



GOODNA STATE SCHOOL

STRATEGIC PLAN

2026 to 2029



FOREWORD

AFFIRMATIONS FROM THE SCHOOL REVIEW 2026

Staff emphasise how systematic planning and effective practices strengthen a whole school approach to curriculum and pedagogy developing a shared understanding that improves student engagement and learning. This includes:

- Coherent plans for curriculum
- Collaborative planning and moderation through CAD meetings
- Inclusive practice and differentiated strategies informed by evidence based pedagogies

Leaders and staff speak appreciatively of a culture of collegiality, collaboration and professional learning that builds staff capability, supports reflective practice and contributes to student learning and well being. This includes:

- Highly valued opportunities for teamwork and professional development.
- Shared responsibilities in modelling effective practice for others.
- Reflective practices promoting professional growth contributing to improved student learning outcomes.

Staff highlight a strong “Hero Culture”, which is underpinned by trust and high expectations, fosters belonging, celebrates diversity creating an positive environment where every child is valued. The value can be measured by the high level of:

- Staff commitment
- Celebration of culture and diversity
- Quality of the safe supportive learning environment.

KEY IMPROVEMENT STRATEGIES FROM THE SCHOOL REVIEW 2026

ACTION 1 Driving an explicit improvement agenda

Key Finding: Leaders, some staff and community members express the desire for opportunities to further engage in consultative planning to foster a shared understanding and collective responsibility for enacting improvement priorities.

ACTION 2 Leading systematic curriculum implementation

Key Finding: Leaders communicated a desire to increase their lines of sight monitoring the enactment of planned curriculum as further subject areas of the AC are implemented. This included the enhancement of teacher judgement enhancing precision in the embedding of reading across the curriculum.

ACTION 3 Implementing effective pedagogical practices

Key Finding: Leaders express an intention to enact professional learning about evidence based pedagogies to strengthen curriculum, teaching and learning. Teachers similarly identified a desire to engage with digital pedagogies to build pedagogical capability.

ACTION 4 Differentiating teaching and learning

Key Finding: Leaders speak of developing a formalised inclusion strategy to formalise school based expectations. Staff expressed a desire for clarity about operational principles, policies and guidelines to define roles, responsibilities and efficient ways of working in the inclusion space.

OUR OPPORTUNITY

To build on our past successes and continue to improve learning outcomes for our students. We will need to include a demonstrated desire to become more entrenched in the cultural and aspirational nuances of the Goodna community with the provision of engaging curriculum, focused localised learning provisions and identified accountabilities.

THE GOALS DRIVING OUR PROCESSES

GOAL ONE:

To become more entrenched in the Goodna Community, enhancing the perception of our school, regarding the provision of high quality and culturally sensitive learning opportunities for students.

GOAL TWO:

Refine curriculum, teaching and learning approaches to establish explicit links between student engagement and maximising student attendance.

GOAL THREE:

Ensure consideration of the pressures of workload, by building staff capability in managing the progression of the essential elements of our core activities.

GOAL FOUR:

Continue to provide resource accountability and quality assurance for the transitions necessary to achieve our desired outcomes.

KEY ACTIVITIES DRIVING GOAL ONE

To become more entrenched in the Goodna Community, enhancing the perception of our school, regarding the provision of high quality and culturally sensitive learning opportunities for students.

Key Activity One: Review current parent engagement practices.

Identify the elements of successful community engagement practices and infuse these appropriately into programs designed to engage parents. This evaluative process will include an analysis of parent perceptions with regard to the identification of current relevance.

Explore and develop supporting strategies for widening the sharing of school/student achievements within the school community. These may include opportunities for divergent visits to classrooms, use of social and individualised digital media.

Key Activity Two: Widening community consultation.

Develop consultative systems for gathering input from the school community in matters relating to school planning and operations. This will include developing focused parent forums and linkages to existing community wide communication strategies.

Key Activity Three: Deepening student/parent ownership of learning outcomes.

Build on the established visible learning strategies and student goal development practices to explore methods of engaging parents and students in the discussion of the learning journey. This will include a revision of the current parent teacher reporting practices with a view to using digital and face to face student reporting of their learning goals directly to parents.

MEASURING OUR SUCCESS:

Parent Opinion Survey:

ITEM	ABOVE
This school asks for my input	90%
The school takes parent opinions seriously	90%
This school works with me to support my child's learning	90%
The school encourages parents/caregivers to be active partners in educating their child.	90%

OPERATIONAL RESPONSIBILITY:

This is the key responsibility of the Leadership Team to engage the school, staff, parents, students and community in discussions focusing on building explicit and effective strategies to enhance perceptions of the school's effectiveness in improving student learning outcomes.

KEY ACTIVITIES DRIVING GOAL TWO

Refine curriculum, teaching and learning approaches to establish explicit links between student engagement and maximising student attendance.

Key Activity One: Enhance the school's pedagogical framework.

(Building Student Engagement)

Use the period of the school strategic framework to explore evidence based inquiry and digital pedagogical practices to enhance deeper student engagement in the learning experience. This process will allow a high degree of research, practice and feedback with a view to extending the current Explicit Instruction strategies.

Key Activity Two: Effectively manage differentiation.

(Building Student Resilience)

Collaboratively review the current practices supporting student differentiation to ensure consistency in the application of resources. This will require detailed roles and responsibilities statements, operational guidelines and quality assurance strategies for allocating resources.

Key Activity Three: Maintaining curriculum relevance and recency.

(Building Student Confidence)

Establish, using current operational procedures, a level of vertical and horizontal alignment in the school based reading and mathematics programs.

