

BULLYARD STATE SCHOOL

2026-2029 SCHOOL STRATEGIC PLAN

Educational achievement

Belonging and engagement



School profile

Established in 1901, Bullyard is a multi-age state school situated 37km west of Bundaberg, and 12km from Gin Gin, on the Bucca Road. Our classroom set-up covers all students from Prep to Year 6. Classrooms are composed of a lower school and upper school classroom in 2025. Our successful curriculum plan is based on the Australian Curriculum which has a central focus on a deliberate focus on high levels of English, Maths and Science. We also provide a comprehensive curriculum in all subject areas including HASS, The Arts (including Music), Health & Physical Education, and Technologies delivered across all year levels. Years 4-6 also access Instrumental Music and Language (Japanese).

Vision and values

Our purpose is to provide the best educational outcomes for every student in our school and give all of our students a life of choice, not chance. Our school community values a high standard of teaching and learning. We believe there must be effective partnerships between staff, students and parents – if students are to be creative thinkers, have the foundation for life-long learning and global citizenship. This means that school community members must be respectful of each other. Our School Motto is freedom through knowledge and to achieve this we must collectively represent the school values of being respectful, responsible and safe learners. This is embodied in our PBL school emblem as 'The Bullyard Beetle Way'.

School improvement strategies

- **Domain 5: Building an expert teaching Team:** Systematically enact a wider range of opportunities for collaborating with regional staff and other schools to build teacher's capability in aligning curriculum, pedagogy and assessment.
- **Domain 6: Leading systematic curriculum implementation:** Broaden staff knowledge of the explicit teaching of reading through the Australian Curriculum (AC), aligned to the department's expectations, to enhance reading instruction and inform intervention programs.
- **Domain 2: Analysing and Discussing Data:** Sharpen data discussions, focusing on the individual and cohort data, to enhance staff capability in using data to inform next steps in teaching, select pedagogies, and measure the impact on learning.
- **Domain 8: Implementing effective pedagogical practices:** Establish effective practices for precise student feedback and goal setting, aligned to curriculum expectations, to support students in understanding their next steps and extending their own learning.
- **Domain 9: Building school-community partnerships:** Investigate opportunities for further engaging parents and carers in school activities and celebrations to inform and empower families as partners in learning.

Reduction of red tape in day-to-day work, planning and processes include:

- Simplifying academic reporting procedures for teachers.
- Use of V9 Small Schools Curriculum Planning documents.
- Simplify Behavioural Communication Processes for parents and staff.
- Transition to the digital consent platform for parents.



School priority 1:

Strengthening Reading Instruction through consistent pedagogical practices across the Australian Curriculum

Strategies

Embed daily explicit instruction

- Reading and synthetic phonics lessons (decodable texts, phonics instruction) aligned with the Simple View of Reading and Scarborough's Reading Rope.
- Phase out all predictable texts in early years and supplement decodable texts.
- Refine and strengthen a whole-school phonics and word study scope and sequence, supported by the Literacy Hub and SoundWaves diagnostic spelling assessments.
- Sharpen the established parameters for Learning Wall co-construction in English and Mathematics to make assessment expectations, success criteria, and exemplars visible.

Assessment and Intervention

- Maintain the structured use of DIBELS (mCLASS online) for universal screening and progress monitoring (BOY, MOY, EOY, and 3x per term for at-risk students).
- Prioritise the Year 1 Phonics Check annually and use results to inform targeted phonics intervention in Years 1 and all students at risk, cross-referencing with diagnostics.
- Maintain targeted intervention (at least 3x per week) for at-risk students, delivered by targeted teaching groups as well as small group and 1:1 teacher aide time using decodable readers and Literacy Hub phonics progression resources.

Engagement and Capability

- Engage parents in the reading journey through twice-yearly workshops showcasing classroom practice and ways to support reading at home.
- Reinforce staff capability through peer observation, coaching, and cluster PD on reading pedagogy and assessment literacy.

School priority 2:

Using living data to inform pedagogical teaching practices and track growth collaboratively with students.

