



Bartle Frere State School

Strategic Planning Document 2023

Key Improvement strategy 1 Enhance processes for collaboration and provide opportunities to build staff capability.

Desired Outcomes	Strategies	Evidence	Implementation
Strengthen cluster moderation processes to enrich and enhance all learning areas and teacher confidence in allocation of LOAs.	<p>Scan and assess current Russell River Cluster moderation process.</p> <p>Incorporate moderation led data analysis to narrow focus of improvement in outcomes in spelling and writing for all students.</p> <p>Consult with cluster on an agreed agenda for moderation and planning days.</p> <p>Identify gaps in student knowledge and understanding and modify units of work.</p> <p>Staff participate in intentional collaboration to improve student outcomes.</p>	<p>3 levels of planning</p> <p>Russell River Cluster minutes</p>	On going
Formalise and document APDPs for all staff members, linked to the EIA and individualised to each persons need.	<p>All staff develop and review their Annual Performance Development Plan (APDP) as per DoE requirements.</p> <p>Engage staff within professional learning linked to the schools AIP.</p> <p>Celebrate the professional success of teachers through sharing and showcasing within the school and community.</p> <p>Provide professional development addressing school priorities.</p>	<p>SOS feedback 'My school encourages me...'</p> <p>APDP documents</p> <p>School data plan</p> <p>School professional learning plan</p>	On going
Monitor the progression to the AC Version 9 to adjust and adapt connected curriculum units that best meet the needs of every student.	<p>Familiarise and plan for the delivery of English and Math curriculum in anticipation for 2024.</p> <p>Familiarise and plan for the delivery of HPE, Science and Technology curriculum in anticipation for 2025.</p> <p>Familiarise and plan for the delivery of HASS, Languages and ARTS curriculum in anticipation for 2026.</p>	<p>3 levels of planning</p> <p>Russell River Cluster Moderation</p>	On going
Formalise and document processes to engage external agencies and DoE services to cater for future enrolments of students with differentiated needs.	<p>Implement transition and orientation plan for the early years.</p> <p>Broaden the schools network by engaging community partners.</p> <p>Promote the school through termly events to engage early years network.</p> <p>Engage cluster HOSSES to develop school referral process.</p>	<p>Early Years transition and orientation plan</p> <p>Documentation of BFSS referral process</p>	2023
Explore opportunities for staff members to participate in observation and feedback on agreed signature pedagogical practices across cluster schools.	<p>Promote the use of the High Impact Teaching strategies to best fit students needs.</p> <p>Consult with teaching staff on an agreed feedback framework.</p> <p>Provide opportunities for staff to engage in observation and feedback process.</p>	<p>APDP</p> <p>BFSS Feedback framework</p>	2024
Collaboratively enhance data literacy for all teaching staff members aligned to strategies for individual student improvement.	<p>Build teacher capability to use data to inform planning.</p> <p>Incorporate data analysis to narrow focus and modify planning as needed.</p> <p>Provide dedicated time for teachers to collaborative planning.</p>	<p>3 levels of planning</p> <p>School data plan</p>	2025
Enhance processes for collaboratively developed opportunities for WOW, modelling, coaching, observation and feedback across cluster schools.	<p>Promote the use of the High Impact Teaching strategies to best fit students needs.</p> <p>Consult with teaching staff on an agreed feedback framework.</p> <p>Provide opportunities for staff to engage in observation and feedback process.</p>	<p>Pedagogy Framework</p> <p>Teacher feedback framework</p> <p>3 levels of planning</p>	2024

Key Improvement strategy 2 Collaboratively develop and implement processes to determine and quality assure practices to drive optimal outcomes.

Desired Outcomes	Strategies	Evidence	Implementation
Strengthen cluster moderation processes to enrich and enhance all learning areas and teacher confidence in allocation of LOAs.	<p>Strengthen existing Russell River Cluster termly moderation process (Before, during, after after).</p> <p>Ensure effective data analysis to inform 3 levels of planning.</p> <p>Incorporate moderation led data analysis to narrow focus of improvement in outcomes in spelling and writing for all students.</p>	<p>Russell River Cluster</p> <p>Student Data Analysis</p> <p>Semesterly Report Cards</p> <p>LOA Data</p>	2024
Determine and quality assure agreed pedagogical practices to drive student outcomes.	<p>Implement the use of the High Impact Teaching strategies to best fit students needs.</p> <p>Engage with expert teaching team to align pedagogies and units of work.</p> <p>Embed pedagogy practices into 3 levels of planning.</p>	<p>Pedagogy framework</p> <p>3 levels of planning</p>	2024
Explore further opportunities to enhance the cultural competence of staff and embed Indigenous perspectives within units of work.	<p>Plan for indigenous perspectives within units of work.</p>	<p>3 levels of planning</p>	2025
Embed further consistent approaches to refine the implementation of student learning goals into accessible, aspirational student-friendly terminology.	<p>Promote parent engagement within parent teacher interviews to discuss student learning goals and progress.</p> <p>Set, monitor and teach to reading goals to drive the teaching of reading.</p> <p>Align goals to contemporary measures E.g ACARA General Capabilities, Literacy Continuum, Achievement Standards.</p> <p>Ensure each student is able to articulate their personalised reading and writing goals.</p> <p>80% of students are successful with their reading/writing goals each term.</p> <p>Utilise learning walls to reflect units of work and provide relevance to student learning goals.</p>	<p>Parent Teacher interviews</p> <p>Semesterly Reporting</p> <p>Reading and Writing Goals.</p>	2023



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Key Improvement strategy 3 Maintain the current focus on Reading and Writing and regularly identifying opportunities for further precision.

