

CANINGERABA STATE SCHOOL STRATEGIC PLAN 2026 - 2029



School profile

Caningeraba is a truly special place, a great school with an excellent reputation throughout the wider community, upholding strong traditions and a culture based on our motto, 'Success through Challenge.' First and foremost, our belief is that the health and wellbeing of our school community is key. This is reflected in a supportive and caring learning environment and contributes to a respectful, happy and friendly place for our students.

Our vision, 'Caningeraba is a community committed to educating happy, healthy, confident 21st century learners', is the outcome of extensive collaboration among parents, staff and students. With a focus on educating our students to develop the skills, qualities and attributes which will allow them to thrive as successful adults in the 21st century, it represents our preferred future for our community. Our students are taught to be creative, critical and independent thinkers, to collaborate with others and to contribute positively to our community as global citizens. At our school, we pride ourselves in the quality of teaching and learning and have a strong culture of continuous learning for staff and students alike. We work hard to ensure that staff, families and our students are supported to achieve the very best social, emotional, physical and educational outcomes.

We celebrate strong community support, a rich history in academic, sporting and cultural pursuits, high expectations and a proven record of successfully catering for the needs of every child. Our ongoing capacity to value-add and sustain growth in student learning outcomes over the longer term is commensurate with the commitment and genuine dedication of our staff, parents, volunteers and wider community.

Our Vision

Caningeraba is a community committed to educating happy, healthy, confident 21st century learners.



Our Beliefs

- The health and well-being of our school community is key.
- Literacy is the foundation for success in the 21st century.
- Students come first in all that we do.
- Every child deserves the opportunity to improve and succeed.
- Every teacher is a learner and can improve and succeed.
- Parents and community play a vital role.
- 21st century learning requires a renewed focus on pedagogy and a movement from teaching to learning where we teach the way children learn.

Our High Expectations

- Be Respectful
- Be Safe
- Be Fair



Educational achievement



Belonging and engagement

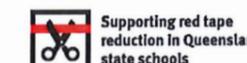


School improvement strategies

- Enact processes for the delivering reading within the context of curriculum to ensure reading through the Australian curriculum is embedded in planning and teaching. Sharpen professional learning opportunities informed by staff needs and expertise to ensure teachers are appropriately supported and challenged in professional practice.
- Develop teacher's capability in analysing data from monitoring tools aligned with the data plan to inform next steps.
- Sharpen the capability of teaching staff in planning and implementing evidence-informed differentiated teaching and learning strategies to support all students' access to engagement with and progress through the curriculum.
- Sustain a shared commitment to wellbeing and learning that underpins a positive, welcoming, engaged and connected school community.

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

- Develop a consistent understanding and language of red tape.
- Capture and respond to staff voice.
- Review administrative and leadership roles and responsibilities to identify workforce architecture opportunities.
- Identify opportunities to streamline processes.
- Realign roles to reduce teacher data entry and duplicative tasks.
- Establish approaches for consultation and transparency of processes and feedback.
- Align management procedures and processes to ensure teachers can teach and students can learn.



School priority:

Leading systematic curriculum delivery through the evidence informed Whole School Approach to Pedagogy.

Strategies

- Systematically enact processes for delivering reading within the context of the curriculum to ensure Reading through the Australian Curriculum is embedded in planning, teaching and assessment.
- Consolidate the CSS process for familiarisation, planning and implementation of ACV9 for all learning areas to ensure rigorous, engaging and responsive teaching and learning in every classroom.
- Strengthen teacher expertise and confidence to embed explicit instruction and further integrate 21st Century Learning Skills into teaching practice to enhance student engagement, academic rigour and prepare students as global citizens.
- Review the professional learning plan, informed by staff needs and expertise, to ensure teachers are appropriately supported and challenged in their professional practice.

Measures

School priority:

Data informed approach to ensure students reach their potential.

Strategies

- Utilise the school data plan to know and respond to each students' needs on a system and classroom level.
- Develop teachers' capability in analysing data aligned with the data plan to inform teaching and identify next steps in student learning.
- Formalise the use of data to inform and enhance all school priorities.
- Deepen Australian Curriculum knowledge and assessment literacy of all staff by strengthening moderation cycles to ensure consistent teacher judgements.

Measures

Performance

- Routinely review Data Plan to ensure it is responsive to system and school requirements.
- 100% teachers have the capacity and confidence to analyse and apply data informed practices to inform teaching and learning.

School priority:

Differentiated and targeted teaching, learning and support.