Strategies

Data Systems and Processes

- Refine and implement the school Data Plan, incorporating DIBELS, Year 1 Phonics Check, SoundWaves diagnostics, A-E (OneSchool), NAPLAN, attendance, behaviour, SOS and SORD data.
- Systematically enact twice-termly data conversations with teachers, focused on student-level progress and planning teaching adjustments, with an intentional focus on the teaching of reading across the Australian Curriculum.
- Formalise the 'stages of de-implementation' model to cease less effective practices and engage in targeted professional development opportunities.

Student Agency and Feedback

- Engage in 'Amy Berry's Continuum of Engagement' to build improved student engagement and align to Personal Social Capabilities in the Australian Curriculum.
- Communicate student goals and data through student centred learning walls, connecting student goals to evidence (including fluency scores, spelling target phases linked to phonics/spelling progression, exemplar writing for units of work).
- Strengthen student agency by embedding data into portfolios through Classdojo/OneNote, allowing students to track goals and reflect on A-E results, DIBELS achievement, phonics progression, and spelling results.

Staff Capability and Parent Engagement

- Engage parents in understanding student data utilising DIBELS, Year 1 Phonics Check and phonics progression data in parent conversations.
- Deliver targeted parent opportunities to support the development of reading, particularly for students requiring support or at risk.
- Reinforce staff data literacy through PD on interpreting DIBELS reports, phonics check results, SORD dashboards, and moderation processes, to support and inform reflective teaching practices.

School priority 3:

Building a Connected, Capable, and Supportive School Community that employs multi-tiered systems of support to cater for all learners.

Strategies

Community Engagement

- Strengthen parent and community engagement through annual surveys, regular communication, and two parent workshops per year (initially focused on developing greater engagement in home reading).
- Partner with like cluster schools, external agencies and community groups such as Landcare, Pick of the Crop, Health and Wellbeing QLD, Sporting Schools, Wide-Bay Health and wellbeing providers to expand student opportunities.

MTSS Implementation

- Refine and embed a multi-tiered system of support (MTSS) to address academic, behavioural, and wellbeing needs:
 - Tier 1: Whole-school PBL practices, consistent behaviour expectations, wellbeing focus.
 - Tier 2: Small-group supports (e.g., targeted reading or behaviour interventions, attendance support).
 - Tier 3: Intensive, individualised plans coordinated with regional specialists.
- Refine and enhance digital student portfolios as the central tool for feedback, goal setting, and communication with families.

Signature Practices

- Sharpen and refine learning Walls and visual PBL walls as visible, school-wide signature pedagogies, reinforcing consistency for students, staff and parents.
- Collaborate with cluster schools at least four times per year in pre-moderation, shared Professional Development, and consistent curriculum alignment in CLG groups. Offer cluster ghost walks of rooms for teaching staff.
- Extend classroom learning into the home by providing short, purposeful homework tasks that are tied to real-world, rural and community contexts to build a culture of extending learning into the home.

Measures**Performance**

- 100% of students achieving a C or above in English
- 75% of students achieving a A-B level in English.
- An increase in overall percentage of students year on year, achieving reading fluency benchmark in DIBELS measures at end of year compared to beginning of year.
- Strong Inter-Assessment Agreement between A-E and Naplan Results and an increase in students with strong and exceeding proficiency levels in Reading, Writing, Spelling and Grammar and Punctuation
- 100% of students meeting the phonics progression or
- SOS parent/carer data shows ≥90% confidence that: 1. 'My child is making good progress at this school and 2. This is a good school.
- Student data shows ≥ 90% that this is a good school.
- 100% of classrooms consistently implementing student co-created learning walls with students demonstrating assessment literate learner practices.

Outcomes

- 100% of students measured on DIBELS benchmark at beginning, middle and end periods.
- 100% of Year 1 students undertake the phonics check.
- 100% of 'at risk' students (as measured by DIBELS) undertake the phonics check.

Behaviour**Students can/will:**

- Use co-constructed learning walls to articulate "What am I learning? How am I going? How do I know? How can I improve?" during classroom discussions and conferences.
- Describe their progress in decoding, fluency, and comprehension using DIBELS data and can identify and monitor a personal reading goal.
- Refer to co-constructed exemplars and success criteria to explain strengths and next steps in their own work when conferencing or self-assessing.

