

School priority 1	Improve P-2 English Levels Of Achievement (LOA) for all students	Phase	Developing → Implementing →	School priority 2	Embed a school-wide Positive Learning Culture	Phase	Developing → Implementing →																																																																											
Link to school review improvement strategy:	Differentiated teaching and learning: Review the vision for, and shared beliefs and understanding of, inclusive practices to enhance staff confidence in adjusting teaching and learning to meet the needs of all students.			Link to school review improvement strategy:	A culture that promotes learning: Collaboratively review school-wide behaviour support processes, including Positive Behaviour for Learning (PBL), to improve consistency of expectations that leads to improved student engagement in learning.																																																																													
Strategies	<ul style="list-style-type: none"> Engage in all 4 phases of Moderation Teach reading through the curriculum by implementing a research-informed approach to systematic synthetic phonics instruction, Promoting Literacy Development (PLD) 			Strategies	<ul style="list-style-type: none"> Implement a research-informed positive behaviour approach Develop and implement Multi Tiered Systems of Support (MTSS) 																																																																													
Actions including Responsible officer(s)	<p>Unpack literacy demands of Australian Curriculum during the before moderation phase and explicitly teach these</p> <p>Use data to identify Marker Students per class, monitor progress each fortnight in English Case Management (ECM) cohort meetings</p> <p>Use counsel protocols in the after-after moderation phase to present Marker Students</p> <p>Teach reading through the Australian Curriculum</p> <p>Provide Professional Learning and support for P-2 staff through the Expert Reading Leader</p> <p>Engage in whole staff professional learning through the Reading Modules</p> <p>Use PLD screener data to inform literacy groups, student reading goals, next steps in Teaching and Learning</p> <p>Engage in CLC Quad Squad each term with Bohlevale SS, North Shore SS, Annandale SS and School Supervisor</p> <p>Engage in collegial Learning Walks in cohorts each term to refine use of research-informed pedagogies</p> <p>Conduct Leadership Learning Walks using the Data Wall and classroom Learning Walls, asking students 5Q4</p> <p>Consistently implement feedback cycles to students</p> <p>Implement differentiated Teaching and Learning for all students</p>			Resources	<p>Actions including Responsible officer(s) What are we actually going to do? Start with verbs.</p> <p>Embed a positive learning culture including Reboot/PBL whole school systems and processes</p> <p>Collaboratively establish and share PBL systems and processes with students, parents and community</p> <p>Train Reboot Champions to be research-informed leaders of tools, strategies and processes across cohorts</p> <p>Engage whole staff in Reboot training and implementation</p> <p>Embed use of the Reboot Room for school-wide restorative processes</p> <p>Maximise learning days for every student through targeted and differentiated MTSS, including case management</p> <p>Monitor PBL, attendance and wellbeing data to respond effectively</p> <p>Communicate messages about the positive learning culture frequently to school community</p> <p>Work with other agencies to support the health, wellbeing and safety of students and their families to improve engagement with learning, including creating specific strategies for hard-to-reach parents and carers</p> <p>Build cultural capability of all staff to ensure First Nations families and students feel a sense of belonging and safety.</p> <p>Explicitly teach whole school and classroom expectations for every class.