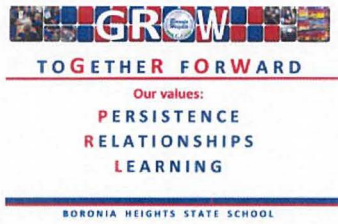







Boronia Heights State School 2025-2028 SCHOOL STRATEGIC PLAN

<p>School profile Boronia Heights State School, established in 1990, is located in the Logan West suburb of Boronia Heights. Our school population consists of 33% EALD (students who speak a language other than English) and 11% Indigenous students. Since our last strategic plan (2021-2024) we have implemented a whole school approach to increase our literacy and numeracy levels of achievement across all year levels. Our key strategies included:</p> <ul style="list-style-type: none"> • Consistent Teaching: Uniform approaches in literacy and numeracy to ensure high-quality education for all students. • Staff Development: Building teacher capacity to lead and improve educational outcomes. • Data-Driven Practices: Using targeted data to inform differentiated instruction that meets individual student needs. • Positive Learning Culture: Maintaining a safe and supportive environment through School Wide Positive Behaviour Support (PRL). <p>These strategies have raised academic achievement and engagement, and decreased behaviourally data to support every student’s needs and growth. As a school community we continue to be driven by data and use evidence based research to support and deliver the Australian Curriculum using best practice to meet the GROWth of all students.</p>	<p>Vision and values</p> <div style="text-align: center;">  </div> <p>Our school watermark, GROW, embodies our vision of Together Forward and is anchored by our core values of Persistence, Relationships, and Learning. Our watermark and values are branded throughout our school and is embedded in the language and expectations we have of all. We prioritise strong partnerships within our community by nurturing meaningful connections with our students and their families, ensuring continued growth for all.</p>
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  <p>Educational achievement</p> </div> <div style="text-align: center;">  <p>Wellbeing and engagement</p> </div> <div style="text-align: center;">  <p>Culture and inclusion</p> </div> <div style="text-align: center;">  </div> </div>	
<p>School review key improvement strategies</p> <p>Domain 1: Driving an explicit improvement agenda <i>Further refine the improvement agenda, including measurable student outcomes and timelines, to provide clarity for enacting school priorities and measuring and celebrating success.</i></p> <p>Domain 6: Leading systematic curriculum implementation <i>Strengthen teacher understanding of student progressions across the year levels to enhance vertical alignment of curriculum and foster consistent teaching and learning expectations.</i></p> <p>Domain 8: Implementing effective pedagogical practices <i>Broaden opportunities for staff to collaborate and discuss effective teaching practices to enhance their shared understanding and language for making pedagogical decisions.</i></p> <p>Domain 7: Differentiating teaching and learning. <i>Consolidate teacher knowledge and understanding of evidence-informed differentiation practices to tailor classroom practices to address student needs.</i></p> <p>Domain 2: Analysing and discussing data <i>Further refine data monitoring processes to evaluate the impact of key initiatives and enable teachers to make teaching and learning decisions.</i></p>	<p>School priorities</p> <ul style="list-style-type: none"> • <i>Domain 6: Leading systematic curriculum implementation</i> • <i>Domain 7: Differentiating teaching and learning.</i> • <i>Domain 8: Implementing effective pedagogical practices</i>

School priority 1:
Domain 2: Analysing and discussing data

Strategies
(embedded)

Measurable outcomes

-Assessment gathering tools identified in BHSS Data Plan are completed and analysed.

LOA Data Target areas-

-Maintain a focus on improvement across all KLAs, prioritising English and Math (A-C and A-B outcomes).

	Sustain and increase of 2% each year from 2025-2028		Sustain and increase of 2% each year from 2025-2028
Whole School English A-C 70%	72%-80%	Whole School English A-B 30%	37%-45%
Whole School Maths A-C 80%	85%-90%	Whole School Maths A-B 50%	54%-60%

-School Opinion Survey data is shared and used to inform next step actions and improvements. 2% increase each year of-

Teachers at this school provide my child with useful feedback about their schoolwork.	78%
My child's learning needs are being met at this school.	79%

-Continue sharing of weekly behaviour data including Tier 3 students and identified areas for targeted teaching and supports

School priority 2:
Domain 6: Leading systematic curriculum implementation

Strategies

- Refine a whole school understanding of the 3 levels of planning.
- Lead quality assurance of the enacted curriculum.
- Leading units of work that are engaging for our learners.
- Strengthen our collegial engagement implementation.
- Strengthen 'before' moderation using student achievement data.
- Strengthen all 4 phases of moderation and track progress towards agreed targets.
- Develop leadership capability in target setting.
- Strengthen teacher understanding of monitoring assessment for explicit teaching.

Measurable outcomes

-Allocated time in Professional Learning Calendars each term including SPT (School Priority Time), Staff Meetings and Teacher Aide Meetings to embed practice of BAAE moderation cycle.