Teachers can/will:

- Apply explicit teaching routines consistently across learning areas, aligned with the agreed reading instruction processes and school-wide scope and sequence.
- Use DIBELS, Phonics Check and SoundWaves diagnostic information to adjust instruction, form groups, and sequence lessons at predetermined checkpoints across the year.
- Co-construct learning walls with students each term and use them actively during instruction to model expectations, unpack success criteria, and guide feedback
- Provide timely, specific feedback that directly references learning wall success criteria, marking guides and individual student data.

Teacher Aides can/will:

- Deliver targeted phonics/fluency intervention sessions with consistency (minimum 3 times per week), using DIBELS progress-monitoring data to refine focus alongside the classroom teacher.
- Reinforce learning wall prompts and success criteria during intervention and classroom support by directing students back to the visual tools when giving feedback or prompting.

Leadership team can/will:

- Communicate and reinforce reading as the sharp and narrow improvement priority in professional conversations, planning meetings and monitoring discussions.
- Ensure assessment schedules (DIBELS, Phonics Check, SoundWaves) are enacted with fidelity by allocating time, staffing and resources and removing competing demands where necessary.
- Monitor and quality-assure implementation of learning walls and exemplars through walkthroughs, coaching conversations and review of artefacts.
- Share reading progress transparently with staff, parents and the community each semester using agreed data visualisations and messaging.

Measures**Performance**

- All staff consistently use agreed data systems (DIBELS mClass, Soundwaves Tracking Excel diagnostics, Phonics Check, OneSchool, SORD).
- 100% of students have up-to-date portfolios showing goals and progress evidence.
- Twice-termly data conversations with teaching staff embedded as routine practice.
- SOS staff data shows ≥90% confidence in how the school uses data to support student learning.

Academic

- 100% of students at or above DIBELS benchmark and 100% of Year 1 students meet Phonics Check standard.
- Relative gain in NAPLAN Reading and Numeracy (Years 3–5) above state average.

Behaviour**Students can/will:**

- Use portfolio evidence, data feedback and learning wall displays to articulate their current achievement and identify their next steps during conferences and classroom checkpoints.
- Set, monitor and reflect on progress toward year-level benchmarks (fluency, Early Years markers, Maze comprehension, phonics progression, numeracy indicators) using school data tools.
- Participate actively in parent-teacher conferences by sharing evidence of learning and communicating their goals and progress.

Teachers can/will:

- Accurately administer and enter assessment data for DIBELS, Phonics Check, SoundWaves and C2C tasks according to the agreed schedule.
- Use school data systems (SoundWaves Excel tracker, mCLASS, OneSchool, A-E data) to identify gaps, form groups and plan differentiated instruction.
- Lead learning conversations with students, linking data evidence to individual learning goals and next steps.
- Engage in structured data conversations twice per term, sharing interpretations, identifying trends and planning instructional adjustments.

Teacher Aides can/will:

- Record progress-monitoring data accurately during intervention sessions and enter results into the shared Excel tracking systems.
- Support students to set and revisit incremental learning goals, prompting them to use learning walls or portfolio artefacts to reflect on progress.

Leadership team can/will:

- Monitor fidelity of the school Data Plan schedule, ensuring assessments, entry, and analysis occur at the agreed checkpoints.
- Facilitate and document twice-termly professional data conversations, ensuring follow-up actions are clear and linked to evidence.
- Use SORD dashboards to analyse school-wide patterns, identifying emerging needs, strengths and priority cohorts.
- Interrogate NAPLAN data to pinpoint gaps, verify progress, and inform school-wide adjustments.
- Communicate data outcomes with staff, families and the community in clear and accessible formats.

Measures**Performance**

- ≥90% of parents in SOS agree the school communicates well and engages them in their child's learning.
- 100% of classrooms consistently use Learning Walls as a signature practices.
- Portfolios are embedded for every student, shared with families each semester.
- MTSS fully operational, with clear Tier 1–3 processes documented and reviewed annually.
- Evidence of consistency in A–E judgements through cluster moderation twice yearly demonstrated through aligned A-E data across cluster.
- SOS staff/student data shows ≥90% confidence in the school's supportive learning environment.
- ≥90% of parents report homework is meaningful, achievable, and connected to their child's learning.

