



Bli Bli State School

2026 - 2029 SCHOOL STRATEGIC PLAN



School profile:
Bli Bli State School has been serving the community of Bli Bli and surrounding areas since 1901. We offer an educational program for students from Prep to Year 6. Our school is built on values of respect, a strong culture of learning, inclusivity and giving everyone an opportunity to succeed. We involve ourselves in many community activities such as ANZAC Day and our school is an integral part of the Bli Bli community. We emphasise the importance of literacy and numeracy and our teachers work closely together to ensure that children's needs are met. Our school is also prominent in the areas of the arts and sport. We have a proud record of achievement in both areas and we offer opportunities to students to compete at the highest level possible. We undertake a school musical every second year. Students also have the opportunity to be part of the school instrumental music program. We emphasise positive relationships between all members of the school community and are part of the School Wide Positive Behaviour Support program. Our school is a very caring and supportive place to learn and work. We welcome all students to join us.

Vision and values:
At Bli Bli State School, we are committed to supporting every child to become their best self, to achieve their best and to live their best life. We must have an unyielding focus on every student succeeding.

Mission Statement:
Bli Bli State School inspires children to confidently contribute to our dynamic world through strong foundations of **commitment, creativity, character and community.**



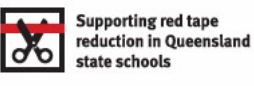
Educational achievement

Belonging and engagement



School improvement strategies:
Support for classrooms through **sharpened instructional leadership.**
Strengthen our **explicit and consistent approach to the teaching of reading.**
Broaden our capacity to **engage, challenge and extend all learners.**
Review the clarity and consistency of our approach for **supporting student behaviour.**
Prioritise resourcing to enable **digitally enhanced teaching and learning.**

Reduction of red tape in day-to-day work, planning and processes include:
Reduce necessity of administrative agenda in staff meetings to allow more time for collaboration and professional learning.
Scrutinise expectations placed upon all staff to ensure each task or process is necessary and streamlined.
Stop, reduce, change, replace each identified 'program' that has the least positive impact on student outcomes.
De-implement 'programs', communicate and reflect upon reduction planning and changes.
Data start point – SOS - Initiatives to reduce red tape are making a difference – 44%



School priority 1: Effective Curriculum Implementation

Strategies:

- Strengthen teachers' capacity in collaborative unit planning processes to consistently incorporate the explicit teaching of declarative and procedural knowledge throughout the AC.
- Strengthen school-wide approach to structured literacy to ensure consistency and fidelity of pedagogical practices through explicit teaching.
- Undertake research and professional learning of the current best practice of mathematics pedagogy, to develop a plan for renewal of the school's approach to the teaching of mathematics.
- Prioritise resourcing of digital infrastructure, devices and PL to ensure streamlined communication and enhanced use of digitally enhanced pedagogies for differentiated teaching and learning.

Measures: (Including start data)

- Correlation between LOA and NAPLAN measures.
- Each child's LOA is considered 100% accurate.
- Less than 10% of students showing regression from one semester to the previous.
- Maintain academic - Level of Achievement – English A-C 95.7%, Mathematics A-C 92.6%
- 5% increase in positive response on SOS items:
SOS – ICT issues resolved promptly – 50% (down 29%)
SOS – Access to computers and tech – Students 90%
SOS – My child is making good progress – 89%
SOS – Teachers help me with my schoolwork – 88%
ISS – My child is making good progress with spelling and reading? 98%

Behaviour:
Students engaging daily in lessons of explicit instruction and able to articulate processes that their teacher uses to teach reading and spelling.
Teachers planning and delivering explicit, evidence backed learning that is responsive to data.
Teacher Aides explaining and able to reason their actions in support of students at all tiers.
Leaders directing the school's strategic response to evolving curriculum demands with a focus on explicit instruction, formative assessment responsiveness and fidelity of practice through regular moderation.

Resourcing:

- HR purchase of HOD-C,
- budget to support collaborative planning, additional training for STLNs, Additional ICT purchase and investment in asset replacement schedule.

School priority 2: Professional Learning and Wellbeing

Strategies:

- Sharpen the school's responsive professional learning model, supporting all teaching staff, to deepen knowledge and promote fidelity and consistency in the use of proven practices in the areas of: *Learning engagement, explicit teaching, structured literacy, staff professional and personal well-being, differentiated practices at tier 1, including extension of highly capable students, inclusive culture and practice.*
- Strengthen capacity of all teaching staff to use a broad range of data to inform instructional differentiation and responsiveness, as well as school strategic planning and resource allocation flexibility.