Identify opportunities to engage local contexts in unit work to enhance relevance with students and community.

MEASURING OUR SUCCESS:

English and Mathematics

All students achieve National Minimum Standards or above in reading and writing as identified in NAPLAN Yr. 3 and 5 outcomes.

Meet or exceed national targets of students represented in the Upper Two Bands in reading and writing in Yr. 3 and 5 NAPLAN outcomes.

80% LOA at or above "C" in English and Maths.

Inclusion

Increased A-E LOA for all students - individualised 12 months growth in 12 months.

Student Engagement

Overall student attendance to improve to above 80% of students attending over 90%.

OPERATIONAL RESPONSIBILITY:

This is the key responsibility of the Curriculum Reference Group and Leadership Team to facilitate opportunities for the exploration of new pedagogies, align vertical curriculum expectations and support key personnel in the development of differentiation practices.

KEY ACTIVITIES DRIVING GOAL THREE

Ensure consideration of the pressures of workload by building staff capability in managing the progression of the essential elements of our core activities.

Key Activity One: **Developing a Schedule of Safe Practice.**

Conduct a consultative process to develop and publish a set of guidelines identifying practices for the management of issues relating to work load. This includes protocols for managing communication, planning / assessment scheduling, and expectations regarding commitment to extra-curricula activities and duties.

Key Activity Two (A): **Capability Building**

Continue to apply the operational strategies of the Collegial Engagement Framework to enhance teacher capability. This applies to the expectations of the emerging elements of this strategic plan ensuring staff are adequately conversant with new learnings in the area of pedagogy, curriculum alignment and diversification.

Key Activity Two (B): **Capability Building**

Engage professional assistance to facilitate discussions enhancing staff understanding of work load, personal and collegial stress.

MEASURING OUR SUCCESS:

Staff Opinion Survey:

ITEM	ABOVE
Staff are well supported at this school	90%
The well being of employees is a priority at this school	90%
I am supported to manage the pressures of my workload	90%
I have access to relevant professional development	90%
I receive useful feedback about my work at this school	90%

OPERATIONAL RESPONSIBILITY:

This is the key responsibility of the SWISH Team, in conjunction with the Principal, to facilitate opportunities for capability building to enhance staff resilience.

KEY ACTIVITIES DRIVING GOAL FOUR

Continue to provide resource accountability and quality assurance for the transitions necessary to achieve our desired outcomes.

Key Activity One: **Tracking plan implementation**

Develop a reporting component to Leadership Team Meetings to plot, timeline and track progress of key activities of the Strategic Plan. This includes updates, on an annual basis, to staff and parents regarding school progress against expectations.

Key Activity Two: **Cost / Benefit Review**

Analyse student outcome data to provide a regular summary of progress against the targets outlined in the Strategic Plan 2026 to 2029.

Key Activity Three: **Tracking Attendance**

Establish protocols for the monthly tracking of student attendance by class, year level and cohort. This data is to be visible for staff use in generating conversations pertaining to strategies for improving attendance overall.

MEASURING OUR SUCCESS:

Overall Indicators

ITEM	ABOVE
School Opinion Survey - This is a good school	95%
English, Maths, Science LOAs at "C" or better.	80%
Student attendance above 90%	80%
School Audit - "Self Managed"	✓

OPERATIONAL RESPONSIBILITY:

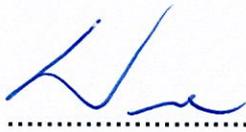
The Principal, in conjunction with the Business Manager and the Leadership Team, has the responsibility to ensure the cost effectiveness of programs against the desired targets.

OPERATIONAL ADDENDUM

Key Developmental Activities	Focused Strategic Initiatives	2026	2027	2028	2029
COMMUNITY ENGAGEMENT	Review Current Practices / Events	✓	✓		
	Develop consultative frameworks	✓	✓		
	Enhance parent / student partnerships in learning		✓	✓	✓
CURRICULUM, TEACHING and LEARNING	Explore inquiry and digital pedagogies	✓	✓		
	Develop and trial framework inclusive of new pedagogical approaches			✓	✓
	Establish a framework for differentiation and inclusion	✓			
	Quality assure vertical alignment of Mathematics	✓	✓		
	Quality assure consistency in approaches to reading	✓	✓		
	Consider and include local content in units of work	✓	✓	✓	
WELL BEING	Safe practice schedule	✓			
	Well being facilitative training	✓		Ongoing	
	Maintaining staff capability	✓			
Key Maintenance Activities	Focused Operational Initiatives	2026	2027	2028	2029
CURRICULUM	Reading, Oral Language and Writing frameworks and support provisions	✓	✓	✓	✓
	Maintain Visible Learning Frameworks	✓	✓	✓	✓
TEACHING AND INCLUSION	Continue to use the CAD processes to support curriculum practices appropriate for SWD engaging in classroom experiences	✓	✓	✓	✓
CAPABILITY	Explicit Instruction, Berry Street and AAP supported by the Essential Skills of Teaching program	✓	✓	✓	✓
COMMUNITY ENGAGEMENT	Community partnerships with the HUB, UniSQ, Headstart Kindy, Playgroup and UIHU	✓	✓	✓	✓

ENDORSED:

Principal


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Date:

19.02.26
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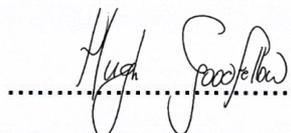
P & C President


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Date:

19/02/2026
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Supervisor


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Date:

11/03/2026
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