

# Biggera Waters State School Strategic plan 2026-2029



<p><b>School profile</b>  <i>We are a P–6 co-educational school committed to inclusive education and high expectations for all learners. Our supportive, family-oriented culture promotes wellbeing, engagement and a love of learning. We offer diverse opportunities in sport, culture and the arts to develop students' talents, interests and sense of belonging.</i></p>	<p><b>Vision and values</b>  <i>Our vision is Kids First.</i>  <i>Our three PBL school values are : Be respectful, Be responsible, Be a learner</i></p>	
<p><b>School improvement strategies</b></p> <ul style="list-style-type: none"> <li>1.1 Broaden the distribution of leadership responsibilities aligned to the AIP, across aspiring staff, to build leadership capacity and capability for driving school improvement.</li> <li>5.1 Strengthen leaders' capability in modelling instructional leadership practices, aligned with school priorities, to enhance collective expertise in leading the improvement agenda.</li> <li>8.1 Formalise opportunities for leaders and teachers to determine and document effective pedagogies, in line with the 3 principles, to inform a whole-school approach to pedagogy.</li> <li>6.1 Broaden teachers' knowledge and understanding of using assessment tools for the teaching of reading through the AC to inform a consistent whole-school approach for monitoring and assessing students' reading progress.</li> <li>7.1 Sharpen teachers' capability in using Tier 1 interventions to support tailored adjustments for all students.</li> </ul>	<p><b>Reduction of red tape in day-to-day work, planning and processes include:</b></p> <ul style="list-style-type: none"> <li>Streamlining planning templates across year levels to reduce duplication and focus teacher time on high-impact planning, teaching and assessment.</li> <li>Aligning all data collections to the school's data plan so that only essential data sets are collected and used.</li> <li>Using common digital platforms and shared repositories for curriculum documents, assessment tasks and moderation evidence to reduce time spent searching for resources.</li> <li>Scheduling collaborative planning, moderation and data cycles within existing meeting structures to minimise additional meetings.</li> <li>Reviewing and discontinuing programs and initiatives that do not demonstrate impact on student learning, engagement or wellbeing.</li> </ul>	
<p><b>School priority 1: Shared Leadership, Shared Success</b>                  Develop distributed leadership, clear roles, and collaborative systems that drive continuous improvement and collective ownership</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Design and implement a distributed leadership model aligned to the AIP that clearly documents roles, responsibilities, accountabilities, timelines and success measures for all staff, including aspirant leaders. (1.1, 1.2, 7.2, 5.1)</li> <li>Build leadership capability in instructional leadership and data-informed practice through targeted professional learning, coaching and mentoring, aligned to school priorities and the teaching and learning framework. (5.1, 2.2)</li> <li>Embed systematic processes to collect, analyse and communicate collaboratively agreed upon school-wide data with staff, parents and the wider community to monitor progress towards AIP targets and inform decision-making. (2.2, 4.1)</li> <li>Formalise and review partnerships with community and external agencies through documented agreements that include clear goals, roles, and measures of impact on student learning, engagement and wellbeing. (9.1, 4.1)</li> </ul>	<p><b>School priority 2: Precision in Planning, Teaching and Assessing</b>                  Align curriculum, pedagogy and assessment practices to ensure consistency, clarity and high expectations for every learner</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Collaboratively review and refine unit planning (Prep–6) to align with the Australian Curriculum (v9.0) and the K–12 Curriculum, Assessment and Reporting Framework, ensuring all students receive their curriculum entitlement and that assessment is planned from the achievement standards. (6.2)</li> <li>Develop, document and implement a whole-school pedagogical framework, including embedding Reading through the AC in all KLAs, that outlines agreed evidence-based high-impact teaching practices, aligned with the school's agreed three signature pedagogical principles (LW, EI, CLF), and used consistently across all classrooms. (8.1)</li> <li>Strengthen teachers' capability to monitor, track and