observations and coaching<br>T: Engaging with leaders and peers within the classroom and reflecting on their practice, and enacting next steps for improved practice  |  |
| Maximise opportunities for professional learning in teaching teams and <b>PLCs</b> to build shared understandings and practices in curriculum and pedagogy.                     | \$50, 000 to release teachers for PLC one hour per fortnight, 14S           | P-2 DP<br>3-6 DP         | 2024, 2025, 2026, 2027 | L:Engaged in PLC discussions with teachers<br>T: All teachers engaged in PLCs for ongoing moderation practices  | Moderation planning  |
| Review and embed pre-moderation and unit planning processes, with collaborative time provided each term   | \$65, 000 for teacher release planning days each term, 14S                  | P-2 DP<br>3-6 DP         | 2024, 2025, 2026, 2027 | L: Engaging in rigorous discussion with teachers in the pre-moderation<br>T: All teachers engaged in the moderation and planning processes<br>Stronger understanding of the AC  | Planning documents OneNote                                   |
| Review the school's data plan to ensure a balanced range of summative, formative, and diagnostic information to build a universal lift.   | Time for completion of the data plan<br>Staff meeting time for consultation | Principal<br>ELT         | 2024                   | T: Stronger \ use of data informed teaching and learning practice<br>S: Improving through targeted learning based on data<br>A completed data plan with agreed practices and processes enacted consistently across the school.  | Data Plan  |
| Build whole-staff capability in utilising school, class and individual data to inform teaching and learning cycles and gain a universal lift in student outcomes.               | Staff meeting time, PLC time  | School Leaders, Teachers | 2024, 2025, 2026, 2027 | L: Working with teachers in the analysis of class level and school level data to inform teaching and learning cycles, and build capability<br>T: Engaging in collaborative sessions to analyse data, and utilising this in the curriculum, teaching and learning cycles and differentiation enacted within the classroom. | Differentiation planners on OneSchool                        |
| Utilise the emerging data analysis approach in English and transfer this practice to mathematics to foster deeper understanding of student learning across other subject areas. | Planning days, PLC  | School Leaders, Teachers | 2025, 2026, 2027       | L: Supporting teachers in extending data analysis skills to other learning areas<br>T: Engaging within PLCs and planning days in a range of data sets to inform teaching and learning cycles.   | Three levels of planning across learning areas               |
| Extend curriculum practice across other learning areas, including mathematics to strengthen curriculum implementation   | Planning Days, PLCs   |                          | 2025, 2026, 2027       | L: Engage teachers in unpacking a range of learning areas across the curriculum<br>T: Engaging in in-depth planning within a range of learning areas.   | Unit planning across learning areas<br>Curriculum SharePoint |

# Bribie Island State School 2024-2027 Strategic Plan



|   |                         |                           |                        |  |                                    |
|---|-------------------------|---------------------------|------------------------|--|------------------------------------|
|   |                         |                           |                        | S: Engaged effectively in a locally relevant and differentiated manner across all learning areas.  |                                    |
| Embed processes for the collaborative review of marker student data and work samples.                                 | Regional CASW, Sharrat. | ELT<br>Year Level Leaders | 2024, 2025, 2026, 2027 | L: Enacting a rigorous process for moderation and case management<br>T: Staff engaging in a rigorous and formalised moderation process for identified marker students to improve outcomes  | Documented Case Management process |
| Deepen teacher understanding of the connections between curriculum, teaching, learning and students (AITSL Standards) |                         | ELT                       | 2024, 2025, 2026, 2027 | L: Facilitating teachers in capability development and making clear alignment to the AITSL standards<br>T: Engaging with AITSL standards to reflect on their understandings and next steps in capability development.                            | CARF, AITSL                        |
| Systematically review the effectiveness of resourcing to identify impact on improved student outcomes.                |                         | BM, ELT                   | 2025, 2026, 2027       | L: Engaging to review human, physical and financial resources invested against targets for improvement and reflect on the effectiveness of the allocations<br>T: Working with leaders to understand effectiveness of school resources processes. | Budget<br>Data targets             |

## Improvement Strategy 3: Strengthen agreed teaching and learning practices through collegial engagement and ongoing capability development.