Behaviour**Students can/will:**

- Set and review personal learning and wellbeing goals each term, referring to teacher feedback and classroom evidence.
- Use learning walls and portfolio artefacts to demonstrate their progress when conferencing with teachers and families.
- Establish clear academic goals and track their achievement through portfolio evidence.
- Engage with Tier 2 or Tier 3 supports when identified, participating in targeted intervention sessions and following agreed routines.
- Contribute home learning evidence (reflections, photos, artefacts) to their portfolios and refer to these when discussing progress.

Teachers can/will:



- Use consistent feedback routines that guide students to revisit learning walls and portfolios when setting or reviewing goals.
- Contribute to cluster pre-moderation by bringing annotated samples and applying agreed achievement standards to ensure consistent A–E judgements.
- Document differentiated adjustments within MTSS in personalised learning plans and communicate these clearly with parents in line with NCCD expectations.
- Monitor the quality and relevance of home learning contributions within student portfolios and link these to progress conversations.

Teacher Aides will:

- Support students to engage effectively with Tier 2 interventions, following agreed routines for academic or behavioural support.
- Reinforce student goals and classroom feedback expectations during group sessions.
- Communicate student progress to teachers using agreed intervention records and prompt discussions about emerging needs.

Leadership team can/will:

- Facilitate opportunities for parent voice and involvement, including surveys, workshops and community-based partnerships.
- Monitor implementation of MTSS and personalised learning processes each term, checking fidelity of records and impact on student progress.
- Model and reinforce wellbeing and PBL expectations, ensuring consistent use across classrooms and playground settings.
- Lead cluster-based collaboration to strengthen teacher capability in moderation, differentiation and data use.
- Embed a whole-school approach to contextualised home learning, ensuring expectations are clear, consistent, and culturally responsive.

Resourcing					Resourcing					Resourcing				
<ul style="list-style-type: none"> mCLASS (DIBELS) licence or equivalent tracking resource and associated training. Year 1 Phonics Check resources (Literacy Hub). Digital and Physical decodable readers for class and home use. SoundWaves diagnostic program (online licences and workbooks). T.A hours allocated to targeted reading intervention. PD budget for reading pedagogy and cluster engagement. Printing and display resources for Learning Walls. Digital resources (STEPS iPad program) 					<ul style="list-style-type: none"> Updated Data Plan (aligned to SSP and AIP). mCLASS/DIBELS licences and professional development. Excel-based SoundWaves diagnostic tracker. OneSchool and SORD dashboards. Release time for data conversations and moderation. Professional learning in data literacy and inquiry cycles. Digital communication / portfolio platform (OneNote/OneDrive). 					<ul style="list-style-type: none"> Identified and established communication platforms – SOS, Digital and paper-based. Resources for parent workshops (reading packs). Portfolio systems (OneNote/OneDrive/Classdojo/Digital Platforms). Teacher Aide hours for Tier 2 academic and wellbeing support. Provision of itinerant specialists (guidance officer, speech, wellbeing services, chaplaincy, Occupational Therapy, Speech Language) to support Tier 2/3 students. PD budget for MTSS and PBL implementation. Release time for cluster moderation and collaboration. 				
Phases	2025	2026	2027	2028	Phases	2025	2026	2027	2028	Phases	2025	2026	2027	2028
Strengthening Reading Instruction through consistent pedagogical practices across the Australian Curriculum.					Using living data to inform pedagogical teaching practices and track growth collaboratively with students.					Building a Connected, Capable, and Supportive School Community that employs multi-tiered systems of support to cater for all learners.				
Developing	✓				Developing	✓				Developing	✓	✓		
Implementing	✓				Implementing	✓	✓			Implementing		✓	✓	
Embedding		✓			Embedding		✓			Embedding			✓	✓
Reviewing			✓	✓	Reviewing			✓	✓	Reviewing				✓
Approvals: This plan was developed in consultation with the school community and meets school needs and systemic requirements.														
Principal: Alexander Price 					P&C: Glen Debney 					School Supervisor: Darren Wallwork 