



Priority One					Priority Two																															
<p>Embed three levels of planning aligned to V9 Australian Curriculum in English and Maths.</p> <p>To improve students' level of achievement in A-C academic reporting by building teacher confidence in the enactment of V9 Australian Curriculum (English and Maths).</p> <p>Phase: Embedding</p>					<p>Implement Positive Behaviour for Learning Tier 1</p> <p>To improve student engagement and teacher confidence in supporting a positive learning culture through the high expectations.</p> <p>Phase: Implementing</p>																															
<p>Link to school review improvement strategy</p> <p>Domain 6: Leading Systematic Curriculum Implementation</p> <ul style="list-style-type: none"> Review and refine the whole-school curriculum plan to provide clear documentation of the three levels of planning. Establish and embed systematic QA into the curriculum planning process and the use of marking guides, to guarantee aspects of the AC achievement standards are taught and assessed. 					<p>Link to school review improvement strategy</p> <p>Domain 3: A culture that promotes learning.</p> <ul style="list-style-type: none"> Refine and promote practices that support student behaviour and classroom management. 																															
<p>Strategies</p> <ul style="list-style-type: none"> Implement three levels of planning in mathematics and English aligned to V9 Australian curriculum. Implement Curriculum Gateway assessment tasks contextualised to the learners. Implement before moderation and collaborative check-ins. 					<p>Strategies</p> <ul style="list-style-type: none"> Implement Tier 1 PBL practices. 																															
<p>Actions including Responsible officer(s)</p> <ol style="list-style-type: none"> Teachers to be provided with PD to support understanding of V9 Achievement Standards and Marking Guides. English/Maths unit templates provided. RO: Leadership Teachers to be provided with opportunities through planning and priority time to unpack, align and adjust assessment tasks to specific cohort. RO: Leadership Learning Walks and Talks focussed on curriculum implementation to provide line of sight of enacted curriculum and practices. RO: Leadership & Cohort Teachers 					<p>Actions including Responsible officer(s)</p> <ol style="list-style-type: none"> Nominated staff lead PBL implementation through: PD, modelling practices, community engagement. RO: DP Jen Seib Refine Minor/Major behaviour matrix and scenarios. RO: DP – Jen Seib Personal and Social Capability PD delivered to teachers/aides. Focus on emotional regulation. RO: Jen Seib 																															
<p>Measurable outcomes</p> <table border="1"> <thead> <tr> <th rowspan="2">2025 TARGETS</th> <th colspan="2">P-2</th> <th colspan="2">3-6</th> <th colspan="2">Whole School</th> </tr> <tr> <th>@ C</th> <th>B/A</th> <th>@ C</th> <th>B/A</th> <th>@C</th> <th>B/A</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>85%</td> <td>50%</td> <td>95%</td> <td>55%</td> <td>88%</td> <td>48%</td> </tr> <tr> <td>Maths</td> <td>95%</td> <td>65%</td> <td>95%</td> <td>65%</td> <td>92%</td> <td>61%</td> </tr> </tbody> </table>					2025 TARGETS	P-2		3-6		Whole School		@ C	B/A	@ C	B/A	@C	B/A	English	85%	50%	95%	55%	88%	48%	Maths	95%	65%	95%	65%	92%	61%	<p>Measurable outcomes</p> <ul style="list-style-type: none"> Whole school implementation of Tier 1 PBL (SET Data) Student behaviour is well managed (2024- P: 64.5%, Stu:68.5%, Tch: 68.6%). I feel confident managing the behaviour of all of my students at this school (2024- 70.4%). 				
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<p>Success criteria</p> <p>By the end of 2025, following successful implementation all teachers will have developed contextualised English and mathematics unit plans aligned to V9. All teachers will have engaged with before moderation, collaborative check-ins and LWTs to ensure the intended curriculum is the enacted.</p> <p><i>Students can/will:</i></p> <ul style="list-style-type: none"> Articulate what they are learning and their next steps.. Co-create the learning wall. Access the learning wall to support learning. <p><i>Teachers can/will:</i></p> <ul style="list-style-type: none"> Explicitly articulate the learning intention and success criteria. Create a co-constructed learning wall aligned to V9 Australian Curriculum (Maths and English). Actively engage with unit development and moderation processes aligned to V9 Australian Curriculum (Maths and English). <p><i>Leaders can/will:</i></p> <ul style="list-style-type: none"> Check and monitor for alignment of the curriculum (intended is enacted). Provide resourcing supports the implementation of the curriculum. Collaborate with teachers in the development of the Australian Curriculum. 					<p>Success criteria</p> <p>By the end of 2025, Tier 1 Positive Behaviour for Learning expectations will be implemented and enacted by all.</p> <p><i>Students can/will:</i></p> <ul style="list-style-type: none"> Be able to share and demonstrate the expectations. <p><i>Teachers can/will:</i></p> <ul style="list-style-type: none"> Explicitly teach fortnightly PBL lessons. Reward using frequent and descriptive behaviour feedback. Implement SRSS whole school agreed expectations. Establish and maintain clear expectations with students. Access the Classroom Management Hub as a resource. <p><i>Leaders can/will:</i></p> <ul style="list-style-type: none"> Facilitate and participate in PBL PD session. Facilitate the release of key staff for PD. Analyse data to determine next steps and areas of priority. 																															
<p>Resourcing</p> <ul style="list-style-type: none"> Collaborative release for teacher planning and professional development. (Priority Time, Planning) Facilitate professional conversations to support alignment and implementation of agreed curriculum. 					<p>Resourcing</p> <ul style="list-style-type: none"> Additional release for lead teachers. Release for key staff to attend PBL training. Purchase and creation of PBL resources (posters, lessons, rewards). Purchase of OT to build staff capability around emotional regulation. 																															
<p>Artefacts</p> <p>Semester LOA Data; Whole Planning Documentation – Three levels of planning; Moderation Processes; Whole School LWT model.</p>					<p>Artefacts</p> <p>Connection Week document; Student Code of Conduct; PBL Handbook; Springwood Spirit tokens.</p>																															

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Green – on track Yellow – underway Pink – yet to commence

Principal – Pamela Kondys

P&C President – Chris Armit

School Supervisor – Tracey Cook



Wellbeing and engagement



Culture and inclusion



Queensland Government