

School Priority 1: Educational Achievement:

- Build a shared, evidence-based approach (MTSS) to teaching and learning where:
- curriculum intent is consistently and responsively enacted
 - neuroscience-informed differentiation enables every student to achieve their learning potential.



School Priority 2: Belonging and Engagement:

Create a compassionate, connected and inclusive learning culture where neuroscience informed Multi-Tiered Systems of Support (PBL) are consistently enacted, enabling all community members to thrive.

Link to school improvement strategy:

Scale up opportunities to partner with parents and community members to enhance engagement, belonging and collective effort in improving student outcomes

Systematically enact collaborative quality assurance processes for leaders to establish clear lines of sight from the planned to enacted curriculum

Strengthen moderation throughout the teaching sequence to drive evidence-informed adjustments to pedagogical approaches and instructional practices, improving targeted responses to student learning needs.

Strengthen the Multi-Tiered Systems of Support (PBL) processes, practices and expectations grounded in neuroscience to establish and maintain an orderly environment that supports and encourages learning for all community members.

| Strategies | Actions | Driving | Investing | Strategies | Actions | Driving | Investing |
|--|---|--|--|--|--|--|--|
| <p>Strengthen staff capability to implement reading instructional routines with rigour and intentionality, ensuring excellence in student academic achievement across every classroom. These are documented within the school's MTSS framework. The focus of these routines will be dependent on the school's mapping of progress on the Department's Reading through the Australian Curriculum signpost continuum.</p> | <ul style="list-style-type: none"> * Develop teacher capability in collecting and analysing student reading data to inform instructional decisions. * Establish an expert teaching team and develop a Tier 1 reading playbook aligned to evidence-based practices in phonology, morphology, and dialogic/shared reading. * Introduce processes to measure the impact of Tier 1 routines, including moderation, achievement standard tracking, and DIBELS, to build teacher confidence and system familiarity | <p>Tania Colvin DP</p> | <p>Classroom Teachers</p> <p>Cohort Teachers</p> | <p>Quality assure Whole-school PBL routines and processes to consistently enact this shared understanding with rigour and intentionality, improving belonging and engagement of all community members. Documented within the school's MTSS framework, these practices foster a Positive Culture for Learning, where all community members are deeply committed to the school values and vision.</p> | <ul style="list-style-type: none"> * Refine current whole-school PBL routines, processes, and shared understanding. * Onboard the entire school community to understand PBL work being implemented. * Establish regular executive team meetings to drive and evaluate PBL implementation. * Define roles, responsibilities, and build capability within the PBL Team. * Develop and implement internal and external communication systems about PBL. * Introduce PBL-specific data collection and build staff capability in interpreting data. * Document implemented routines and processes in the PBL Handbook. * Introduce a student agency team to provide voice in PBL implementation | <p>Jen Seib DP</p> <p>Andrew Owens Belonging Coach</p> <p>Emma Tracey PBL Leader</p> | <p>Staff</p> <p>Students</p> <p>Parents</p> <p>Community members</p> |
| <p>Embed a coherent and consistent unit planning framework (including moderation) that aligns achievement standards, curriculum content, pedagogical approaches and assessment practices to ensure high-quality and equitable teaching across classrooms and year levels.</p> | <ul style="list-style-type: none"> * Provide professional learning on differentiated teaching practices and how to document them in line with V9. * Operationalise pre moderation processes to support horizontal and vertical alignment, building staff capability in moderation and consistent planning. * Begin collecting feedback from teachers to refine the framework and moderation processes. | <p>Tania Colvin DP</p> <p>Jen Seib DP</p> <p>Jodie Gordon Head of Inclusion</p> | <p>Classroom Teachers</p> <p>Cohort Teachers</p> | <p>Strengthen classroom, Tier 2 and Tier 3 evidence-based practices to drive a commitment to strong relationships, fostering engagement and belonging. Documented within the school's MTSS framework, these practices support a relational and responsive culture, where staff seek to understand behaviour, respond with evidence-based practices aligned to neuroscience research.</p> | <ul style="list-style-type: none"> * Cultivate a shared understanding of effective classroom management * Design opportunities for staff to take care of their own nervous systems * Formalise coaching opportunities to improve classroom practices * Build teachers' capability to implement planned differentiated teaching and learning practices and strategies * Create shared understanding of effective Tier 2 intervention * Design systems for Tier 3 intervention implementation | <p>Jodie Gordon Head of Inclusion</p> <p>Jen Seib DP</p> <p>Andrew Owens Belonging Coach</p> <p>Deb Robinson Principal</p> | <p>Classroom Teachers</p> <p>Cohort Teachers</p> <p>Teacher Aides</p> <p>Specialised Staff</p> |

Courage and Compassion. Potential for All.

