

School priority 1: To implement Version 9 of the Australian curriculum, leading to measurable improvement in student academic achievement	Long term measurable/desired outcomes: (students will, teachers will, leaders will)	AIP measurable/desired outcomes:
<p>To improve the of proportion of students achieving C and above in English by the end of 2025 to:</p> <p>P-2 95% 3-6 95% P-6 95% Indigenous 100% DDA 80%</p> <p>A-E data aligns with other measurable assessments</p>	<p><i>Leaders will:</i></p> <ul style="list-style-type: none"> Lead with curiosity, utilise Data Walls and LOA to inform and reflect lines of collaborative inquiry Model the way as instructional leaders – Engage in Professional Learning Communities and be visible in classrooms. Work shoulder to shoulder to celebrate, showcase and scale up great practice through being visible in classrooms and Learning Walk and Talks - enacted curriculum in classrooms aligning to the intended and planned curriculum. Actively provide and seek feedback, collaboratively building a culture of continuous improvement. Build capability of themselves and teachers Enact formal observation and feedback cycle 	<p>To improve the of proportion of students achieving C and above in English by the end of 2025 including closing the gap of diverse learners.</p> <p><i>Term 1 – (familiarising, differentiating, data-informed, establishing routines, PLCs, Learning Walls)</i></p> <ul style="list-style-type: none"> Formative and summative data sets are used to inform teaching, learning, timetabling of intervention, differentiated and tailored professional learning, collegial engagement. Fortnightly Professional Learning Communities established to drive systematic curriculum delivery. Alignment of the enacted curriculum being implemented with fidelity evident on Learning Walls (A Level Thinking), student voice and bookwork. Case Management of Diverse Learners. Students will demonstrate increased daily writing stamina aligned to unit work Students will articulate the learning intention when asked ‘<i>What are you learning? Why?</i>’ with visible learning evident on the wall. Evidence of collaborative student learning on Learning Walls. Students will receive targeted and differentiated intervention in spelling (using TAs as a resource) Collaboratively develop Formal Observation and Feedback protocol SEOC capability build Principal/D/P – Prep Mod processes
<p>To improve the of proportion of students achieving C and above in Maths by the end of 2025 to:</p> <p>P-2 96% 3-6 95% P-6 95.5% Indigenous 100% DDA 90%</p> <p>A-E data aligns with other measurable assessments</p>	<p>To improve the of proportion of students achieving A and B in Maths by the end of 2025 to:</p> <p>P-2 60% 3-6 50% P-6 55% Indigenous 60% DDA 50%</p> <p><i>Leaders and Teachers will:</i></p> <ul style="list-style-type: none"> Engage in Case Management Meetings of Diverse Learners alongside knowledgeable others. Collaborate and use student data to inform early/ ongoing intervention and monitoring impact on the way. Engage in Learning Walks and Formal Observations and feedback as part of the collegial engagement framework aligned to pedagogical checklist. 	<p><i>Term 2 (Targeting, Integrating phonic teaching in Literacy Block, Written Feedback, next steps linked to marking guide)</i></p> <ul style="list-style-type: none"> Formative assessment and student work actively utilised to inform and reflect lines of inquiry – Data conversations Increased writing stamina and evidence of written feedback Implement Formal Observation and Feedback (P-2) Embed the moderation cycle
<p>Strategies:</p> <p>This will be achieved through systematic curriculum delivery and intentional effective pedagogical practices deepening teacher expertise, implementing the Australian Curriculum.