respond to students' reading progress across the school through reading and literacy assessment tools (eg, screeners, progress monitoring and agreed upon approaches) (6.1)</li> <li>Review and refine assessment tasks and marking guides, including processes for adjustment and modification, using the principles of UDL so that all students, including students with disability and diverse learning needs, have equitable opportunities to demonstrate the achievement standards. (7.3)</li> </ul>	<p><b>School priority 3: Responsive and Reflective Classrooms</b>                  Build teacher capability to use evidence and inclusive practices to engage, challenge and support all learners</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Embed regular, structured data cycles (e.g. 5-week or termly cycles) where teachers and leaders triangulate and disaggregate student learning, behaviour and wellbeing data to identify trends, priority groups, implement strategies and impact of teaching. (2.1)</li> <li>Prioritise professional learning and coaching in Tier 1 differentiated teaching, coregulation and Universal Design for Learning, so teachers can plan and deliver flexible instruction and assessment that supports all students. (7.1)</li> <li>Use data-informed conversations and existing meeting structures (Teams, Year levels, Projects, case management, learning support meetings) to evaluate the impact of pedagogies and agreed signature practices on student engagement, challenge and progress. (8.2)</li> <li>Embed and monitor whole-school behaviour support processes to maintain an orderly, inclusive learning environment, using behaviour data to evaluate and refine supports and interventions. (3.1)</li> </ul>
<p><b>Measures-Performance</b>                  A culture, and clear documentation of processes and approaches of shared leadership and accountability supports continuous improvement, collaboration and high-impact teaching across the school</p> <p>By the end of the four-year cycle, evidence of success will include:</p> <ul style="list-style-type: none"> <li>School Opinion Survey – staff - Increasing positive responses for items related to : This school takes staff opinions seriously (92.5%) The school looks for ways to improve (95.5%) and Staff are well supported at this school. (93.9%)</li> <li>School Opinion Survey – parents/community- Increasing positive responses for items related to partnerships (89.77%)</li> <li>Leadership participation and capability                         <ul style="list-style-type: none"> <li>Increased proportion of staff engaged in formal and informal leadership roles (e.g. project leads, year-level leaders, curriculum leaders).</li> <li>Evidence (from review of SPG) from leadership performance and development plans demonstrating growth in instructional leadership capabilities.</li> </ul> </li> <li>Implementation of AIP and strategic actions                         <ul style="list-style-type: none"> <li>AIP actions delivered within agreed timelines with documented cycles of review and impact statements.</li> </ul> </li> <li>Resourcing and partnerships                         <ul style="list-style-type: none"> <li>Evidence that resource allocation decisions (human, physical, financial) are explicitly linked to data and school priorities, with adjustments made when impact on student outcomes is not evident.</li> </ul> </li> </ul>	<p><b>Measures-Performance</b>                  A coherent teaching and learning framework underpinned by shared pedagogical practice and consistent assessment processes ensures equitable learning outcomes for all students</p> <p>By the end of the four-year cycle, evidence of success will include:</p> <ul style="list-style-type: none"> <li>Achievement data (school-based A–E and standardised data)                         <ul style="list-style-type: none"> <li>Maintaining trend in the percentage of students achieving a C or above in English (94.9%) and Mathematics (97.2%)</li> <li>Improved % of students achieving an A in English (from 29.8 to 40%) and math (from 45 to 55%)</li> <li>6/6 inter-assessment agreement between LOA and NAPLAN in Reading, writing and Math (currently 2/6 agreement)</li> </ul> </li> <li>NAPLAN and other system data                         <ul style="list-style-type: none"> <li>Improving trend in the percentage of students at or above Developing Standard (R from 91.35-95% W from 91.45-95%)</li> <li>and in the Exceeding category in Reading (from 13.35%- 25%) Writing (from 10%-20%)</li> </ul> </li> <li>Curriculum and planning quality                         <ul style="list-style-type: none"> <li>All year levels have documented, quality-assured unit plans and assessment tasks aligned to AC achievement standards and the K–12 CARF.