



School priority 1	Systematic curriculum delivery via evidence-informed pedagogy	School priority 2	Differentiated, deliberate and targeted teaching, learning and support
Link to school review improvement strategy:	Domain 6 – <i>Leading systematic curriculum delivery</i> Review shared curriculum planning and delivery processes with teachers and leaders, aligned with the P-12 Framework and the QKLG (Queensland Kindergarten Learning Guidelines), to ensure the AC is implemented in all year levels with integrity. Develop collaborative opportunities to broaden staff curriculum knowledge and review curriculum offerings in junior secondary, to support the contextualisation of units and enhance student engagement. Domain 8 – <i>Implementing Effective Pedagogical Practices</i> Build a shared understanding and language for pedagogy to enhance teacher capability in selecting evidenced based pedagogies, aligned to the learners and learning, maximising the engagement of all students.	Link to school review improvement strategy:	Domain 8 – Implementing Effective Pedagogical Practices Build a shared understanding and language for pedagogy to enhance teacher capability in selecting evidenced based pedagogies, aligned to the learners and learning, maximising the engagement of all students. Domain 7 - Creating opportunities to further develop curriculum/pedagogy differentiation knowledge and strategies and review case management to include external resources to support teachers in evidence-based practices. Develop a plan for the implementation of trauma-informed practices.
Strategy/ies	1. Implement three levels of planning in English 2. Recruit specialist literacy teacher to lead staff in evidence-informed pedagogy in reading <i>and writing</i> across all subjects in the AC and follow Reading Implementation Plan 3. Continue and strengthen teaching and learning cycle through intentional collaboration and collegial engagement.	Strategy/ies	1. Create opportunities for teachers to further develop adjustments to extend and challenge the range of learners including high achieving students. 2. Continue and strengthen current case management process incorporating relevant internal and external resources to support teachers to implement reasonable adjustments, evidence-based practices and maximise the impact of agreed interventions. 3. Develop Student Code of Conduct and a plan for the implementation of strengths-based practices for all, to assist teachers in identifying processes for the learning engagement of all students. 4. Continue and strengthen alternate learning programs
Actions including Responsible officer(s)		Resources	
1. Finalise A/B cycle in level 2 planning for English (V9) <i>Responsible officer = HoD</i> 2. Manage Reading Implementation Plan <i>Responsible officer = Specialist Literacy Teacher</i> 3. Maintain forums for intentional collaboration and collegial engagement in English and Mathematics (secondary) with HoD, SLT, SWAN, Principal and colleagues to improve the teaching and learning cycle and improve student outcomes <i>Responsible officer = Principal and HoD</i>		1. Resources for students within unit plans 2. SLT in FTE 3. Staffing for extra NCT per teacher	
Actions including Responsible officer(s)		Resources	
1. SWAN to attend scheduled planning sessions with HoD to discuss adjustments aligned to units of work. <i>Responsible officers = HoD + SWAN</i> 2. Continue case management to support teachers to implement reasonable adjustments, evidence-based practices and maximise the impact of agreed interventions. <i>Responsible officer = SWAN</i> 3. Develop and support the implementation of a Student Code of Conduct <i>Responsible officer = Principal + GO</i> 4. Continue and strengthen alternate learning programs through QVSA <i>Responsible officer = SWAN</i>		1. SWAN FTE and FlexiSpace staffing for MTSS 2. SWAN FTE 3. - Flexi Space staffing	
End Term 4	Measurable outcomes	1. Documentation within CARP + associated resources 2. Reading a. NAPLAN = 45% proficient b. Word Reading (PLD) = 90% at year level by end of year i. Start of Term 1 = 60% ii. End of Term 1 = iii. End of Term 2 = iv. End of Term 3 = c. Spelling (PLD = 90% at year level by end of year i. Start of Term 1 = 21% ii. End of Term 1 = iii. End of Term 2 = iv. End of Term 3 = d. Year One Phonics Check Term One i. 20% Fluent decoders ii. 0% Developing decoders iii. 80% Struggling decoders e. Year One Phonics Check Term Three i. 20% Fluent decoders ii. 80% Developing decoders iii. % Struggling decoders f. A – E Reading Comprehension Summative Assessments i. Primary Term 2 1. 45% at A/B standard ii. Primary Term 4 1. 45% at A/B standard 3. Outcomes a. SOS Staff - I receive useful feedback about my work at this school = 95% b. A – E English and Mathematics Summative Assessments = 60 % at A/B standard	
	Measurable outcomes	1. Adjustments a. Evident in Level Three planning (English) = 100% b. Recorded in PLRs = 100% c. Commence MTSS in Secondary = 100% of identified students 2. 100% students with a referral are 'case – managed' once per term 3. Student Code of Conduct developed and implemented by Term One, 2025 4. Offerings to students in QVSA in three rounds of 2025	





School priority 3	Promote a culture of learning	School priority 4	An engaged and connected school community
Link to school review improvement strategy:	Domain 3 – Promoting a culture of learning Collaboratively review behaviour support processes, including age-appropriate strategies for junior secondary school, to support consistent understanding and implementation of agreed expectation across all year levels.	Link to school review improvement strategy:	Domain 3 – Promoting a culture of learning Collaboratively review behaviour support processes, including age-appropriate strategies for junior secondary school, to support consistent understanding and implementation of agreed expectation across all year levels.
Strategy/ies	1. Recruit Deputy Principal to build staff capacity for maintaining a safe, supportive and orderly learning environment that promotes intellectual rigour and engagement 2. Develop and implement effective classroom management and behaviour support processes that encourage a culture of learning and collective responsibility	Strategy/ies	1. Create clear and timely communication processes to support staff and community members understanding of school operations, student learning advancement and progression of school priorities. 2. Investigate and implement evidence-informed strategies, including a junior secondary focus, to enhance student engagement and improve student attendance 3. Create clear and timely process for excursions and incursions 4. Recruit chaplain to assist with the wellbeing of our school community through the facilitation of social, emotional, and holistic programs, together with supporting individuals and groups who may be considered at-risk.
Actions including Responsible officer(s)	1. – 2. Profiling training	Actions including Responsible officer(s)	1. Administration staff (additional) 2. Online membership – Schoolzine 3. Funding attendance school excursions
Measurable outcomes	1. Investigate recruitment process for deputy principal and implications for staffing and teaching loads Responsible officer = Principal and leadership team 2. Classroom management and behaviour support processes a. Establish regular profiling Responsible officer = HoD and profilers b. Continue school wide professional learning in effective classroom management Responsible officer = HoD c. Review behaviour support processes Responsible officer = Principal and leadership team	Measurable outcomes	1. Attendance 90% 2. School Opinion Survey a. That 90% of students agree this is a good school b. That 85% of parents agree this is a good school c. That 80% of parents agree this school keeps me well informed.
End Term 4		End Term 4	
Approvals	This plan was developed in consultation with the school community and meets school needs and systemic requirements.		
Principal	Principal P&C/School Council School Supervisor Mr Ashley Roediger		