| Work spanning both priorities | | | | |
|---|---|---|---|--|
| Strategies | Actions | | Driving | Investing |
| <p>Sharpen Professional Learning Team (PLT) processes as a mechanism for strengthening commitment to effective professional development, strategic resource allocation and collective efficacy, horizontally and vertically.</p> | <ul style="list-style-type: none"> * Introduce and trial structured PLT processes, including meeting protocols, clear agendas, and roles to support collective efficacy. * Align PLT content to leadership AIP action plans and the school's inquiry planner, ensuring relevance to school priorities. * Provide scaffolding for teachers to self-reflect on their practices, including identifying what data teachers will collect to evaluate implementation of new learning. * Learning Walls co-constructed to represent growth in understanding and capability | | <p>Tania Colvin DP</p> <p>Jen Seib DP</p> | <p>Classroom Teachers</p> <p>Cohort Teachers</p> |
| <p>Consolidate instructional leadership practices to build a culture of collaborative professional growth, ensuring continuous development of staff capability to improve academic achievement for all students.</p> | <ul style="list-style-type: none"> * Establish clear roles and responsibilities for leadership team members as instructional leaders. * Utilise the Department's inquiry planner for identified actions to ensure accountability and structured reflection. * Create individual leadership action plans aligned to instructional leadership elements and the work being driven * Provide targeted professional learning for leaders on instructional leadership practices – <i>How Leadership Works, A Playbook for Instructional Leaders</i> * Create systems to support leadership's ability to quality assure enactment and document these as SRSS's Collaborative Capability Development Framework <ul style="list-style-type: none"> * Construct an AIP implementation wall to track the impact of our leadership work – pulse survey data, student data, action plan heat mapping * Data analysis template for consistent evaluation of AIP, presented weekly at Leadership Strategic Meeting by different driver, supports investment * Staff wellbeing framework developed in response to 2025 Staff Wellbeing Needs Assessment Summary (Phoenix Cups) | | <p>Deb Robinson Principal</p> | <p>Leadership Team</p> |
| <p>Maintain purposeful, reciprocal partnerships with families and community, ensuring academic achievement initiatives are evaluated, impactful, and embedded in the life of the school</p> | <ul style="list-style-type: none"> * Map current partnerships with families, local community groups, and organisations to identify their impact on student learning and engagement. * Foster a deeper connection with Region's First Nations team to improve opportunities for identified students as well as incorporate authentic perspectives across all curriculum areas – First Nations Champion * Develop a clear communication framework for families and community members regarding school initiatives, priorities, and student learning. * Engage families in consultation about AIP initiatives, gathering input on priorities and needs. | | <p>Leadership Team</p> | <p>Staff</p> <p>Students</p> <p>Parents</p> <p>Community members</p> |
| Priority 1 End of Year Measures | | Priority 2 End of Year Measures | | |
| <p>Performance:</p> <p>Starting Strong (P-2): English LOA A/B: 43% English LOA A-C: 80% (including 3 First Nations students D-C)</p> <p>Building on Foundations (3-6): English LOA A/B: 48% English LOA A-C: 88% ((including 2 First Nations students D-C)</p> <p>2027 NAPLAN inter-agreement in reading will improve as this work would have been in place for a year</p> <p>5% decrease in number of students at risk according to DIBELS data</p> | <p>Engagement:</p> <p>Students can/will: confidently in evidence-based reading routines and differentiated learning experiences, demonstrating measurable growth aligned to the Australian Curriculum reading signposts.</p> <p>Teachers can/will: consistently enact agreed Tier 1 reading routines, use student data to inform responsive differentiation, and engage in PLT processes to strengthen curriculum enactment across all classrooms</p> <p>Teacher aides can/will: understand the ways in which they can support students with their reading across all learning areas</p> <p>Community can/will: understand how reading is taught at the school and actively engage in partnerships and targeted initiatives that support student learning at home and school.</p> <p>Leadership team can/will: quality assure curriculum enactment and reading practices through structured PLTs, data reviews and the Collaborative Capability Development Framework, ensuring clear alignment from planning to enacted</p> | <p>Performance:</p> <p>85% high rating for student-staff relationships in QEW</p> <p>25% reduction in students with less than 85% attendance rate</p> <p>10% increase in student behaviour is well managed at this school – staff, students and parents</p> <p>85% Staff Morale rate for School Opinion Survey</p> <p>Increase in green elements on annual EBS data collection</p> | <p>Engagement:</p> <p>Students can/will: demonstrate increased belonging and positive engagement by consistently meeting school expectations and contributing voice through student agency opportunities.</p> <p>Teachers can/will: consistently implement whole-school PBL and relational classroom practices, using MTSS processes to understand behaviour and respond with evidence-based, neuroscience-informed strategies.</p> <p>Teacher aides can/will: apply agreed PBL routines and Tier 2/3 supports with fidelity, contributing to consistent behaviour responses and strong student relationships across learning environments.</p> <p>Community can/will: actively engage with and support the school's belonging and engagement initiatives through clear communication, consultation opportunities and participation in targeted events.</p> <p>Leadership team can/will: monitor and strengthen the implementation of MTSS and PBL through regular executive review, data analysis and targeted coaching to ensure a positive culture for learning.</p> | |
| <p>Artefacts:</p> <p>Mapping of Instructional Signposts</p> <p>Ways of Working (roles and responsibilities)</p> <p>Playbooks and PBL Handbook (MTSS)</p> <p>Class Action Plan developed and evaluated at PLTs</p> <p>Staff Learning Wall</p> <p>Pulse Staff Surveys for AIP success tracking</p> <p>English Unit Plans</p> | <p>Reduction of red tape:</p> <ul style="list-style-type: none"> • Ways of Working to create safe, respectful and learning workplace <ul style="list-style-type: none"> • Standard Social Narratives for repeated events • iPads for each TA for access to OneSchool recording • Clear communication protocols between school and home • Designated role to support effective behaviour management processes, plans and monitoring | <p>Approvals:</p> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal, Deb Robinson: P&C President, Christine Hannah: Supervisor, Sam Donovan: Student Leaders:</p> | | |