Success criteria

Behaviourally:

Students can/will:
-Engage with curriculum and tasks meeting their learning needs and goals
-Complete and submit summative assessment pieces
-Co-construct and utilise anchor charts to support learning

Teachers can/will:

-Active participation from all team members so that all voices are heard
-Regularly check in with team members to discuss student growth for next learning lift
-Show accountability by being prepared with materials, work samples, and student data
-Follow collaborative documents to ensure consistency of practice and agreed upon curriculum implementation of Australian Curriculum V9

Leadership team can/will:

-Show presence as instructional leaders by actively participating in planning meetings and transparent in classrooms
-Maintain a clear through line from planning to practice
-Organise timetabling to provide teaching staff with weekly release time for SPT (School Priority Time) for targeted areas in BAAE moderation cycle including full day planning sessions per term.
-Cultivate a culture of collaboration and teamwork to support the development and accountability of units.

School priority 3:
Domain 7: Differentiating teaching and learning

Strategies

- Develop the leadership team's capability around language of MTSS (Multi-Tiered Systems of Support)
- Develop a whole school collaborative framework of MTSS understanding.
- Quality assurance of what is happening in tier 1, 2 and 3 of teaching and learning.
- Review student support plans and quality assure they are being enacted.
- Implementing effective reasonable adjustments to ensure access to the curriculum for all learners.
- Collaboratively develop a school wide model for resource allocation aligned to school priorities that supports equitable and flexible responses to the needs of all students.

Measurable outcomes

-100% staff are data-literate and use data to inform and support teaching and learning, providing individualised differentiation and extension to foster student growth through multi-layers of support in framework.

Personalised Learning	100% of all adjustments are documented on Student Profile on One School each term for accurate tracking
Plans	100% of all students identified for IBSP, ISSP, RA have documented plans in place
NCCD data capture	RAR (Reasonable Adjustment Resourcing) is being utilised to make adjustments for students with a disability. 100% of Teaching staff are implementing consistent language for NCCD and MTSS and recording adjustments in Student's Personalised Learning Profiles.

Success criteria

Behaviourally:

Students can/will:
-Follow Tier 1 whole school expectations and use individualised tools to support own needs
-Engage with Tier 2 and 3 supports offered to assist in accessing curriculum and supports for personal and social capabilities
-Communicate support required to complete learning tasks and regulate emotional needs

School priority 4:
Domain 8: Implementing effective pedagogical practices

Strategies

- Lead whole school understanding of effective pedagogy.
- Create a whole school understanding of what effective pedagogy looks and sounds like.
- Collegial engagement framework to quality ensure (learning walks and talks, feedback cycles).
- Resource capability development for all staff.

Measurable outcomes

-A range of pedagogical strategies is consistently implemented in all classrooms with fidelity, as evidenced by Teaching Sprints, LWaTs and classroom observations.	-100% implementation by all staff captured in LWaTs and observational data. -Identified staff supported through coaching cycles with pre and post feedback cycles.
-Teachers using formative checking tools including snapshots of skills to track on checklists	Increase to 100% of staff using a variety of formative assessment tools
-LWaTs	-More than 6 LWaTs conducted each term by Leadership Team with feedback to staff through Weekly Buzz and SPTs. -Increase to 100% of targeted areas identified in Teaching Sprints are enacted in classrooms.
-Classroom observations	-2 Classroom observations conducted each semester by Leadership Team with feedback cycles and checkins. -(100% of goals identified are enacted)
-Impact of pedagogical practices through ongoing collection of diebels data	Students achieving age appropriate norms for beginning, middle and end cycles
-APR goals are aligned to classroom observation feedback	100% of all staff are enacting goals set in APR aligned to pedagogical GROWth with two reviews throughout the year.

Decrease in behaviour data –

Annual weekly referrals reduced by 1% each year	12.5%
---	-------

SOS- Increase of between 10% across 2025-2028

Student behaviour is well managed at my school. (Student)	64.8%
Student behaviour is well managed at this school. (Parent)	74%
I feel confident managing the behaviour of all of my students at this school. (Staff)	76.5%

Success criteria

Behaviourally:

Students can/will:
 -Work together and respond to feedback.
 -Using the learning walls to access and track skills to support their next lift.

Teachers can/will:
 -Continuously track and adjust interventions using ongoing progress data, prioritising continual growth and tailoring approaches to meet each student's specific needs

Leadership team can/will:
 -Build a school-wide team dedicated to understanding and meeting students' needs by making decisions using data to inform teaching practices
 -Recognise and celebrate successes and targets throughout the year with whole staff and community including through social media platforms, newsletters, meeting and celebration afternoons.
 -Foster staff dedication by maintaining a sharp focus on each child.
 -Utilise a range of data sets (academic, behaviour, attendance) to identify specific target areas for monitoring, support and teaching focus.
 -Share data during SPT, year level, and staff meetings to thoroughly analyse and drill down into key areas.
 -Enhance staff ability to analyse and interpret relevant data sets.
 -Analyse data sets to monitor trajectory and targeted use of resourcing towards set targets.
 -Collaborate with teachers in data informed conversations to inform teaching & learning (know their students, know their data, know their strategies)
 -Refine the school data plan to clarify roles and responsibilities for data collection and analysis.
 -Set clear and specific targets around achievement levels.