| Actions to address improvement strategy   | Resources (Financial, human and physical) | Responsible officer        | Timelines              | Evidence of Impact / Success Criteria Student (S), Teacher (T), Leader (L) Behaviours   | Artefacts  |
|---|---|----------------------------|------------------------|---|--|
| Systematically enact APDP processes in alignment with the needs of individual staff members and the EIA.  | Dedicated time for APDP meetings          | Principal, DP, HOSES, BM   | 2024, 2025, 2026, 2027 | L: APDPs systematically enacted, with teachers engaging and valuing the process.<br>T: Engaged in meaningful APDP discussions   | APDPs documented for all staff members   |
| Implement whole school processes of <b>observation, coaching and reflection</b> .   | Release time for peer WOW                 | ELT                        | 2024, 2025, 2026, 2027 | L: Engaging with teachers in coaching conversations through collegial engagement practices<br>T: All teachers engaging in reflective conversations regarding the improvement of their practice  | Observation recording sheets<br>Observation timetables                         |
| Embed a formal observation and feedback process, supported to develop staff capability and to ensure agreed practices are enacted at a class level.   | Time allocated each term                  | ELT<br>Year Level Leaders  | 2024, 2025, 2026, 2027 | L: Feedback is provided to teachers in relation to students' understanding of their learning<br>L: Leadership team can provide feedback on next steps to drive EIA<br>T: Teachers changing practice from the feedback provided<br>S: Effectively engaged during learning walk and talks | Documented feedback  |
| Embed practices for learning walk and talks across the school.  |   | ELT                        | 2024, 2025, 2026, 2027 | L: Conducting learning walk and talks across the school<br>L: Providing feedback to the teaching team<br>S: Engaging in learning walks with leaders   | LW&T data form   |
| Develop a whole school approach to literacy, with clear guidelines for implementation of reading and writing within the curriculum.   | Time to review PD \$5,000                 | ELT,<br>Literacy Committee | 2025, 2026, 2027       | L: Develop a literacy committee to work on the whole school approach<br>T: Review recent research and resources to determine the whole school approach  | Whole school approach to literacy<br>Department of Education reading resources |
| Further develop roles, responsibilities and accountabilities of all staff, aligned to school priorities and measurable success indicators, to ensure agreed practices are enacted at a class level. |   | ELT                        | 2024, 2025, 2026, 2027 | L: Work collaboratively to develop roles, responsibilities and accountabilities<br>T: Working together to understand their roles and enacting them in the agreed manner, in alignment with the school's improvement agenda  | Roles, responsibilities and accountabilities document                          |

# Bribie Island State School 2024-2027 Strategic Plan



**Improvement Strategy 4:** Grow assessment literate learners by developing a whole school approach for explicit and timely feedback to students.

| Actions to address improvement strategy  | Resources (Financial, human and physical) | Responsible officer       | Timelines              | Evidence of Impact / Success Criteria Student (S), Teacher (T), Leader (L) Behaviours   | Artefacts   |
|--|---|---------------------------|------------------------|---|---|
| Develop the instructional leadership capability of all school leaders to implement school priorities, monitoring of student progress, and of agreed practices at a class level.  |   | ELT                       | 2024, 2025, 2026, 2027 | L: Working together to enact and review instructional leadership practices and maintain a line of sight to classroom practices. Enacting learning walks and talks on a regular basis. Working in classrooms with teachers and students.<br>T: Engaging with school leaders within the classroom.<br>S: Engaging with school leaders in the classroom and sharing their understanding of their learning.                                 | Learning walk and talk surveys                            |
| Develop and implement professional learning to build teacher capability to open 'A level' thinking.  | PLC time                                  | ELT                       | 2024, 2025, 2026, 2027 | L: Working with teachers in pre-moderation and PLCs to support thinking at A level<br>T: Workign with A exemplars, teaching to the A level in classrooms, deep understanding of metalanguage required for students to receive an A<br>S: Engaging with marking guides at the A level within the classroom and articulating their next steps in reaching this achievement  | Marking guides<br>Curriculum documents<br>PLC reflections |
| Collaboratively review whole-school pedagogical approach for the teaching of literacy to provide consistency and a universal lift to student outcomes.   | Staff meeting time                        | ELT                       | 2025                   | L: Supporting teachers to build consistency of pedagogical practice<br>T: Staff can articulate the agreed approach to pedagogy<br>T: Stronger use of agreed practices within the classrooms, with greater consistency<br>S: Students in classrooms are engaging actively in their learning  | HITS  |
| Establish a shared understanding of the agreed pedagogical approaches to provide a consistent approach to classroom learning and teacher development.  | Time for collaboration                    |                           | 2025, 2026, 2027       | L: Sharing consistently the agreed pedagogical approach and developing teacher capability in its enactment within the classroom.<br>T: Enacting agreed practices within the classroom, reflecting on practices, intentionally determining which pedagogical practices will be the most effective in alignment with the curriculum and student needs.<br>S: Learning on a daily basis with effective and engaging pedagogical practices. | HITS<br>Pedagogical Approach<br>Unit planning             |
| Strengthen teacher capability in utilising the visible learning pedagogical practice, including learning walls and bump it up walls for each class.  | PLC & Staff meeting times                 | ELT<br>Year Level Leaders | 2024, 2025, 2026, 2027 | L: Actively building teacher capability in visible learning<br>T: Staff are confident in utilising learning walls to support students<br>S: Students can articulate how they use learning walls to support their learning   | Learning Walls<br>Bump it Up Walls                        |
| Collaboratively strengthen capability in utilising <b>learning walls</b> to provide regular and ongoing <b>feedback to students</b> in alignment to the AC achievement standards, to build assessment literate learners. | PLC & staff meeting times                 | ELT<br>Year Level Leaders | 2024, 2025, 2026, 2027 | L: Engaging in conversations with teachers in how they provide students feedback in alignment to achievement standards<br>T: Teachers are providing timely and relevant feedback to students<br>S: Students are providing peer and self-feedback utilising marking guides<br>S: Improve assessment literacy from students, can answer the five Sharratt questions   | Whole school agreed feedback practices                    |



