

Birkdale South State School

2025 - 2028 SCHOOL STRATEGIC PLAN

“BELONG GROW ACHIEVE”

School profile
 (Established 1981) At Birkdale South we strive to create an environment that fosters in children a spirit of 'achievement through effort.' Recognising the unique differences of each child and empowering each young person to realise their strengths and talents while supporting them to embrace their challenges is part of what sets Birkdale South apart.

Birkdale South has a student population that consists of 8% indigenous, 32% SWD (at 2025), and an ICSEA of 988. To support the needs of our diverse learners, Birkdale South provides a careful balance of academic, sporting, cultural and social programs that equip our students for successful secondary schooling. From Prep – Year 6 our CARE Program supports every young person to grow into confident and community minded citizens who know how to demonstrate the school values. Through curriculum delivery and the introduction in 2025 of the BYOD Laptop Program we are growing young minds to be creative, collaborative, curious and courageous so that they are ready to embrace a rapidly changing 21st century world.

Our school is central to the Birkdale South community and fosters a sense of connectedness and belonging. At Birkdale South we believe that every person should have the opportunity to Connect to Self, Others and their Environment, in order to have a sense of belonging within their community. We do this by creating opportunities for students to learn more about themselves and their identity, by explicitly teaching social and emotional skills that build children into confident and courageous citizens who know how to develop healthy relationships, and by supporting each child to connect to their curriculum through relevant and real-life learning experiences

Vision
 'Every child becoming 'their best self'

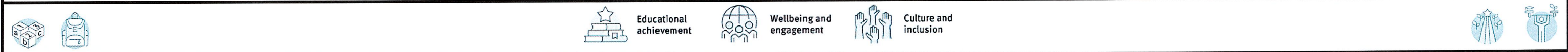
Mission
 "To grow a 'Community of Kindness', that understands true Appreciation for others. By demonstrating Respect and Resilience with 100% Effort. We learn and grow through Creativity, Collaboration, Curiosity and Courage, so that we can be our best selves."

Values

- **CARE Bee-Leafs:**
 - C: Community of Kindness
 - A: Appreciation
 - R: Respect and Resilience
 - E: Effort
- **Values of the Mind:**
 - Creativity, Collaboration, Courage, and Communication

Together, these values build a community where each person is connected to their understanding of self, their sense of belonging with others, and the environment in which they learn, grow, and achieve.

Motto: "Achievement Through Effort"



School review key improvement strategies

Domain 1: Driving an explicit improvement agenda: Communicate school priorities to all stakeholders, including all staff and families, to enhance understanding and ownership of the school improvement agenda.

Domain 3: Promoting a culture of learning: Review the Student Code of Conduct, to ensure it aligns with current system requirements and captures latest school practices, to promote consistent school-wide expectations for positive behaviour for learning.

Domain 7: Differentiating teaching and learning
 Collaboratively review and document the school's approach to inclusive education, considering culture, policies, practices and procedures, to enable a consistent approach to meeting the needs of all learners.

Domain 6: Leading systematic curriculum implementation
 Broaden the curriculum capability of teachers across all learning areas to develop or adapt locally relevant unit plans and assessment tasks to ensure alignment with the Australian Curriculum (AC).

Domain 9: Building school-community partnerships
 Collaboratively develop a parent engagement plan, recognising parents as valuable partners, to further build school community partnerships and support school priorities.

School priorities

EDUCATIONAL ACHIEVEMENT: Every child achieving
 To enhance curriculum outcomes for all students by implementing evidence-based teaching practices, refining our Pedagogical approach and building the capability of all teachers to deliver high quality Australian Curriculum. (D6 & D8)

CULTURE AND INCLUSION: Every child growing
 To collaboratively review, refine, and document our 'Student Services and Supports' by examining culture, policies, pedagogy, practices, and procedures, ensuring a consistent, equitable, and supportive approach to meeting the learning needs of each student. (D7)

WELLBEING AND ENGAGEMENT: Every child belonging
 Implementing a whole-school approach to building each child's values of the heart and values of the mind (character values), consistently implementing the values based approach to support every student's wellbeing for learning. (D3, D9)

School priority 1: Every Child Achieving
 To enhance curriculum outcomes for all students by implementing evidence-based teaching practices, refining our Pedagogical approach and building the capability of all teachers to deliver high quality Australian Curriculum. (D6 & D8)

Phase	2025	2026	2027	2028
(D-Developing, I-Implementing, E-Embedding, R-Reviewing)	I	E	E	R

Strategies

Continue to embed the Birkdale South Roadmap for Before, After, After, End Moderation for English and extend into Maths Planning.

Deepen teacher knowledge of 'knowing their students' through embedding data literacy practices and Academic Case Management (English) (including goal setting, quality feedback and learner agency (Learning Walls)) to increase student learning improvement.

Clearly develop and implement a Literacy Framework for Birkdale South to provide a structured and consistent pedagogical approach to the delivery of the English curriculum. Through the framework provide consistency across the school and build capability through pedagogical coaching of the Explicit Instruction of Literacy (underpinned by the Science of Reading with SSP).

Measurable/desired outcomes

Artefacts:
 Birkdale South Literacy Framework
 Birkdale South Academic Case Management Template (embedded into the Birkdale South Curriculum Road Map)

All teaching teams engaged in Year Level Curriculum Moderation processes for English and Maths.

Students able to articulate their own learning and their next steps for improvement.



