

2026-2030 SCHOOL STRATEGIC PLAN

School profile Our school is a caring and inclusive learning community catering to 208 students from Prep to Year 6, including 3 children enrolled in our Early Childhood Development Program (ECDP). With 9 classes and an ICSEA value of 950, we are committed to fostering a supportive environment for all learners. Our diverse student population includes 14.6% First Nations students, 31% students with disabilities (DDA), and 1.9% students learning English as an additional language or dialect (EAL/D). Our current attendance rate is 87.4%. Our dedicated leadership team is comprised of the Principal, Head of Department – Curriculum (HOD-C), Head of Special Education Services (HOSSES), and Student Services Co-ordinator.	Vision and values Beerwah State School students are confident and resilient individuals who are literate and caring. Our school is built on a foundation of respect, trustworthiness and inclusivity.
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Educational achievement



Belonging and engagement



Key improvement strategies - Refine collaborative planning for school improvement, providing clarity of roles, responsibilities and accountabilities, to empower staff in enacting the improvement agenda. - Collaboratively formalise a whole school approach to differentiated, focused and intensive teaching to ensure all students, include high-achieving students, are appropriately engaged, challenged and extended. - Collaboratively review multi-tiered system of supports (MTSS) support strategies, including capability development, to enhance the effectiveness of agreed whole-school behaviour support processes - Strengthen planning and moderation processes to shape school wide approaches for the teaching of reading through the Australian Curriculum.	Reduction of red tape in day-to-day work, planning and processes include: - Embedding departmental Red Tape initiatives into daily work (eg. OnePlan, Corella) - Ongoing review and removal of duplication and unproductive tasks - Identifying technology tools that can support reduction of red tape 
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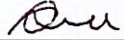
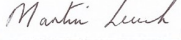
School priority 1: Align evidence based pedagogy, data informed decision making and moderation processes so we deliver a cognitively engaging English curriculum, with a deep focus on literacy (reading)	School priority 2: Embed Multi-tiered Systems of Support through systematic approaches, capability development and precise monitoring so students are confident, respectful and resilient learners.	School priority 3: Embed whole 'school ways of working' to drive an organisational culture of high standards and continual growth.
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Strategies Curriculum – Further refine moderation practices to enable the teaching of 'A level' reading across the AC, starting with English and then expanding to other learning areas.	2 6 2 7 2 8 2 9	Strategies Systematic approaches - Embed the use of MTSS to enable the co-ordinated implementation of a shared vision of differentiated learning.	2 6 2 7 2 8 2 9	Strategies Establish foundational values and behaviours for the school.	2 6 2 7 2 8 2 9
Data – Apply ongoing analysis of data to evaluate and enhance the impact of curriculum and pedagogical decisions using a range of evidence informed tools for the teaching of reading.	✓ ✓ ✓	Capability development - Build staff capacity to understand and implement evidence based, effective pedagogies, supports and adjustments so every student is engaged, challenged and learning successfully in all school environments.	✓ ✓ ✓	Coaching – Implement agreed whole school approaches for coaching, including through peer coaching.	✓ ✓ ✓
Pedagogy – Embed evidence based instructional routines for the explicit teaching of reading, starting with English and then expanding to other learning areas.	✓ ✓ ✓	Precise monitoring – Refine the use multiple sources of data to monitor the effectiveness of interventions, supports and adjustments	✓ ✓ ✓	Social processes – Formalise agreed whole school approaches for collaboration that establish role clarity, responsibilities and accountabilities.	✓ ✓ ✓