</li> <li>Moderation records show consistent understanding and application of the achievement standards across year levels.</li> </ul> </li> <li>Assessment and adjustment practices                         <ul style="list-style-type: none"> <li>Increased proportion of assessment tasks showing documented adjustments or modifications where required.</li> <li>Evidence that students with disability and diverse learners are accessing and successfully demonstrating the intended curriculum.</li> </ul> </li> </ul>	<p><b>Measures- Performance</b>                  Data-driven, inclusive and reflective teaching practices are embedded across the school, ensuring every learner experiences success</p> <p>By the end of the four-year cycle, evidence of success will include:</p> <ul style="list-style-type: none"> <li>Engagement and wellbeing data                         <ul style="list-style-type: none"> <li>Improved whole-school attendance rates and reduced unexplained absences.</li> <li>Reduction in number of students within major and repeated minor behaviour incidents, particularly for identified cohorts.</li> </ul> </li> <li>Student learning data                         <ul style="list-style-type: none"> <li>Evidence that targeted interventions and Tier 1 adjustments are positively impacting student growth through progress monitoring and case management.</li> </ul> </li> <li>School Opinion Survey – students and staff                         <ul style="list-style-type: none"> <li>Increased positive responses to items around "My schoolwork challenges me (85.2%), and feedback (88%)</li> </ul> </li> <li>Data processes and documentation                         <ul style="list-style-type: none"> <li>Established data cycles with documented meeting records, next steps and follow-up.</li> <li>Documented adjustments and intervention plans with evidence of review and impact.</li> </ul> </li> </ul>

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<p><b>Success criteria observable and artefacts</b></p> <ul style="list-style-type: none"> <li>All staff can clearly state school priorities, their role in enacting them and how success is measured.</li> <li>Leadership is shared across teams, with documented roles and functioning professional learning communities.</li> <li>Decisions about programs, partnerships and resources are routinely justified with data and evaluated for impact.</li> </ul>	<p><b>Success criteria observable and artefacts</b></p> <ul style="list-style-type: none"> <li>Every class is teaching the agreed and documented curriculum, with clear learning intentions, success criteria, EI, Tiered approach and aligned assessment.</li> <li>Teachers consistently use the pedagogical framework; students experience common, high-impact practices across the school.</li> <li>Assessment practices are rigorous, inclusive and aligned, with clear evidence of improved student achievement and growth.</li> </ul>	<p><b>Success criteria observable and artefacts</b></p> <ul style="list-style-type: none"> <li>Data cycles and case management are embedded and understood by staff as “the way we work”.</li> <li>Classrooms are characterised by high levels of engagement, clear routines and inclusive practice.</li> <li>Priority groups show improved academic, attendance and behaviour outcomes.</li> </ul>
<p><b>Success criteria data</b></p> <ul style="list-style-type: none"> <li>School Opinion Survey – staff - Increasing positive responses for items related to : This school takes staff opinions seriously (92.5%) The school looks for ways to improve (95.5%) and Staff are well supported at this school. (93.9%)</li> <li>School Opinion Survey – parents/community- Increasing positive responses for items related to partnerships (89.77%)</li> </ul>	<p><b>Success criteria data</b></p> <ul style="list-style-type: none"> <li>Achievement data (school-based A–E and standardised data) <ul style="list-style-type: none"> <li>Maintaining trend in the percentage of students achieving a C or above in English (94.9%) and Mathematics (97.2%)</li> <li>Improved % of students achieving an A in English(from 29.8 to 40%) and math (from 45 to 55%)</li> <li>6/6 inter-assessment agreement between LOA and NAPLAN in Reading, writing and Math (currently 2/6 agreement)</li> </ul> </li> <li>NAPLAN and other system data <ul style="list-style-type: none"> <li>Improving trend in the percentage of students at or above Developing Standard (R from 91.35-95% W from 91.45-95%)</li> <li>and in the Exceeding category in Reading (from 13.35%- 25%) Writing (from 10%-20%)</li> </ul> </li> </ul>	<p><b>Success criteria data</b></p> <ul style="list-style-type: none"> <li>Attendance &gt; 92%</li> <li>SOS Teaching and learning average (form 86.9% to 95%)</li> <li>Increased positive responses to items around “My schoolwork challenges me (from 85.2% to 90%), and feedback (from 88%t to 95%)</li> <li>Maintaining trend in the percentage of students achieving a C or above in English (94.9%) and Mathematics (97.2%)</li> <li>Improved % of students achieving an A in English(from 29.8 to 40%) and math (from 45 to 55%)</li> </ul>