All teachers confident and fluent in embedding a 'Literacy Framework (Block) guided by data informed practices to increase student learning outcomes.

Improved student outcomes in English and Maths, demonstrated by a measurable increase in literacy and numeracy achievement levels across all year levels by the end of the school year.

School priority 2: Every Child Growing <i>To collaboratively review, refine, and document our 'Student Services and Supports' by examining culture, policies, pedagogy, practices, and procedures, ensuring a consistent, equitable, and supportive approach to meeting the learning needs of each student (D7)</i>				
Phase <i>(D-Developing, I-Implementing, E-Embedding, R-Reviewing)</i>	2025 D	2026 I	2027 E	2028 E
Strategies Develop a shared understanding of philosophy, practices and processes (Staff, Parents and Students) of differentiated and targeted teaching, learning and supports for students at Birkdale South. Establish data collection and monitoring to inform decision-making for all diverse learners. Enhance proactive, responsive and flexible approaches to resourcing to further sharpen and enable focus on improving student learning and enhancing student wellbeing (CARE Hub) Build and strengthen capability of Student Support team (teachers, learning assistants, therapy staff) to provide effective and targeted literacy intervention for students. Whilst also providing professional capacity building to support whole class differentiated teaching strategies (including culturally responsive pedagogy).				
Measurable/desired outcomes: A measurable improvement in student learning outcomes, engagement, and wellbeing across all social inclusion groups, supported by a cohesive, inclusive school community. Artefacts: <ul style="list-style-type: none"> <input type="checkbox"/> 2025 a Student Services Framework (<i>Shared with parents and community by the end of Semester 1, 2025</i>) <input type="checkbox"/> Data Collection and Monitoring for Diverse Learners. Measureable Outcome: <ul style="list-style-type: none"> <input type="checkbox"/> Term data reports are generated and analyzed, leading to at least three documented actions per term to address identified needs or trends. <input type="checkbox"/> Student improvement in academic (increase in students receiving A-C) and wellbeing (reduced behaviour) outcomes for targeted diverse learners. With the goal for minimum of 90% of students to receive A-C in English and Maths <input type="checkbox"/> Dibels Data analysis to demonstrate an increase in students literacy skills. 				

School priority 3: Every Child Belonging <i>Implementing a whole-school approach to building each child's values of the heart and values of the mind (character values), consistently implementing the values based approach to support every student's wellbeing for learning. (D3)</i>				
Phase <i>(D-Developing, I-Implementing, E-Embedding, R-Reviewing)</i>	2025 D/I	2026 E	2027 E	2028 R
Strategies Collaborative develop a Wellbeing Framework and Review and ensure Alignment of Character Values (Positive Behaviour Approach) Frameworks: <ul style="list-style-type: none"> • Refine development from 2024 throughout 2025 to ensure implementation of clear, shared definitions and expectations for the implementation of agreed-upon values and strategies including the embedding of Bridgebuilders throughout school community. Consistent Staff Training and Capacity Building to support effective implementation of Positive Behaviour Approach and Wellbeing for Learning <ul style="list-style-type: none"> • Provide ongoing professional development for all staff on implementing wellbeing practices and integrating character values into daily teaching. • Train staff to identify and address wellbeing concerns and embed proactive strategies into classroom routines. Integration into Curriculum and Whole School daily operations and practices: <ul style="list-style-type: none"> • Embed character values and wellbeing strategies into the curriculum through explicit teaching and integration across subjects. (Including Care Class and Bridgebuilders Program) • Create opportunities for students to practice and demonstrate values, such as kindness, respect, and resilience, in real-world contexts and school-wide activities. Embed monitoring strategies to evaluate the effective of the Positive Behaviour Approach. <ul style="list-style-type: none"> • Develop tools to track and assess the consistent implementation and impact of the wellbeing and character values framework. • Regularly gather feedback from students, staff, and parents to ensure strategies are meeting needs. • Celebrate and communicate successes through assemblies, newsletters, and community events to reinforce commitment and shared ownership. 				
Measurable/desired outcomes <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Review and Alignment: <ul style="list-style-type: none"> • Completion of a revised and documented character values and wellbeing framework by the end of Term 2, with input from at least 90% of staff and representatives of the school community. • A clear set of agreed-upon definitions, expectations, and strategies communicated to the school community by Term 3. <input type="checkbox"/> Consistent Staff Training: <ul style="list-style-type: none"> • 100% of staff participate in at least two professional development sessions focused on character values and wellbeing strategies annually. • SOS show a 20% increase in staff confidence and knowledge about implementing the positive behaviour approach. <input type="checkbox"/> Integration into Curriculum and Practices: <ul style="list-style-type: none"> • Evidence of character values and wellbeing strategies being explicitly taught and embedded during every classroom,, as observed during learning walks or classroom visits each term. • Fortnightly character values explicit teaching aligned with Bridgebuilders. <input type="checkbox"/> Monitoring and Community Engagement: <ul style="list-style-type: none"> • SOS survey and Pulse Check In (School based pulse) of students, staff, and parents indicate a 15% improvement in perceived wellbeing support by the end of the year. (SOS DATA - • A reduction in wellbeing-related incidents; major behaviour incidents reduce by 50% across four years. • Decrease SDA by 75% across four years • Increase student attendance to 93% P-6 Attendance. • Publication of 2 updates per year (hard copy) highlighting progress and achievements in wellbeing and learning initiatives. 				

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

Principal  P&C President  School Supervisor 