# Bribie Island State School 2024-2027 Strategic Plan

## Improvement Priority 2 – Wellbeing and Engagement

| Measurable outcomes:   | Baseline 2022   | Baseline 2023  | 2024 Targets   | 2027 Targets  |
|--|---|--|--|---|
| <b>SOS:</b><br><b>Qs 1. This is a good school</b><br><b>Qs 2. Staff Morale</b><br><b>Qs 3. Behaviour is well managed</b> | 1. Staff 86.8% Students 89.7% Parents 91.3%<br>Teaching staff 83.3% Non-teaching staff 92.9%<br>2. Staff 43.6%<br>Teaching staff 36.0% Non-teaching staff 57.1%<br>3. Staff 56.4% Students 74.2% Parents 79.7%<br>Teaching staff 48.0% Non-teaching staff 71.4% | 1. Staff 96.9% Parents 92.1%<br>Teaching staff 94.7% Non-teaching staff 100%<br>2. Staff 84.4%<br>Teaching staff 89.5% Non-teaching staff 76.9%<br>3. Staff 67.6% Parents 86.2%<br>Teaching staff 85% Non-teaching staff 42.9% | 4. Staff 97% Parents 93%<br>Teaching staff 95% Non-teaching staff 100%<br>5. Staff 85%<br>Teaching staff 90% Non-teaching staff 78%<br>6. Staff 68% Parents 87%<br>Teaching staff 86% Non-teaching staff 44% | 7. Staff 100% Parents 96%<br>Teaching staff 98% Non-teaching staff 100%<br>8. Staff 88%<br>Teaching staff 93% Non-teaching staff 81%<br>9. Staff 71% Parents 90%<br>Teaching staff 89% Non-teaching staff 47% |
| <b>School Disciplinary Absences (SDAs)</b>   | Semester 1 1-6: 23<br>Semester 1 1-3: 13<br>Semester 1 4-6: 10<br><br>Semester 2 1-6: 40<br>Semester 2 1-3: 26<br>Semester 2 4-6: 14  | Semester 1 1-6: 13<br>Semester 1 1-2: 5<br>Semester 1 3-6: 8<br><br>Semester 2 1-6: 30<br>Semester 2 1-2: 8<br>Semester 2 3-6: 22  | Semester 1 1-6: 11<br>Semester 1 1-2: 4<br>Semester 1 3-6: 7<br><br>Semester 2 1-6: 26<br>Semester 2 1-2: 6<br>Semester 2 3-6: 20  | Semester 1 1-6: 6<br>Semester 1 1-2: 2<br>Semester 1 3-6: 4<br><br>Semester 2 1-6: 16<br>Semester 2 1-2: 6<br>Semester 2 3-6: 10  |
| <b>Attendance Data YTD</b>   | 83.0%   | P-6: 85.1%<br>P-2: 86.2%<br>3-6: 84.4%   | P-6: 86%<br>P-2: 87%<br>3-6: 85%   | P-6: 89%<br>P-2: 90%<br>3-6: 88%  |
| <b>Attendance Data less than 85%</b>   | 44.3%   | P-6: 41.0%<br>P-2: 31.9%<br>3-6: 42.1%   | P-6: 39%<br>P-2: 30%<br>3-6: 40%   | P-6: 35%<br>P-2: 27%<br>3-6: 37%  |