<p><b>Behaviour</b> <i>Students can/will:</i></p> <ul style="list-style-type: none"> <li>Describe who can help them with their learning and wellbeing (e.g. classroom teacher, Target Teacher, year-level leader, support staff).</li> <li>Experience consistent expectations, processes and messages across classes and year levels.</li> <li>Notice that “adults work together” and that support is coordinated and timely.</li> </ul> <p><i>Teachers can/will:</i></p> <ul style="list-style-type: none"> <li>Clearly articulate the school's improvement priorities and how their work contributes to them.</li> <li>Know and enact their documented roles, responsibilities and accountabilities.</li> <li>Lead and participate in professional learning teams, data conversations and curriculum projects.</li> <li>Use school-wide data and feedback to adjust practice and contribute to school decision-making.</li> </ul> <p><i>Teacher aides can/will:</i></p> <ul style="list-style-type: none"> <li>Understand their specific roles in supporting differentiation and intervention in classrooms.</li> <li>Access regular communication about student goals, adjustments and progress.</li> <li>Work collaboratively with teachers and leaders, using agreed processes and documentation.</li> </ul> <p><i>Leadership team can/will:</i></p> <ul style="list-style-type: none"> <li>Purposefully distribute leadership opportunities aligned to the AIP and staff strengths.</li> <li>Model instructional leadership through coaching, walkthroughs, feedback and participation in planning and moderation.</li> <li>Use data and evidence to make and communicate decisions about priorities, resourcing and partnerships.</li> <li>Facilitate regular review cycles where teams reflect on impact and next steps</li> </ul>	<p><b>Behaviour</b> <i>Students can/will:</i></p> <ul style="list-style-type: none"> <li>Explain what they are learning (learning intention) and what success looks like (success criteria).</li> <li>Talk about how feedback helps them improve their work.</li> <li>Engage with assessment tasks that are accessible, appropriately challenging and clearly linked to their learning.</li> </ul> <p><i>Teachers can/will:</i></p> <ul style="list-style-type: none"> <li>Use agreed unit planning templates aligned to the Australian Curriculum and K–12 CARF.</li> <li>Ensure consistency between classes, year levels and vertical alignment in teaching of skills, concepts and assessment approaches</li> <li>Plan assessment from the achievement standards and design learning sequences that explicitly prepare students for assessment.</li> <li>Use agreed high-impact teaching practices from the pedagogical framework in every lesson.</li> <li>Regularly use reading and literacy assessments to identify next steps and track progress.</li> <li>Document, communicate to support staff and apply adjustments and modifications to teaching and learning and assessment tasks to ensure equitable access.</li> </ul> <p><i>Teacher aides can/will:</i></p> <ul style="list-style-type: none"> <li>Use unit plans, learning intentions and success criteria to guide their support for individuals and small groups.</li> <li>Implement agreed scaffolds, visuals and prompts that align with classroom pedagogy.</li> <li>Provide feedback to teachers about student progress and access during learning and assessment.</li> </ul> <p><i>Leadership team can/will:</i></p> <ul style="list-style-type: none"> <li>Monitor implementation of the curriculum, assessment and pedagogical frameworks through walkthroughs, planning meetings and moderation.</li> <li>Facilitate collaborative planning, moderation and assessment design processes.</li> <li>Provide feedback and coaching to teachers on planning, pedagogy and assessment.</li> <li>Use school-wide data to identify areas of strength and next steps in curriculum and pedagogy.</li> </ul>	<p><b>Behaviour</b> <i>Students can/will:</i></p> <ul style="list-style-type: none"> <li>Engage actively in learning, with high levels of on-task behaviour.