

## School priority 1: Educational Achievement: Increase English A-C achievement to improve on relative measures by 10%

Links to the school review improvement strategies: Strengthen teacher capability in evidence-based pedagogy and curriculum understanding to deliver consistent, relevant, and challenging learning experiences.

- Strategy: Embed consistent reading instructional routines to ensure high-quality, cumulative reading instruction across Prep-Year 6**
- Sharpen understanding of explicit instruction to underpin teaching practice
  - Engage staff in professional learning about elements including retrieval practice and CFU to strengthen teaching practice and adaptability
- Strategy: Systematically enact word study and shared and dialogic reading (SDR) instructional routines to enhance students reading comprehension**
- Build teacher knowledge and understanding of shared and dialogic routines to inform planning and teaching of reading
  - Identify expectations of SDR, and word study instructional routines by collaboratively developing quality standards for teaching and learning
  - Establish and enact collegial engagement opportunities to strengthen teacher practice in teaching SDR and word study.
  - Systematically enact collaboratively designed literacy blocks, ensuring elements of SDR and word study are incorporated daily and developed across the week and are linked to learning walls
- Strategy: Establish a whole school approach to monitoring reading progress to provide timely and targeted support**
- Formalise teacher participation in implementing the BRSS Reading Data Cycle, identifying when and how data is collected, analysed, monitored and used to inform instruction
  - Initiate data conversations in ICMs to identify patterns in summative, formative and diagnostic, evaluate the impact of instruction, and plan Tier 1, 2 and 3 adjustments (MTSS)
  - Develop teacher capability to track curriculum-aligned reading progress using student work samples and AC v9 achievement standards, embedded CFU's during ICMs.
  - Develop teacher capability to demonstrate use of evidence informed decision making for on balance judgements in English moderation cycles

- Resources:**
- Leadership Team and Reading Team facilitate and lead capability development of staff
  - Inclusion team support (co-teaching, planning and intervention) to increase precise instruction for target students
  - Financial – Staff professional development, release for curriculum, team planning, ICMs, Collegial engagement

- Artefacts:**
- BRSS Instructional Routines (quality standards), resources for high quality reading instruction, data plan, 3 levels of planning, learning walls, DoE

**Targets:**  
 NAPLAN: 50% of Y3 students and 50% of Y5 students will achieve a strong or exceeding level of performance in Reading

A/B LOA Target	Semester 1 English	Semester 2 English
Year Level: P-2	57%	60%
Year Level: 3-6	55%	57%
A-C LOA Target: P- 6	90%	90%

- AIP measurable/desired outcomes:**
- Students can/will:**
- Engage in an on going cycle of feedback (Teacher-Student, Peer-to-Peer) – checking for understanding and providing kind specific and helpful feedback
  - Actively participate in tier 1 reading routines
  - Engage in daily review, retrieval practice, and cumulative rehearsal to strengthen long term memory and readiness for new learning
  - Respond to feedback and CFUs to refine their thinking, correct misunderstandings, and improve performance
  - Demonstrate growth in reading accuracy, fluency, vocabulary and writing
  - Independently decode and comprehend text at/above Yr level standard
  - Actively engage with differentiated interventions, with 100% of students in Tier 2 and Tier 3 demonstrating measurable progress on personalized learning goals
  - Articulate the purpose/ parts aspects of the Literacy Approach (Block) to connect to the relevance of their learning e.g., I am learning my sounds help me read and spell, reviews help move information from short term to long term memory
- Teachers can/will:**
- Set and review learning goals collaboratively with students and provide actionable, descriptive feedback to assist student improvement
  - Incorporate agreed elements of Shared and Dialogic Reading and word study into instructional routines to teach reading
  - Apply science of learning principles, including cognitive load theory, cumulative review, spaced practice, and the effective use of worked examples
  - Adapt teaching lesson sequence in response to Tier 1 CFUs
  - Drive MTSS target groups using ongoing data to identify and plan next steps in teaching & learning to review student data, with documented action plans created for 100% of Identified Tier 2 and Tier 3 students.
  - Monitor students' reading progress across P-6 using DIBELS assessments at the start, middle, and end of the year, summative assessments and diagnostics
  - Set professional goals (SPG) focused on school improvement priority areas (e.g. Reading – Structured Literacy Approach)
- Leaders can/will:**
- Demonstrate instructional leadership practices and characteristics to ensure clear line of sight of impact of reading instructional routines on student learning outcomes
  - Provide frequent communication to reinforce shared expectations and accountability
  - Ensure consistency and quality assurance across planning, pedagogy, and assessment through structured moderation, exemplars and collaborative analysis of student work
  - Quality assure the impact of resourcing and staff professional development on students' reading outcomes
  - Track student improvement in English linked to reading pedagogy, with data (LOA, Learning Walks) driving professional learning and planning
  - Conduct learning walks and talks with learners and teachers to support and monitor best practice to improve learning
  - Facilitate collaborative planning and in ICMs to refine learning progression, leverage data, and support instruction through coaching and watching others work
  - Monitor student data and disaggregate to monitor key group performance and relative measures (marker students English D to C and B to A LOA and NAPLAN Reading interassessment alignment)

## School priority 2: Wellbeing and Engagement: Fostering a culture of belonging and engagement for learning to ensure all students reach their potential

Links to the school review improvement strategies: Enhance teachers' capability in applying school-identified pedagogical approaches and differentiated practices to meet all students' needs, while collaboratively strengthening shared expectations to foster a culture of learning.