### Improvement Strategy 1: Foster strong whole school wellbeing and engagement initiatives and processes.

| Actions to address improvement strategy   | Resources (Financial, human and physical)                                       | Responsible officer | Timelines              | Evidence of Impact / Success Criteria Student (S), Teacher (T), Leader (L) Behaviours   | Artefacts   |
|---|---|---------------------|------------------------|---|---|
| Enact strategies designed to increase attendance and monitor their effectiveness in lifting attendance rates.   | Staff member to monitor daily data<br>Leadership monitor attendance data trends | Principal or DP     | 2024, 2025, 2026, 2027 | L: Actively monitoring attendance<br>T: Engaging in data conversations on how attendance impacts student outcomes<br>S: Attendance YTD improved<br>S: Attendance less than 85% improved     | Documented minutes during leadership team meetings<br>Attendance Data |
| Develop processes to analyse student attendance data to inform the development of targeted responses designed to increase attendance rates particularly for students attending less than 85% and Develop targeted strategies for promoting attendance and engagement for students in priority groups. | T/A time for targeted programs  | Principal           | 2024, 2025, 2026, 2027 | L: Targeted programs developed<br>T: Whole school initiatives enacted<br>S: Engaging in targeted and whole school programs  | Attendance Data   |
| Allocation of an additional DP to support teachers in student engagement and lead the STEWB processes   | \$120, 000 for additional DP, budget  | Principal           | 2024, 2025, 2026, 2027 | L/T: Improved consistency and embeddedness of STEWB practices<br>S: Improved positive behaviours  | STEWB documents<br>Behaviour data                                     |
| Collaboratively review the SCOC to implement systematic consistent behaviour management practices.  | Staff meeting time<br>Teacher aide meeting time                                 | DP                  | 2025, 2026, 2027       | L: Using consistent language with teachers<br>T: Improved consistency of SCOC practices<br>S: Reduced behaviour incidents   | SCOC<br>Behaviour data<br>STEWB documents                             |
| Provide staff with professional learning in trauma informed practice, restorative practices, ESCM and classroom profiling.  | Time in staff meetings  | DP                  | 2025, 2026, 2027       | L: PD documented within the professional learning plan<br>T: Engaged actively in PD and enacting within the classroom<br>S: Responding positively to classroom practices, reduced incidents | Professional learning plan  |

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|   |   |    |                        |  |                      |
|---|---|----|------------------------|--|----------------------|
| Strengthen the school's ICT capacity through additional allocation of an ICT technician | \$1.0 FTE for hours ICT technician, I4S | BM | 2024, 2025, 2026, 2027 | L: Improved ICT systems within the school<br>T: Utilising ICT in classrooms to support student improvement<br>S: Engaged with ICT to strengthen their learning | ICT improvement plan |
|---|---|----|------------------------|--|----------------------|

## Improvement Strategy 2: Extend high quality transitions through collaborative partnerships and cluster-based initiatives.