Strategies

- Enhance responsive and flexible approaches to resourcing to further sharpen focus on improving student learning and enhancing student wellbeing.
- Refine and enhance effective utilisation of data to support the purposeful development, implementation, recording, monitoring and review of planned differentiation and adjustments.
- Build capacity and confidence of all staff through targeted professional development opportunities to implement evidence based inclusive strategies through the school's Multi-Tiered System of Supports (MTSS) to maximise every student's learning progress.

Measures

Performance

- Developed and enact MTSS Action Plan and inclusion framework which will guide professional development priorities and drive strategic resourcing, through staff meetings, student free days, school-based learning days and other opportunities that arise.

School priority:

A welcoming, engaged and connected school community.

Strategies

- Further refine engagement with all stakeholders, to prioritise transitions into, through and out of school to support positive learning outcomes for our students.
- Prioritise high expectations, excellent learning behaviours, safe and disciplined learning environments to reinforce a positive school culture where everyone belongs.
- Foster the school's positive learning culture by celebrating participation, effort, growth and personal best in classroom learning.
- Strengthen growth in personal qualities through the 21st Century Learning skill - Challenge
- Sustain our deep understanding and the involvement of all community in the school's explicit social emotional curriculum.
- Reference the Strategic Plan through structures and processes when communicating with parents and staff.

Performance

- Three levels of planning aligned to Australian Curriculum V9.0.
- P-2 ≥ 92%, 3-6 ≥ 91% of students achieving C or above in English
- P-6 ≥ 95% of students achieving C or above in mathematics
- Annually sustained improvement of:
P-2 ≥ 55%, 3-6 ≥ 60% of students achieving B or above in English
P-2 ≥ 70%, 3-6 ≥ 63% of students achieving B or above in mathematics
- NAPLAN Reading ≥ Nation and Inter assessment agreement
- 100% teachers have the capacity and confidence to explicitly teach reading through the Australian Curriculum
- 100% teachers embed 21st Century Learning Skills into pedagogical practices to support student achievement and engagement
- SOS Data ≥ % of staff indicate that 'I have access to relevant professional development'

Behaviour

- Students can/will:
- Achieve sustained educational improvement and at least one year's worth of learning progress.

- Teachers can/will:
- Demonstrate expertise in the teaching of reading through the Australian Curriculum to support student learning and engagement.
 - Embed consistent ways of tracking student progress for reading and provide evidence-based intervention to address individual student need.
 - Demonstrate expertise when planning, teaching and assessing all learning areas of the Australian Curriculum Version 9.0 to ensure rigorous, engaging, and responsive teaching and learning.
 - Create an engaging learning environment underpinned by high expectations, evidence-based practices and innovative teaching.
 - Commit to ongoing, collaborative professional learning, consistency in expectation, professional dialogue and reflective practice.

- Teacher aides can/will
- Demonstrate expertise in supporting student learning and engagement in the teaching of reading through the Australian Curriculum.
 - Demonstrate expertise in delivering evidence-based intervention to address individual student need in reading.
 - Assist and support teachers and students with teaching and learning and administrative duties.
 - Commit to ongoing, collaborative professional learning, consistency in expectation, professional dialogue and reflective practice.

- Leadership team can/will:
- Demonstrate expertise in the teaching of reading through the Australian Curriculum to support differentiated professional development.
 - Quality assure the enactment of processes for the familiarisation, planning, implementation and review of ACV9 for all learning areas to ensure rigorous, engaging and responsive teaching and learning in every classroom.
 - Use the principles of instructional leadership, with a focus on teaching and learning, to ensure that the Whole School Pedagogical Approach is translated into classroom practice.
 - Equitably allocate resources based on assessed needs, adopting a responsive approach.

Resourcing

- Invest in ongoing development in teaching expertise for staff.

- Annual monitoring of the implementation of School Priorities.

Behaviour

- Students can/will:
- Demonstrate high participation, engagement and confidence in all assessment tasks, including NAPLAN.
 - Demonstrate their capability in literacy and numeracy when they apply their knowledge and skills within authentic, meaningful tasks.

- Teachers can/will:
- Ensure that assessment is accessible for all students.
 - Use data to determine the focus of moderation processes.
 - Build capability through targeted professional learning focused on improving data literacy.
 - Use meaningful data to reflect on practice, track student progress and set goals.

- Teacher aides can/will
- Assist with data collection, data entry and administrative tasks.