- Strategy: Identify elements of Science of Learning, focusing on developing teacher knowledge and understanding to strengthen the learning culture**
- Build shared understanding of research-based evidence of the Science of Learning and its impact on educational outcomes via provision of professional learning and dialogue
  - Identify agreed engagement norms that positively impact learning culture based on the Science of Learning theory and adopt these across multiple KLAs including English, Maths and Science

- Strategy: Clarify the Multi-Tiered Systems of Support as an approach to meeting the needs of every student**
- Develop and communicate agreed definition of MTSS for shared understanding to inform classroom implementation
  - Explore and apply models of effective MTSS for contextualised implementation

- Strategy: Establish BRSS Bee-loning Framework in celebration of our diverse school community and to promote a unified positive culture**
- Introduce evidence-based belonging framework elements from Erik Carter and Doug Fisher with core dimensions consistently displayed by school teams (students, staff and leaders) to build a collective sense of belonging
  - Cultivate connections with first nations families in our school and wider community to forge positive partnerships for a shared learning culture
  - Establish opportunities for integrating Aboriginal and Torres Strait Islander perspectives into students shared learning experiences
  - Create an attendance strategy to develop and maintain high attendance rates for students using clear communication with parents, and removing barriers for students and families via a range of supports

- Resources:**
- Leadership Team to lead capability development of staff
- Artefacts:**
- Tier 1 Engagement norms in context
  - BRSS Bele-onging Framework

- Long term measurable/desired outcomes:**
- 100% staff embed agreed Tier 1 Engagement for learning routines into daily classroom practice (including introducing and unpacking sequenced Bee-loning framework dimensions during class circle time)
  - 100% of students have co-constructed Ready to Learn plans (Tier 2 MTSS currently)
  - Reduce the number of students whose school attendance is less than 85%
  - Increase in SOS data from all stakeholders in relation to wellbeing
  - Close the performance gap for key student groups in English and Maths – SWD, First Nations, OOHC
  - Increase percentage of students, staff and parents' agreement that this a good school add %
  - Decrease in number of behaviour incidents of students showing defiance and disrespect towards others
- AIP measurable/desired outcomes:**
- Students can/will:**
- Improve attendance for target students (students attending less than 85%) and overall
  - Actively model and participate in the Tier 1 Engagment for Learning routines
  - Increased student SOS data – behaviour is well managed at this school
  - Identify own emotional regulation strategies FOR learning communicate their behaviour goals/next steps (Ready to Learn Plans)
  - Improve student SOS data – school culture (this is a good school)
  - Engage with and demonstrate agreed core dimensions to create shared sense of belonging
- Teachers can/will:**
- Implement agreed engagement norms based on Science of Learning approach
  - Model and use the agreed Tier 1 engagement for learning routines every day in every classroom
  - Engage in collaborative practices including Watching Others Work (WOW) to ensure whole school consistency of Tier 1 engagement for learning strategies
  - Increase SOS teacher data – behaviour is well managed at this school
  - Engage with and demonstrate agreed core dimensions of team belonging (aligned to BRSS framework)
  - Increase SOS teacher data – staff wellbeing (staff morale)
  - Include evidence of increased cultural perspectives embedded into 3 levels of planning.
  - Document class differentiation planners during curriculum planning cycles and ICMs so responsive teaching and learning takes place
- Leaders can/will:**
- Create the time/space for collaborative practices and development of capability in MTSS routines
  - Ensure explicit focus on differentiation in collaborative planning meetings/cycles
  - Create time/space to build staff capability about First Nations perspectives
  - Introduce and demonstrate agreed core values of team belonging
  - Conduct learning walks and talks with learners to support and monitor the impact of Tier 1 and engagement for learning routines
  - Collaborate with school community to co-construct and develop contextualised BRSS attendance strategy

**Reduction in red tape in day-to-day work, planning and process include:** ICM (Intentional Collaboration Meetings) -Teaching teams meet weekly to enhance teaching and learning impact. Technology and Health curriculums are taught and assessed by specialist teacher to facilitate ICM time.

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

Principal 

P&C 

School Supervisor 