| Actions to address improvement strategy   | Resources (Financial, human and physical)     | Responsible officer    | Timelines              | Evidence of Impact / Success Criteria Student (S), Teacher (T), Leader (L) Behaviours   | Artefacts                          |
|---|---|------------------------|------------------------|---|------------------------------------|
| Engage with the Early Years network for the collaborative planning of transitions to school.  | Time for engagement                           | STLAN P-2 DP           | 2024, 2025, 2026, 2027 | L: Improved transition planning<br>T: Improved early years practices<br>S: Engaged students in the early years  |                                    |
| Work with the community to strengthen partnerships that support student engagement and wellbeing, development of the PACE.                            | Time to meet with community                   | All                    | 2024, 2025, 2026, 2027 | L: Improved partnerships within the community<br>T: Stronger attendance at community events   | PACE                               |
| Work in partnership with the BISHS to provide opportunities for student engagement and enrichment, and maintain effective transitions to high school. |   | Principal 3-6 DP       | 2024, 2025, 2026, 2027 | L: Strong connections with the high school<br>T: Additional events that support enrichment and transition<br>S: Feeling confident in the move to high school                | Transition plan<br>Enrichment plan |
| Enact processes for year level transitions at the end of each year  | Allocated time for transitions at end of year | HOSES                  | 2024, 2025, 2026, 2027 | L: Supporting teachers to enact a year level transition<br>T: Engaging with students, understanding their needs<br>S: Students feeling confident in their new classes       | Transitions plan                   |
| Enact Soar Into Bribie to support successful transitions to prep.   | \$20,000                                      | STLAN P-2 DP           | 2024, 2025, 2026, 2027 | L: Supporting implementation of the Soar into Bribie<br>T: Engaging positively with new students and parents<br>S: Students entering Prep feeling confidence and successful | Soar into Bribie plan              |
| Continue the implementation of a playgroup, actively promoted within the community  | \$XX for playgroup co-ordinator               | Playgroup Co-ordinator | 2024, 2025, 2026, 2027 | L: Engaging actively with parents and students at the playgroup<br>T: Staff supporting playgroup implementation   |                                    |

## Improvement Strategy 3: Further enhance a sense of belonging, safety and respect for students, parents, and staff.

| Actions to address improvement strategy   | Resources (Financial, human and physical) | Responsible officer | Timelines              | Evidence of Impact / Success Criteria Student (S), Teacher (T), Leader (L) Behaviours  | Artefacts          |
|---|---|---------------------|------------------------|--|--------------------|
| Collect and review SOS and QEW data to inform strategies that build the sense of belonging within the school. | Data sets                                 | ELT                 | 2025, 2026, 2027       | L: Review the data sets within ELT meetings<br>T: Understand the data that is shared and work actively to improve<br>S: Sharing the feel of a sense of belonging in the data   | Data Sets          |
| Develop opportunities for student and parent engagement in the school with a documented calendar of events.   | Time<br>Funds towards events              | ELT P&C             | 2025, 2026, 2027       | L: Working to develop and implement events<br>T: Engaging with parents and students at events<br>S: Express positivity at the school events  | Calendar of events |
| Strategically plan and document community partnerships to extend student learning.                            |   | ELT, P&C            | 2024, 2025, 2026, 2027 | L: Working collaboratively with community to strengthen and best utilise partnerships<br>T: Working to strengthen existing partnerships and build new parentships<br>S: Engaging in events that benefit from the ongoing partnerships within the community | MOA                |

# Bribie Island State School 2024-2027 Strategic Plan



|   |                                    |                     |                        |   |  |
|---|------------------------------------|---------------------|------------------------|---|--|
| Consistently implement the STEWB framework, supporting all students within intentionally inviting environments    | Time for STEWB meetings            | DP                  | 2024, 2025, 2026, 2027 | L: Consistently supporting teaching in implementing STEWB processes<br>T: Enacting intentionally inviting strategies within the classroom<br>C: Reduced behaviour incidents | STEWB documentation<br>OneSchool records |
| Develop a staff wellbeing framework that outlines inclusive and supportive strategies to promote staff wellbeing. | Meetings for developing strategies | Wellbeing Committee | 2025, 2026, 2027       | L: Support the development of a wellbeing committee<br>T: Engaged in wellbeing opportunities, improved wellbeing<br>T: Engage with a social club to support staff wellbeing | Staff wellbeing framework                |