Desired Outcomes	Strategies	Evidence	Implementation
Maintain the current focus on a sharp, narrow improvement agenda, regularly identifying opportunities for further precision.	<ul style="list-style-type: none"> Enhance the use of reading and writing goals to inform targeted teaching during the literacy block Review and refine programs used within the literacy block, including oral language, spelling, daily writing, reading, comprehension, grammar and punctuation Embed a phonemic awareness program for Prep –1 Engage PATAL team to assist in developing a whole school literacy framework Engage staff in professional learning to upskill in reading and writing Review base line data and student progress tracking methods including PAT testing, Literacy Continuum, Benchmark Reading assessments etc 	<ul style="list-style-type: none"> Diagnostic tools—NAPLAN, PAT assessments, LOA Data BFSS Data Sweep document School Opinion Survey 	<ul style="list-style-type: none"> 2023 On going
Explore further opportunities to enhance literacy resources to deepen and individualise student improvement.	<ul style="list-style-type: none"> Scan and access current literacy resources available for the teaching of reading and comprehension Source and update home and school based reading resources 	<ul style="list-style-type: none"> Contemporary reading resources Learning walls Student reading and writing goals 	<ul style="list-style-type: none"> 2023 On going
Systematically review strategies for human, facility and financial resource allocations to ensure effective implementation of the EIA.	<ul style="list-style-type: none"> Budget for and maintain human resources to best support student outcomes in reading and writing Resource and plan for all aspects of literacy to be delivered throughout the literacy block Provide opportunities for students to access external extension programs and specialist curriculum delivery 	<ul style="list-style-type: none"> Literacy block Literacy framework School Budget 	<ul style="list-style-type: none"> On going
Regularly review the range of data collected to ensure alignment with explicit improvement and effective impact on student outcomes.	<ul style="list-style-type: none"> Consider the effectiveness of the data collection tools Ensure literacy resources and diagnostic tools reflect current research and best practice Regularly update School Data plan 	<ul style="list-style-type: none"> Documented within the BFSS literacy framework School Data Plan 	<ul style="list-style-type: none"> 2024

Key Improvement strategy 4 Engage partners - local decision making

Desired Outcomes	Strategies	Evidence	Implementation
Engage collaboratively with students, staff and the wider community to identify further opportunities to record and monitor PBL progress.	<ul style="list-style-type: none"> Review and refine the BFSS PBL reward system. Increase PBL implementation rate to above 90%. Ensure consistent implementation of PBL system by all staff. Encourage all students self monitor and track Gotcha reward system. 	<ul style="list-style-type: none"> SET Survey EBS Survey 	<ul style="list-style-type: none"> 2024 On going
Explore further opportunities to enhance transition from Year 6 into feeder high schools.	<ul style="list-style-type: none"> Access DOE services to assist in developing Yr 6 transition and orientation plan. Promote student engagement with Yr 6 transition program to local high schools. 	<ul style="list-style-type: none"> BFSS Transition and Orientation Plan All students enrolled prior to term 4 	<ul style="list-style-type: none"> 2025 On going
Regularly review school and community partnerships to explore further opportunities to enhance positive impact on optimal student outcomes.	<ul style="list-style-type: none"> Scan and access current specialist and extension programs (QVSA, IMPACT, DisEd). Publicise and promote success of extension and specialist programs. Continue to implement early years transition program. Sustain playgroup and encourage further participation. Seek and promote programs that are globally minded, sustainability and community focussed. 	<ul style="list-style-type: none"> Enrolled in extension and specialist programs Newsletters and community news outlets 	<ul style="list-style-type: none"> On going
Formalise and document processes to engage external agencies and DoE services to cater for future enrolments of students with differentiated needs.	<ul style="list-style-type: none"> Host termly events that engage early years providers within our local area. Publicise the school through local community news outlets. Implement transition and orientation plan for the early years. Broaden the schools network by engaging community partners through termly events to engage early years network. Engage cluster HOSSES to develop school referral process. 	<ul style="list-style-type: none"> BFSS Early Years Transition and Orientation Plan Future enrolments Newsletters, School Facebook and Babinda Task force 	<ul style="list-style-type: none"> 2023
Collaboratively develop a revised school vision that reflects current beliefs and practices underlying the united goal for optimal student outcomes.	<ul style="list-style-type: none"> Engage with 100% of staff and parents to revise, draft and confirm vision and publish. 	<ul style="list-style-type: none"> School vision statement 	<ul style="list-style-type: none"> 2025