

Priority 1: Challenged and Connected Learners - When students are challenged and connected to their learning, they experience greater engagement, enhanced wellbeing, and stronger academic growth.

1. Know your students – Data and Belonging

Build and develop teacher understanding of data sets to plan effective teaching practices to ensure all students belong in school.

Why: Data analysis enables teachers to make informed decisions that respond to each learners needs, academically, socially and emotionally.

Actions

- Formalise and establish regular data conversations with cohort teams, key support staff and leadership to review behaviour, academic, attendance and wellbeing data – Visual timetable – Record – Next Step Conversations
- Prioritise staff capability in analysing whole-school, cohort and individual student data to inform differentiated teaching and learning – Class unit plans, formative assessment, ACM and MTSS
- Maximise professional learning opportunities to build staff knowledge and understanding of the belonging framework – Visual Timetable, PD Plan, You Can Do It! lessons 5-week focus

Resources

- Choice Theory Basic Training professional learning through whole staff PD
- You Can Do It! program
- Belonging in school – Dimensions of belonging

End of Year Success Criteria - Measures

- SOS (Yrs 5-6) 'I am interested in my schoolwork' 2024 65.7% **2025 69.9%,**
- QEW Survey Sense of belonging at school 2024 69% (Yrs 5-6) **2025 68%** (Yrs 4-6)

AIP measurable/desired outcomes:				
Term 1	Term 2	Term 3	Term 4	
Students will:				
<ul style="list-style-type: none"> be able to answer the 5-question related to their learning (Sharratt 5 Questions) complete The TIMSS Wellbeing Scale 1x term (Week 5) Belonging in school pg17 				
Teachers will:				
<ul style="list-style-type: none"> analyse data sets and respond with quality differentiated teaching practice identify a strategy to foster belonging in the classroom. Eg. Greeting at the door, 2minx10, circle time, name your students consistently implement the explicit teaching of weekly You Can Do It lessons and actively celebrate the five keys through classroom routines and acknowledgements 				
Leaders will:				
<ul style="list-style-type: none"> meet with teachers in focus cohort each term to look at a range of data sets and discuss next steps strengthen a collective responsibility for belonging by modelling professional expectations, actively supporting the growth and development of others, and intentionally building staff understanding of the 11 Dimensions of Belonging through prioritised professional learning 				

2. Know the curriculum – AC V9 and Explicit Instruction

Embed and sustain high-quality professional learning in explicit reading instruction, with leaders maintaining a clear line of sight from planning to classroom practice, so all students develop strong reading skills from Prep–Year 6.

Why: Curriculum clarity supports equity by ensuring teachers share a consistent understanding of what students must learn and how learning progresses, leading to aligned instruction, reduced learning gaps, and improved outcomes for all students.

Actions

- Prioritise a schoolwide schedule focused on explicit teaching of reading – Reading signposts
- Introduce a playbook to support common and shared understanding of the explicit teaching of reading. Playbook
- Conduct regular instructional walkthroughs using a consistent instructional routine – 'Look fors' How are we tracking with developing others
- Embed three levels of planning and moderation aligned with the Australian Curriculum to ensure consistency and high-quality teaching – SharePoint, Data Plan

Resources

- Build collective efficacy through weekly Golden Hour sessions
- School Purchase additional SLP time to – focus Shared and Dialogic Reading and Morphology

End of Year Success Criteria – Measures

- Dibels Monitoring – growth and improvement across Start, Middle, End of year tracking
- A-E English Starting Strong B+ 2024 92.4% **2025 92.9%** Building on Foundations B+ 2024 79.8% **2025 81.5 %**
- A-E Mathematics Starting Strong B+ 2024 94.4% **2025 93.7%** Building on Foundations B+ 2024 89.3% **2025 90.2%**

AIP measurable/desired outcomes:				
Term 1	Term 2	Term 3	Term 4	
Students will:				
<ul style="list-style-type: none"> participate in explicit teaching of reading instruction (Tier 1) to maximise instructional impact show measurable growth between DIBELS checkpoints, with all students making expected or above expected progress, monitored 3 times per year 				
Teachers will:				
<ul style="list-style-type: none"> Implement the school's explicit reading instruction routines 3 times per week (modelled reading, phonics/word reading, fluency practice, vocabulary, comprehension) participate in data conversations with school leaders, using DIBELS reports and A-E data to analyse class trends, prioritise and action next steps, and refine instruction 				
Leaders will:				
<ul style="list-style-type: none"> conduct regular learning walks with a focus on Tier 1 reading routines, providing timely feedback aligned to the school's reading model ensure one structured DIBELS-focused data conversation per term with each year-level team, with clear action steps documented and monitored 				

3. Vary the pathways - multi-tiered systems of support (MTSS) and Engagement

Prioritise and strengthen a multi-tiered system of support to build staff capability in differentiated and responsive teaching and wellbeing practices, so every student experience engagement, success and a strong sense of wellbeing at school.

Why: Students learn differently and at different rates, and MTSS ensures high-quality teaching for all, targeted support for some, and intensive intervention for a few.

Actions

- Define roles, tiered intervention processes, and decision-making protocols using data – MTSS Cohort Data Boards
- Provide targeted professional learning and WOW time focused on improving instruction
- Use academic and wellbeing data to identify needs early, adjust interventions, and track the impact of support – Data conversations
- Create consistent learning environments with a focus on Explicit Instruction as the core pedagogical approach
- Facilitate and maintain a whole-school MTSS schedule, ensuring 100% of students are screened/monitored using academic, behaviour and wellbeing data at least once per term

Resources

- School Purchase additional classroom teacher, additional 1X day per week Inclusion teachers
- MTSS – Dr Matt Capp professional development – Universal design for learning
- MTSS – Cohort Mapping Board

End of Year Success Criteria - Measures

- Attendance Rate P-6 2024 94.4% **2025 93%**
- Daily School Disciplinary Absences (SDS) 2024 0% **2025 0.5%,**

AIP measurable/desired outcomes:				
Term 1	Term 2	Term 3	Term 4	
Students will:				
<ul style="list-style-type: none"> Show improved wellbeing indicators, with an increase of at least 10% in student survey items relating to belonging, safety, and relationships Achieve academic growth aligned to individual needs, with 90% of students achieving or exceeding their personalised learning goals (Tier 1, Tier 2 or Tier 3 as applicable) 				
Teachers will:				
<ul style="list-style-type: none"> Implement Tier 1 differentiated instruction and wellbeing routines in 100% of classrooms, evidenced through walkthroughs and planning checks Use student data (academic, behaviour, and wellbeing) at least once per term to identify students requiring Tier 2 & Tier 3 supports Participate in all MTSS professional learning and coaching, demonstrating at least one improvement per term in differentiated or wellbeing practice 				
Leaders will:				
<ul style="list-style-type: none"> Lead structured MTSS data meetings once per term with each year level to review progress, allocate supports, and monitor Tier 2 and Tier 3 interventions Conduct learning walks focused on Tier 1 differentiation & wellbeing routines, providing timely & actionable feedback 				

RED TAPE reduction 1. Curriculum expectations - Plan, teach, monitor assess, only report when CARF requires 2. Set clear expectations for communication with and by school – Review Communication expectations 3. Timing of Parent Teacher Interviews T1 week 9, T3 week 2.

Principal: *[Signature]* P&C President: *[Signature]* School Supervisor Approvals: *[Signature]*