Measures: (Including start data)

- 5% increase in positive response on SOS items:
SOS – Staff well supported – 85%
SOS – Staff morale is positive – 77%
SOS – Wellbeing of staff is priority – 85%
SOS – Teacher access to relevant professional learning – 95%
SOS – My child's learning needs are met – 89%

Behaviour:
Students taught with evidence backed pedagogy, receiving timely, effective feedback to improve their performance.
Teachers valuing their access to school and personal pathways to professional learning around initiatives that impact their work.
Teacher Aides valuing their opportunities for collaboration with the wider teaching staff.
Leaders monitoring the impact of professional learning and modifying school responses.

Resourcing:

- Budget to support teacher release for PL opportunities within school, and occasional regional initiative/high end symposiums, release for data sharing sessions with STLNs.

School priority 3: Refined Collegial Engagement

Strategies:

- Sharpen instructional leadership practices, focusing on collegial feedback and classroom support, to ensure fidelity and consistency in curriculum implementation and positive learning environments.
- Enhance targeted leader learning opportunities to widen teacher leadership capacity and opportunity.

Measures: (Including start data)

- 5% increase in positive response on SOS items:
SOS – Poor teacher performance addressed – 48%
SOS – I receive useful feedback about my work -85%
SOS – School leadership model expected behaviour – 89%
SOS – School well managed – Teachers 72%
SOS – Recruitment/promotions are fair – 63% (down 27%)

Behaviour:
Students articulating details of the school leadership team's involvement in their learning.
Teachers valuing their involvement in collegial engagement, feedback and support through targeted professional learning.
Teacher Aides participating in opportunities offered to sharpen their professional work.
Leaders respecting their involvement in collegial engagement in classrooms and responding by providing targeted support where appropriate.

Resourcing:

- Budget to support teacher release for classroom profiling, classroom sharing and co-teaching at Tier 1.

School priority 4: Enhanced Student Engagement and Wellbeing

Strategies:

- Strengthen a culture of student engagement, self-efficiency and support to ensure student's own and resource their own learning.
- Review the school's approach to supporting student behaviour, to provide clarity and consistency for all stakeholders.
- Strengthen multi-tiered support systems to ensure a shared culture of engagement, to strengthen the use of proven differentiated practices, maintain and widen capacity to support students at all levels.
- Strengthen school/community partnerships to leverage enriching experiences for students and enhance transition processes.

Measures: (Including start data)

- LOA behaviour and effort both maintained above 94%. – 2025 S2 - Behaviour A-C 95.7%, Effort A-C 95.4%
- Steady increase in the general Tier 1 benchmark for consideration for T2 intervention.
- All students maintain or increase their level of engagement on BBSS 10pt engagement scale.
- Supports for student behaviour are clear, adhered to and well respected by all stakeholders.
- School's widely held inclusive and supportive reputation is maintained.
- Processes for student transition to prep and to secondary school are clear and celebrated by stakeholders.
- 5% increase in positive response on SOS items:
SOS – Student behaviour well managed. Parents: 86% Staff: 64% Students: 63%
SOS – Expectations and rules are clear. Parents: 94% Staff: 83% Students: 93%
SOS – Teachers treat students fairly. **Students:** 71%
SOS – I feel confident managing behavior of all my kids – 89%
SOS – My child likes being at this school – 94% **Student:** 75%
SOS – My child is interested in their schoolwork – 88% **Student:** 57%
SOS – Teachers motivate my child to learn – 91% **Student:** 88%
SOS – Students value feedback about their schoolwork – 89% **Student:** 86%
SOS – Inclusive culture/ diversity valued – 100%

Behaviour:
Students articulating how they actively engage in the ownership and resourcing of their own learning.
Teachers valuing and adhering to the school wide approaches to supporting student behaviour.
Teacher Aides explaining and able to reason their actions in support of students at all tiers.
Leaders promoting high expectations of student effort and improvement in learning engagement and behaviour.

Resourcing:

- HR purchase of additional 0.5 allocation of second Deputy Principal, additional TA hours
- Budget to support recognition and reward programs, prep orientation.

Phases	2026	2027	2028	2029	Phases	2026	2027	2028	2029	Phases	2026	2027	2028	2029	Phases	2026	2027	2028	2029
Developing	✓				Developing	✓				Developing	✓				Developing	✓			
Implementing1		✓	✓		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 N. Worthington P&C/School Council AS School Supervisor AM