- Leadership team can/will:
- Align the school Data Plan with strategic priorities, ensuring purposeful data collection that directly influences student progress and achievement.
 - Regularly assess the effectiveness of data usage, making adjustments to ensure a targeted approach to supporting success measures.
 - Model a strong commitment to data literacy by actively engaging in professional learning alongside staff and showcase the direct impact of data-informed decisions on teaching and learning outcomes.
 - Facilitate regular and purposeful data analysis conversations with teachers to guide decisions, drive next steps in teaching, and monitor the impact on learning.

Resourcing

- Leadership of this priority including creating the data plan, DIBELS and electronic student profiles.

- Develop flexible and responsive approaches to support students' emotional regulation and learning across all year levels, through student personalised learning plan meetings, consultation with stakeholders and relevant professional development opportunities.
- 100% of teaching staff have the capacity and confidence through continual upskilling, to analyse and apply data, to plan and implement differentiation and adjustments, with measurable impact on student learning and wellbeing outcomes.
- 100% of teaching and support staff have targeted professional development in MTSS and inclusive practices.
- SOS Data ≥ % of staff indicate that 'I have access to relevant professional development'.

Behaviour

- Students can/will:
- Show evidence of learning progress across key areas, supported by adjustments where required and learn to participate to the best of their ability and allow other students to do the same.
 - Display improved self-regulation and reduced frequency of significant behavioural incidents by assuming accountability for their actions.
 - Contribute to identifying strengths and challenges to co-create support plans in relation to their learning and/or social/emotional needs, through creating SMART goals relating to areas for improvement.

- Teachers can/will:
- Record and use personalised learning plans, student data and feedback to inform planning, teaching, and adjustments.
 - Consistency in applying evidence-based inclusive strategies to support all students, including those requiring additional adjustments.

- Teacher aides can/will:
- Deliver targeted Tier 1, Tier 2, and Tier 3 support as planned and identified by teachers to enhance student learning.
 - Monitor student engagement and progress and collaborate with teachers to implement differentiated and scaffolded learning activities based on student needs.
 - Engage in ongoing professional learning to strengthen knowledge and application of evidence-based inclusive practices.

- Leadership team can/will:
- Allocate resources flexibly and responsively to meet student learning and wellbeing needs.
 - Promote and monitor consistent use of data to inform differentiation and adjustments across the school.
 - Facilitate and model professional learning, coaching, and mentoring to build staff capacity and confidence.
 - Review and evaluate the effectiveness of strategies in improving student outcomes and wellbeing, using data to guide continuous improvement.

Resourcing

- Invest in professional development of staff.

Measures

- Performance**
- Maintain attendance and engagement of transition program Kindy to prep and year 6 into year 7
 - 1% Yr P-2 SDA rate
 - Less than 2% Yr 3-6 SDA rate
 - ≥ 95% Attendance
 - 100% of teachers teaching the social and emotional curriculum

Behaviour

- Students can/will:
- Take pride in themselves, their class and their school, ensuring they show respect for each other.
 - Assume accountability for their actions and repair any inappropriate choices they might take.
 - Learn to the best of their abilities and allow others to do the same.

- Teachers can/will:
- Utilise new strategies based on latest research to enable students to reach their potential.
 - Recognise students for their effort, progress and achievement, and foster a positive culture of learning.
 - Cultivate individual and collective efficacy to ensure the success of every student.
 - Plan lessons that engage, challenge and meet the needs of all learners.

- Teacher aides can/will
- Recognise students for their effort, progress and achievement, and foster a positive culture of learning.
 - Apply new learning in literacy and social emotional learning to ensure students reach their potential.
 - Contribute to a positive and engaging learning environment.

- Leadership team can/will:
- Implement a whole school approach with consistency and rigor, fostering learner behaviours aligned with the school's expectations.
 - Proactively engage parents, carers, families, and community partners in the learning process, building a shared commitment to the school's strategic priorities.
 - Maintain effective communication channels to keep all stakeholders informed and engaged in school initiatives.
 - Enact systems and structures to monitor / track attendance and engagement including case management.
 - Celebrate accomplishments and successes.

Resourcing

- Invest in ongoing development in teaching expertise for staff.

Phases	2026	2027	2028	2029	Phases	2026	2027	2028	2029	Phases	2026	2027	2028	2029	Phases	2026	2027	2028	2029
Developing	✓	✓			Developing	✓				Developing	✓				Developing				
Implementing			✓	✓	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.



Michelle Flynn
Principal



Michelle Elliott
P&C/School Council

Andrew Brandon
School Supervisor