</p> <ul style="list-style-type: none"> Strengthen teacher knowledge of the Australian Curriculum through systematic curriculum delivery and whole school moderation processes to make intentional, differentiated decisions unpacking the cognitive verb. Deepen and strengthen collaborative culture of whole data literacy and systems to utilise student data to inform early and ongoing intervention. Implementation of Case Management of diverse learners. Engage teachers in Learning Walk and Talks and Watching Others Work Network with local schools to learn and seek feedback 	<p><i>Teachers will:</i></p> <ul style="list-style-type: none"> Actively engage in scheduled Professional Learning Communities embedding the moderation cycle and systematic curriculum delivery in English. Engage and lead in professional learning/ optional professional development sessions. Deliver targeted lesson in structured synthetic phonics and spelling Utilise TA resource to target Spelling and Reading intervention Utilise hands-on resources in delivering Numeracy lessons Understand and enact the 3 levels of Planning Teach phonics aligned to the Science of Reading Teachers will implement effective feedback practices through <ul style="list-style-type: none"> display artefacts showing knowledge of discernible differences - Learning Walls. make intentional decisions to differentiate - utilising evidence of learning (CASW) to inform next steps in teaching and learning <p><i>Students will</i></p> <ul style="list-style-type: none"> Respond to Learning Walk and Talk questions with increased clarity and deep understanding of their learning. Make links to the evidence in their books, next steps and learning wall. Increased evidence of differentiation in students learning (workbooks), on the wall through feedback and A level thinking resources. Engage in hands-on and active learning in Maths lessons 	<p><i>Term 3 (Linking teaching to Learning, Consistency in written feedback-linked to marking guide)</i></p> <ul style="list-style-type: none"> Teachers will know and be able to articulate the discernible differences in levels of achievement with a deep understanding of the cognitive verb, making intentional decisions to differentiate and include all – line of sight into classrooms. Increased evidence of feedback in student workbooks Evidence of increasingly consistent written feedback in students work (achievement of goal and next steps) Students will refer to their unit writing and evidence of feedback when responding to Learning Walk and Talk Questions – ‘<i>What are your next steps? .</i>’ and ‘<i>Where do you go for help?</i>’ Formal Observation and Feedback (3-6)
<p>Actions:</p> <ul style="list-style-type: none"> Through PLCs, continue to build teacher capability in the Australian Curriculum through rigorous moderation cycles, V9 in English and familiarising in Maths <ul style="list-style-type: none"> Intentional, differentiated, decisions, unpacking the learning intention and marking guide Identify the discernible difference between C, B, A Case Management of diverse learners through PLCs Reviewing and refining ‘A Level Thinking’ in English, visible learning in classrooms – Monitor student learning (CASW) to inform intentional decision making in next steps in teaching and learning aligned to the curriculum intent Review and re-visit the Simple View of reading Continue to establish a culture of collegial engagement through Learning Walk and Talks and Watching Others Work. – collaboratively develop a forma observation and feedback protocol Establish a whole school approach to Literacy embedding Spelling/Word Level intervention linked to Reading – develop tiered intervention, building capability of teacher aides Build capability of Maths Champions by attending The Learner First termly Maths workshops (collaborating with Bellmere, Delaneys Creek and Caboolture East) Establish CFN with Elimbah, Bribie and Beachmere Broker Regional Curriculum support Checkpointing and monitoring AIP enactment (traffic lighting) 		<p><i>Term 4 Synthetic Phonic integrated into Literacy Blocks and across other Curriculum Areas)</i></p> <ul style="list-style-type: none"> Implementation of whole school approach to effective feedback pedagogies and spelling intervention Implementation of Australian curriculum, V9 English and V9 Maths with fidelity.
<p>Artefacts</p> <ul style="list-style-type: none"> Learning Walls in every classroom – evidence students work and learning at the A standard Three levels of planning Data sets driving targeted intervention Celebration of student work in Open Classrooms Formal Obs and Feedback Protocol 		<p>Resources</p> <ul style="list-style-type: none"> Professional Learning Communities Professional Development – PLD/The Learner First Diverse Learning Teachers Spelling Intervention – Teacher Aides PLD/Reading Resources Capability development and collegial engagement – CFN release