## Improvement Priority 3 – Culture and Inclusion

| Measurable outcomes:                             | Baseline 2022  | Baseline 2023   | 2024 Targets   | 2027 Targets   |
|--|--|---|--|--|
| Disaggregated English LOA data P-6 'C and above' | DDA: 81.0%<br>First Nations: 94.8%<br>EAL/D: 100%<br>OOHC: 100%    | DDA: 81.3%<br>First Nations: 81.3%<br>EAL/D: 100%<br>OOHC: 84.7%  | DDA: 82%<br>First Nations: 82%<br>EAL/D: 100%<br>OOHC: 86% | DDA: 85%<br>First Nations: 85%<br>EAL/D: 100%<br>OOHC: 90% |
| Disaggregated English LOA data P-6 'A-B'         | DDA: 35.4%<br>First Nations: 63.8%<br>EAL/D: 68.4%<br>OOHC: 35%    | DDA: 33.8%<br>First Nations: 50.8%<br>EAL/D: 64.7%<br>OOHC: 53.9% | DDA: 35%<br>First Nations: 52%<br>EAL/D: 65%<br>OOHC: 55%  | DDA: 38%<br>First Nations: 55%<br>EAL/D: 68%<br>OOHC: 58%  |
| Disaggregated Attendance data YTD                | DDA: 79.3%<br>First Nations: 83.5%<br>EAL/D: 85.1%<br>OOHC: 90.96% | DDA: 82.7%<br>First Nations: 85.0%<br>EAL/D: N/A<br>OOHC: 92.49%  | DDA: 84%<br>First Nations: 86%<br>EAL/D: 86%<br>OOHC: 93%  | DDA: 87%<br>First Nations: 89%<br>EAL/D: 89%<br>OOHC: 96%  |
| Disaggregated Attendance data less than 85%      | DDA: 52.1%<br>First Nations: 52.6%<br>EAL/D: 43.5%<br>OOHC: N/A    | DDA: 49.5%<br>First Nations: 44.6%<br>EAL/D: N/A<br>OOHC: N/A     | DDA: 48%<br>First Nations: 43%<br>EAL/D: 39%<br>OOHC: 25%  | DDA: 45%<br>First Nations: 40%<br>EAL/D: 35%<br>OOHC: 20%  |
| Disaggregated SDA data                           | DDA: 18<br>First Nations: 4<br>EAL/D: 0<br>OOHC: 6                 | DDA: 23<br>First Nations: 8<br>EAL/D: 0<br>OOHC: 4                | DDA: 23<br>First Nations: 8<br>EAL/D: 0<br>OOHC: 4         | DDA: 23<br>First Nations: 8<br>EAL/D: 0<br>OOHC: 4         |

**Improvement Strategy 1:** Continue to support an inclusive learning culture through embracing diversity, dynamic team teaching, and valuing student voice.

| Actions to address improvement strategy  | Resources (Financial, human and physical) | Responsible officer | Timelines              | Evidence of Impact / Success Criteria Student (S), Teacher (T), Leader (L) Behaviours   | Artefacts  |
|--|---|---------------------|------------------------|---|--|
| Review and refine the whole-school approach to supporting student learning to consolidate the inclusive education model.                             | Time allocated for review                 | P, HOSES            | 2026, 2027             | L: Have developed a revised plan for inclusion<br>T: Have a shared understanding and language on the school's vision for inclusion<br>S: Feel safe and supported, and are engaged with their learning in a way that meets their needs             | Inclusion Plan/Vision                                |
| Work with the HOSES and STLAN in curriculum planning to intentionally plan and document whole class differentiation practices – 3 levels of planning | PLC time                                  | ELT                 | 2024, 2025, 2026, 2027 | L: Working collaboratively to develop a CARP with 3 levels of planning that include the school's agreed differentiation practices<br>T: Planning for curriculum unit differentiation in planning process<br>S: Engaged in learning at their level | Curriculum planning<br>Differentiation documentation |
| HOSES and inclusion staff supporting teachers in the development of reasonable adjustments for students, and ongoing documentation in PLPs.          | Time to document PLP                      | HOSES               | 2024, 2025, 2026, 2027 | L: Supporting teachers in the documentation of adjustments<br>T: Recording adjustments and progress notes in PLP on a regular basis<br>S: Engaged in their learning with ongoing reasonable adjustments   | PLPs   |
| Review the processes for the adjustment of assessment tasks and documentation on task sheets – conventions of assessment                             | Time allocated for teachers to            | DP, HOSES           | 2025, 2026, 2027       | L: Working with teachers to develop adjustment expectations<br>T: Utilising agreed task sheets to document assessment adjustments   | Three levels of planning                             |

# Bribie Island State School 2024-2027 Strategic Plan



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|  | work on recording |  |  | S: Utilising adjusted assessments to show their understanding of the achievement standards |  |
|--|-------------------|--|--|--|--|

**Improvement Strategy 2:** Enable data-informed monitoring and analysis and case management processes to maximise access to learning and achievement for all students.