Measures – by end of 2030 Performance <table> <tr> <th></th><th>YEAR 3</th><th>YEAR 5</th></tr> <tr> <td>Reading</td><td>Needs Additional Support <11% Strong > 45% Exceeding >15%</td><td>Needs Additional Support <5% Strong >50% Exceeding > 20%</td></tr> <tr> <td>Spelling</td><td>Needs Additional Support <10% Strong > 45% Exceeding >15%</td><td>Needs Additional Support <7% Strong >50% Exceeding > 20%</td></tr> <tr> <td>Grammar and Punctuation</td><td>Needs Additional Support <15% Strong > 40% Exceeding >12%</td><td>Needs Additional Support <10% Strong >50% Exceeding > 15%</td></tr> <tr> <td>Writing</td><td>Needs Additional Support <8% Strong > 65% Exceeding >8%</td><td>Needs Additional Support <5% Strong >55% Exceeding > 10%</td></tr> </table>		YEAR 3	YEAR 5	Reading	Needs Additional Support <11% Strong > 45% Exceeding >15%	Needs Additional Support <5% Strong >50% Exceeding > 20%	Spelling	Needs Additional Support <10% Strong > 45% Exceeding >15%	Needs Additional Support <7% Strong >50% Exceeding > 20%	Grammar and Punctuation	Needs Additional Support <15% Strong > 40% Exceeding >12%	Needs Additional Support <10% Strong >50% Exceeding > 15%	Writing	Needs Additional Support <8% Strong > 65% Exceeding >8%	Needs Additional Support <5% Strong >55% Exceeding > 10%	Measures Performance Decrease in average daily behaviour incidents: Minor – Reduced to 2 per day Major – Reduced to 1 per day Increase in positive behaviour acknowledgements (kandoo count) by 10%. Decrease in number of students attending less than 85% from 31.6% to 10% Increase in 'Student sense of belonging' to above 90% (QEW survey) School Opinion Survey 80%+ of parents agree that 'Student behaviour is managed well' 77%+ of staff agree that 'Student behaviour is managed well' 66%+ of students agree 'I like being at school'	Measures Performance SOS This school is well managed (teacher agreement) increase from 84% to 95%. Non-teaching maintain at 100% The school leadership team model the behaviours expected of all employees (teacher agreement) from 82.4% to 95%. Non-teaching maintain at 100%. Survey or anecdotal – something we establish Culture team survey showing increases and maintaining agreement in all key aspects (to be developed). Pulse survey collective team efficacy score 75% Measure for leadership team satisfaction – TBD.
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- Routinely engage in discussions with staff about their learning progress and next steps. - Show evidence of their learning of reading in all learning areas of the Australian Curriculum Teachers can/will: - Evaluate and enhance the impact of curriculum and pedagogical decisions using a range of data - Demonstrate planning, pedagogical and assessment practices that embed teaching of reading throughout all learning areas of the Australian Curriculum - Collaboratively discuss and evaluate pedagogical choices made to ensure cognitive engagement of all students Teacher aides can/will: - Use data to provide feedback for teachers on the effectiveness of designed intervention. - Explain how they know whether students have been successful at the end of each intervention Leadership team can/will: - Use data to evaluate and enhance the impact of moderation and capability development processes - Explain how the alignment of curriculum expectations, planning, pedagogy, learning and assessment is monitored (using specific data sets) for reading throughout all learning areas of the AC - Facilitate collaborative inquiries to evaluate the effectiveness of pedagogical decisions.	Teachers can/will: - Identify and explain change/s made as a result of direct input into a system design or review - Collaboratively share potential solutions to critical issues. - Explain the effect of different evidence-based pedagogies, supports and adjustments which can be implemented to support students with specific learning needs (including gifted and talented) - Share knowledge and expertise with peers on successful use of evidence-based pedagogies, supports and adjustments. - Identify and implement adjustments, supports and pedagogy using multiple sources of data. - Evaluate effectiveness of adjustments, supports and pedagogy using multiple sources of data. Teacher aides can/will - Identify and explain change/s made as a result of direct input into a system design or review. - Collaboratively share potential solutions to critical issues. - Identify and explain how different supports and adjustments effectively support students with diverse learning needs - Contribute to data collection and communication processes with teachers and specialist staff for diverse learners, using consistent processes Leadership team can/will: - Explain how MTSS has been collaboratively reviewed and refined annually to enhance impact and reduce red-tape. - Demonstrate the impact of differentiated capability development topics and modes, including next steps. - Use multiple sources of data to evaluate and enhance the impact of processes and capability development	Behaviour Teachers can/will: - Actively contribute to meetings, collaboration and other social processes, following agreed approaches. - Implement whole school coaching processes as both 'coach' and 'coachee' - Explain how the foundation; values and behaviours are used to inform all decision making and action Teacher aides can/will - Actively contribute to meetings, collaboration and other social processes, following agreed approaches. - Explain how the foundation; values and behaviours are used to inform all decision making and action Leadership team can/will: - Use agreed approaches when leading meetings, collaboration and other social processes - Identify teachers with demonstrated expertise and provide capability development for them to coach peers - Explain how foundation values and behaviours are embedded in all decision making processes and actions
Resourcing HR: - collaborative time to complete social processes related to the refinement of moderation - time to enable full moderation cycle through a mix for staff meetings and release - time for coaching cycles to enable changes in practice Financial - PD budget to facilitate development of knowledge and understanding - Purchase of resources to support the implementation of pedagogical approaches and MTSS Physical - Create point of truth for all system documents and resources	Resourcing HR - Collaborative time to complete social processes related to the review of systematic approaches - Collaborative consultation time with carers & / external agencies to inform support and adjustments for learning, engagement & wellbeing - Collaboration time for teaching and specialist staff to plan, monitor and review individual plan Financial - PD budget to facilitate development of knowledge and understanding Physical - Create point of truth for all system documents and resources (students and teachers) - Signage around school to reinforce PBL messages and create sense of belonging	Resourcing HR: - collaborative time to complete social processes related to the implementation of agreed whole school values, behaviours and approaches (staff meeting/twilight/student free days) - time to enable establishment of coaching cycles and understanding to engage (staff meeting/twilight/student free days) Financial - PD budget to facilitate leadership team development of knowledge and understanding that will drive changes in behaviour - Time allocated to enable running of coaching processes Physical - Establish and furnish collaborative spaces for teachers - Create bank of resources and symbols/signage
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  14/07/2026		