</li> <li>Use self-regulation strategies and classroom routines to stay focused.</li> <li>Articulate their learning goals and know what they need to work on next.</li> <li>Experience learning that is adjusted to their needs while still being challenging.</li> </ul> <p><i>Teachers can/will:</i></p> <ul style="list-style-type: none"> <li>Routinely use classroom, cohort and individual data to plan and adjust teaching.</li> <li>Implement Tier 1 differentiated strategies and UDL principles as part of everyday practice.</li> <li>Participate in regular data discussions, case management and reflection on the impact of pedagogies.</li> <li>Apply consistent behaviour expectations, coregulation strategies, processes, routines and positive behaviour support practices.</li> </ul> <p><i>Teacher aides can/will:</i></p> <ul style="list-style-type: none"> <li>Use clear information about student goals, adjustments and behaviour plans to support learning.</li> <li>Implement agreed Tier 1 and targeted strategies alongside teachers.</li> <li>Apply consistent behaviour expectations, coregulation strategies, processes, routines and positive behaviour support practices.</li> <li>Provide feedback to teachers on student engagement, success and areas of concern.</li> </ul> <p><i>Leadership team can/will:</i></p> <ul style="list-style-type: none"> <li>Schedule and lead regular data cycles and case management meetings with a clear focus on impact.</li> <li>Monitor behaviour and engagement data and adjust supports, interventions and resources accordingly.</li> <li>Provide coaching and modelling of inclusive, responsive classroom practices.</li> <li>Recognise and celebrate improvement in engagement and learning for individuals, cohorts and the whole school.</li> </ul>
<p><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>Time allocation (release/meeting time) for: <ul style="list-style-type: none"> <li>Leadership team and aspirant leaders' coaching and professional learning.</li> <li>Regular leadership, team and project meetings focused on data, planning and review.</li> </ul> </li> <li>Budget for targeted leadership development (courses, coaching, professional networks).</li> <li>Systems/tools for data visualisation and communication (e.g. data walls, dashboards, regular community updates).</li> <li>Time and resources to formalise and review partnership agreements and associated programs.</li> </ul>	<p><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>Release time for collaborative unit planning, moderation and assessment design.</li> <li>Professional learning focused on: <ul style="list-style-type: none"> <li>Australian Curriculum (v9.0) and K–12 CARF.</li> <li>High-impact teaching practices and signature pedagogies.</li> <li>Reading and literacy assessment tools and data literacy.</li> </ul> </li> <li>Resources for literacy assessment tools and ongoing licences/subscriptions if relevant.</li> <li>Time for instructional coaching and peer observation focused on pedagogy and assessment.</li> </ul>	<p><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>Time for data cycles, case management meetings and team collaboration.</li> <li>Professional learning in: <ul style="list-style-type: none"> <li>Differentiated teaching, UDL and inclusive practices.</li> <li>Behaviour support frameworks, restorative practices</li> <li>Engagement and wellbeing approaches</li> </ul> </li> <li>Additional support staff or targeted time allocation to implement Tier 1 and targeted interventions.</li> <li>Tools/systems for data collection and analysis (e.g. dashboards, data walls, behaviour tracking tools).</li> </ul>

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**Celebrate improvement across all priorities with all stakeholders at school, year, class, and individual levels.**

Phases Implementation phase/s for the /strategy mapped against the year - tick the appropriate phase for each year of the implementation years.	2026	2027	2028	2029	Phases Implementation phase/s for the /strategy mapped against the year - tick the appropriate phase for each year of the implementation years.	2026	2027	2028	2029	Phases Implementation phase/s for the /strategy mapped against the year - tick the appropriate phase for each year of the implementation years.	2026	2027	2028	2029
Developing	X				Developing	X				Developing	X			
Implementing		X			Implementing		X			Implementing		X		
Embedding			X		Embedding			X		Embedding			X	
Reviewing				X	Reviewing				X	Reviewing				X

**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  25.02.26