| Actions to address improvement strategy   | Resources (Financial, human and physical)                  | Responsible officer | Timelines              | Evidence of Impact / Success Criteria Student (S), Teacher (T), Leader (L) Behaviours   | Artefacts  |
|---|--|---------------------|------------------------|---|--|
| Embed case management and STEWB referral processes.   | Allocated meetings   | HOSES, DP           | 2024, 2025, 2026, 2027 | L: Hold STEWB and case management meetings weekly as needed<br>T: Engage in referral processes for students when required<br>S: Are feeling positive in the support they receive within the classroom | Documented case notes<br>PLP   |
| Provide focused and intensive teaching for students with additional needs, through the purchase of additional teacher aide time beyond school allocation. | \$70,000 for purchase of additional teacher aide time, I4S | HOSES               | 2024, 2025, 2026, 2027 | L: Develop expectations for support within the classrooms<br>T: Provide differentiated support in all classes<br>S: Improved student engagement within classrooms                                     | Teacher aide timetables for each term with class allocations<br>Differentiation planners<br>PLPs |
| Provide additional early literacy support for students in the early years through purchase of additional SLP  | \$0.1FTE for purchase of SLP, I4S                          | SLP                 | 2024, 2025, 2026, 2027 | L: Develop expectations for speech and language support with the SLP<br>T: Support the implementation of speech plans within the classroom<br>S: Improve speech and language skills                   | Support Provisions   |
| Provide further support for students in care through the allocation of additional GO hours  | \$ 0.2FTE for purchase of additional GO hours, I4S         | GO                  | 2024                   | L: Develop expectations with the GO<br>T: Provide support within classrooms as guided by the GO<br>S: Actively engaged in classrooms, support by GO as required                                       | One School Records   |

**Improvement Strategy 3:** Build partnerships with local Australian First Nations community members to co-develop culturally safe practices and maximise outcomes for Australian First Nations students.

| Actions to address improvement strategy   | Resources (Financial, human and physical) | Responsible officer                   | Timelines              | Evidence of Impact / Success Criteria Student (S), Teacher (T), Leader (L) Behaviours   | Artefacts   |
|---|---|---------------------------------------|------------------------|---|---|
| Maintain processes with the Chaplaincy and Australian First Nation committee<br>D3.2 Engages and collaborates genuinely with local Aboriginal peoples and Torres Strait Islander peoples, using appropriate protocols and shares ownership of solutions and decision making                     | Meeting times each term                   | STLaN<br>CEC<br>Chaplain              | 2024, 2025, 2026, 2027 | L: Ongoing meetings, with regular sessions, increasing community attendance   | Meeting Minutes   |
| Explore opportunities for partnerships and connections with local Australian First Nations community members.<br>D3.3 Builds strong and sustainable partnerships with Aboriginal and Torres Strait Islander communities and organisations to improve educational, economic and social outcomes. | Time to visit community members           | Principal<br>CEC<br>Chaplain<br>STLaN | 2024, 2025, 2026, 2027 | L/T: Stronger relationships with local Australian First Nations community members   | Cultural Capabilities Framework                             |
| Review the cultural capability framework with cultural capability team members and continue to include this   | Staff meeting allocation                  | CEC<br>STLaN                          | 2024, 2025, 2026, 2027 | L: Organising cultural awareness training, supporting teachers<br>T: Engaging with cultural capability framework, growing confidence in embedding Indigenous perspectives | Professional Learning Plan<br>Cultural Capability Framework |

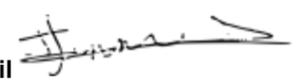
# Bribie Island State School 2024-2027 Strategic Plan



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| within the professional learning plan to further unpack with all staff                           | \$5,000 for PD release   |              |                        | S: Increased awareness from students of Indigenous perspectives  |                               |
| Extend opportunities for planning to include local Indigenous perspectives within the curriculum | Time allocations to meet with locals<br>Time allocations for planning sessions | CEC<br>STLAN | 2024, 2025, 2026, 2027 | L: Partnerships with local Australian First Nations people to build localised unit learning<br>T :Stronger embedding of Indigenous perspectives across curriculum units<br>S: Engaging in and learning from local perspectives | Curriculum Planning Documents |

## Approvals

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

Principal:  P&C/School Council  School Supervisor  Martin Leach