-Collaborate to review, refine, and integrate a whole-school planning approach, ensuring the consistent application of agreed upon systems and processes.

Resourcing

-Timetabling of teaching staff for release to meet during SPT times.
 -Timetabling of Specialist staff to enact V9 KLAS
 -Cost for TRS whole day planning days

Teachers can/will:
 -Develop a bank of strategies and supports aligned to MTSS framework to support student GROWth
 -Understand roles and collaboratively work with relevant staff members to effectively implement strategies
 -Document tiers in place regularly with frequent check-ins to support student needs and levels of adjustments
 -Implement Tier 1 practices across whole class learning
 -Provide opportunities for students to access assistive technology and adjustments to meet their learning needs
 -Plan and effectively use the Tier 2 and 3 supports in classrooms
 -Follow referral processes to collaboratively support identified students with specific learning needs

Leadership team can/will:
 -Collaborate with BHSS community to unpack and build upon knowledge of tiers of intervention
 -Collate staff input of current strategies currently in place to support students and design a framework
 -Further develop staff understanding, skills, and abilities regarding Whole School MTSS framework
 -Support staff to embed tiers of MTSS to assist students to reach their goals and track to their next skill lift
 -Work together to develop, design, and implement whole-school processes and procedures that foster shared accountability and responsibility for improving student learning outcomes within the MTSS framework
 -Develop clear guidelines of roles and responsibilities of all staff placed in framework
 -Use a Collaborative Inquiry process to review, refine, and embed the BHSS MTSS Framework, ensuring that tiers of support are implemented with consistency
 -Provide ongoing professional learning around assistive technology and available supports

Resourcing

-Timetabling of tier 2 and 3 supports across the school including Chaplain, Behaviour Teacher Aide, Teacher Aides, Inclusion Support Staff.
 -Data entry time during staff meetings
 -Inclusion Team professional development

Staff surveys to gauge confidence in implementing pedagogies (100%)	-Increase in frequency of pre and post staff surveys to capture and respond to staff needs, post being between 90-100% in staff confidence.
---	---

Success criteria

Behaviourally:

Students can/will:
 -Respond and engage to different pedagogical practices
 -Foster a growth mindset towards their learning
 -Engage with staff regarding their learning growth

Teachers can/will:
 -Commit to ongoing professional learning and reflective practice to continually enhance teaching pedagogies and impact.
 -Seek and act upon feedback in implementing pedagogical strategies
 -Have a growth mindset towards new pedagogical practices
 -Collaboratively engage, learn and support each other's learning journey
 -Use a range of assessment tools to identify pedagogy required to meet student needs
 -Engage in observation and feedback cycles to inform APR goals

Leadership team can/will:
 -Utilise Mentor (KO) to plan with staff and demonstrate pedagogical practices in classrooms
 -Build the capacity of the Team Leaders/ Middle leaders to ensure consistency of practices within teams.
 -Provide ongoing professional development to staff through evidence based research (Jocelyn Seamer- Leading Learning Success) to build continued knowledge and understanding in implementing structured literacy pedagogies
 -Collaboratively enhance and embed the Collegial Framework, focusing on consistent teaching practices, to provide regular opportunities for teachers to reflect on and strengthen their instructional approaches.
 -Integrate coaching, modelling, and feedback cycles to ensure high-quality teaching and learning of signature pedagogical practices.
 -Embed Watching Others Work, Classroom Walkthroughs & Ghost Walks as signature practices at BHSS
 -Deliver continuous professional development for staff identified through Learning Walks and Talks, Teaching Sprints, Classroom Visits, Data Analysis, Surveys, and Staff Meetings to ensure the integration of all signature and agreed practices at BHSS.
 -Work alongside critical friends (Jocelynn Seamer evidence-informed instruction) to build staff knowledge and understanding in implementing structured literacy elements.
 -Ensure staff complete annual APR to identify goals and the support needed to grow in their commitment to ongoing learning aligning with BHSS pedagogical practices

Resourcing
 -Staff collection and analysing of data sets.
 -Printing costs for assessment tools
 -Release time for staff to administer tests

-Induction and mentoring program is designed to support new staff and early years teachers at BHSS in embedding the school's pedagogical practices.
 -Respond to staff survey needs for further professional development

Resourcing
 -Leading Learning Success including professional development for all staff, coaching, and online membership and access to platform of resources.
 -Budget costs to release staff for WOW time.
 -Upskilling staff in administration in Dibels.

Phases	2025	2026	2027	2028	Phases	2025	2026	2027	2028	Phases	2025	2026	2027	2028	Phases	2025	2026	2027	2028
Developing	✓				Developing	✓				Developing	✓				Developing	✓			
Implementing	✓	✓			Implementing	✓				Implementing		✓			Implementing		✓		
Embedding			✓	✓	Embedding		✓	✓	✓	Embedding			✓		Embedding			✓	
Reviewing				✓	Reviewing				✓	Reviewing				✓	Reviewing				✓

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, Alisha Le Brese 26/02/2025 