PLC sequence		
School priority 2: Enhance an inclusive school culture to support high levels of engagement and wellbeing for students, staff and the wider school community	Long term measurable/desired outcomes: (students will, teachers will, leaders will)	AIP measurable/desired outcomes
<p>To increase student engagement building a strong foundation for learning outcomes.</p> <p>Behaviour incidents (classroom) Reduce major behaviour incidents in classroom to below 650 SDA's < 40</p> <p>Attendance >92%</p> <p>SOS</p> <p>Parents Student behaviour is well managed at this school >80% Opinions are taken seriously >80%</p> <p>Teachers Staff morale is positive at this school - >80% The school supports staff following and OVA incident >80%</p> <p>Students I am interested in my school work >80% I like being at my school >80%</p>	<p>Leaders will</p> <ul style="list-style-type: none"> Consult and collaborate with classroom teachers and parents to co-construct and respond to emerging needs utilising the differentiated three-tiered intervention model to behaviour and student engagement. Support teachers to manage complex needs of complex students. Notice and name the celebrations on the way and be curious about the data to support capability development and intervention. Work in partnerships with families to support student's engagement and wellbeing through timely, open and transparent communication. Conduct PBL Learning Walks and Talks Develop positive parent partnerships Build capability in Collaborative and Proactive Solutions (CPS) process 	<p>Term 1</p> <ul style="list-style-type: none"> Whole staff engagement in PBL – Tier 1 Universals (artefacts in rooms, positive reinforcers), Schoolwide systems in place e.g. Monday Assembly and parent communication/ class newsletters Enactment of Circle Time and Ready to Learn Plans A collaborative review of Student Code of Conduct and PBL Values –including aligning Berry Street Education Model and PBL Implementing Differentiated Response to Behaviour flowchart – Tiered Mini Zen Dens established in classrooms Parent volunteers in P-2 classrooms CPS capability build D/P, DLT
<p>Strategies:</p> <p>This will be achieved by co-constructing a common language and approach to student engagement and wellbeing.</p> <ul style="list-style-type: none"> Engage in Essential Skills - evidence-based professional informing Tier 1 classroom intervention Align and embed current practices and new learnings of Berry St and PBL in review of Student Code of Conduct Build capability of Student Engagement Teacher to lead and model the way in classroom settings Review and refine current behaviour reporting and responding systems Monitor impact through data reflections – Behaviour incidents, Student Disciplinary Absences, Attendance 	<p>Teachers will:</p> <ul style="list-style-type: none"> Explicitly teach strategies to support social emotional wellbeing, self-regulation and engage students in restorative conversations. Explicitly teach the Weekly/Fortnightly PBL Lesson Establish calm and organised Classrooms with Mini Zen Den Enact the Essential Skills – using the flowchart to manage engagement Actively enact unconditional positive regard for all students Speak respectfully to all students, embedding at least 4:1 positive/corrective language Engage in whole school positive reinforcement system Have open communication with parents to proactively respond and support student engagement and wellbeing. Create a positive and calm classroom environment. Plan and teach using engaging content and pedagogies Refer Tier 2 and Tier 3 students to Student Support Services for complex case management. Participate in Complex Case meetings – including adding voice to IBSPs and building capability in CPS Review behaviour data with curiosity, engaging in cycles of Solution Planning In referral meetings and PLCs Engage in Termly Data Health Checks to inform direction for following term Work in partnerships with families to support student's engagement and wellbeing Work with DLT and Engagement Teacher in active classroom intervention 	<p>Term 2</p> <ul style="list-style-type: none"> Continue ongoing communication and professional development in Tier 1 differentiated and explicit teaching in PBL and Essential Skills (Professional learning Week) Implementing Differentiated Response to Behaviour MTSS framework – Tiered Whole School taster PD - CPS Further PD for identified teachers – CPS – building into IBSPs Continuing to implement schoolwide systems/ processes to monitor behaviour and attendance <p>Term 3</p> <ul style="list-style-type: none"> PBL 'Hard Launch' Visuals and artefacts embedded Data literacy schoolwide – Student behaviour, engagement and wellbeing Whole staff PD CPS Professional Learning Week – Week 4 Tailored planning addressing class needs, student voice, engaging and integrated curriculum content Evolving role of middle leaders and knowledgeable others, modelling the way including mentoring, coaching and profiling <p>Term 4</p> <ul style="list-style-type: none"> Students, Teachers and Leaders will have a common and consistent approach and language to Behaviour and Student Engagement through a differentiated three-tiered intervention model – underpinned by PBL, Berry St and CPS Collaboratively created School Inclusion Vison
<p>Actions:</p> <ul style="list-style-type: none"> Engage in ongoing professional development, collaboration and consultation through staff meetings a in professional learning weeks. Establish a PBL Team to co-develop and implement the Whole School Matrix -Tier 1 Universals Student Engagement and Behaviour - analysing data to identify collaborative lines of inquiry Implementation of lessons aligned to non-negotiable take-aways of Berry St and whole school expectations aligned to PBL Collaboratively develop a School Inclusion Vision Implementation of solution planning – PLCs analysing data to identify collaborative lines of inquiry Development of school Response to Occupational Violence document Network/ collaborate with PBL schools 	<p>Students will</p> <ul style="list-style-type: none"> Students will know and enact the weekly PBL expectation and use the language of PBL Articulate and understand the Ready to Learn Plan Participate in Daily Morning Meetings Have voice in Collaborative and Proactive Solutions (CPS) process 	<p>Resources</p> <p>Student Engagement Teacher – Resourcing Zen Den Diverse Learning Team - Complex Case Support Professional Development – PBL/ESCM/BSEM Artefacts – PBL/Mini Zen Dens Teacher release – profiling, PBL Network days</p>
<p>Artefacts</p> <p>School Inclusion Vision Student code of Conduct Behaviour Response Flowchart BSEM artefacts and Mini Zen Den in every classroom PBL and Essential skills flowcharts PBL Matrix in key settings Occupational Response to Violence and Aggression doc MTSS Wamuran Framework</p>		

Principal Chris Godfrey

School Supervisor Martin Leach

P&C Gail Wyss