</p> <p>Use OneSchool to record student referrals, reports, positive behaviour incidents and differentiation strategies</p> <p>Develop and implement a Student Learning and Wellbeing Framework (SLAWF)</p>			Resources	<p>Leadership Team</p> <p>Extra NCT</p> <p>Expert Reading Leader</p> <p>Reading Hub</p> <p>Reading Modules</p> <p>PLD</p> <p>HOD-SS/BST</p> <p>Behaviour Support Aide</p> <p>CEC</p> <p>Guidance Officer</p> <p>Chaplain</p> <p>Social Worker</p> <p>Hub Leader</p> <p>Travel to Brisbane, Reboot training, Room and resources</p> <p>Visuals, messaging, signage</p> <p>Classroom Management Hub</p>																																																																									
Measurable outcomes	<table border="1"> <thead> <tr> <th rowspan="2">ENGLISH LOA P-2</th> <th colspan="2">2023 Sem 2</th> <th colspan="2">2024 Sem 1</th> <th colspan="2">2024 Sem 2</th> </tr> <tr> <th>C+</th> <th>B+</th> <th>C+</th> <th>B+</th> <th>C+</th> <th>B+</th> </tr> </thead> <tbody> <tr> <td>P-2 overall</td> <td>81.6%</td> <td>42.1%</td> <td>83%</td> <td>43%</td> <td>85%</td> <td>45%</td> </tr> <tr> <td>Pre</td> <td>86.7%</td> <td>48.9%</td> <td>88%</td> <td>50%</td> <td>89%</td> <td>52%</td> </tr> <tr> <td>Year 1</td> <td>85.7%</td> <td>44.9%</td> <td>87%</td> <td>46%</td> <td>88%</td> <td>47%</td> </tr> <tr> <td>Year 2</td> <td>74.2%</td> <td>34.5%</td> <td>80%</td> <td>42%</td> <td>82%</td> <td>45%</td> </tr> <tr> <td>First Nations</td> <td>80.0%</td> <td>33.8%</td> <td>83%</td> <td>35%</td> <td>85%</td> <td>45%</td> </tr> <tr> <td>SWD</td> <td>58.3%</td> <td>21.7%</td> <td>60%</td> <td>23%</td> <td>65%</td> <td>25%</td> </tr> </tbody> </table> <p>Reduction in 'N' grades in P-2 English by 10%</p>			ENGLISH LOA P-2	2023 Sem 2		2024 Sem 1		2024 Sem 2		C+	B+	C+	B+	C+	B+	P-2 overall	81.6%	42.1%	83%	43%	85%	45%	Pre	86.7%	48.9%	88%	50%	89%	52%	Year 1	85.7%	44.9%	87%	46%	88%	47%	Year 2	74.2%	34.5%	80%	42%	82%	45%	First Nations	80.0%	33.8%	83%	35%	85%	45%	SWD	58.3%	21.7%	60%	23%	65%	25%	Measurable outcomes	<p>Improved parent, student and staff School Opinion Survey outcomes by 15%: <i>Student behaviour is well managed at this school 46%, 80%, 46% (2023)</i></p> <p>100% of teachers implementing Reboot and PBL strategies to support maximised learning days</p> <p>100% of staff have engaged in Cultural Competency professional learning</p> <table border="1"> <thead> <tr> <th>Positive Learning Culture</th> <th>2023</th> <th>2024 Sem 1</th> <th>2024 Sem 2</th> </tr> </thead> <tbody> <tr> <td>School Disciplinary Absences Rate</td> <td>5,717.0</td> <td>5</td> <td>4</td> </tr> <tr> <td>Attendance – overall</td> <td>80%</td> <td>82%</td> <td>85%</td> </tr> <tr> <td>Attendance – First nations</td> <td>78%</td> <td>77%</td> <td>80%</td> </tr> <tr> <td>Majors - daily</td> <td>3.6</td> <td>3.0</td> <td>2.0</td> </tr> </tbody> </table>			Positive Learning Culture	2023	2024 Sem 1	2024 Sem 2	School Disciplinary Absences Rate	5,717.0	5	4	Attendance – overall	80%	82%	85%	Attendance – First nations	78%	77%	80%	Majors - daily	3.6	3.0	2.0
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Success criteria	<p>Behaviourally:</p> <p>Students will:</p> <ul style="list-style-type: none"> Have confidence in their ability to be a learner Be successful in their English learning through assessment literacy Use feedback to articulate their next steps for achievement 12 months learning for 12 months of schooling <p>Teachers will:</p> <ul style="list-style-type: none"> Know their learners Articulate learning through 5Q4 – curriculum clarity Effectively implement differentiated Teaching and Learning for all students Engage in professional learning through Reading Modules Explicitly teach reading- decoding and comprehension Engage collegially to monitor and moderate student progress through English Case Management (ECM) Articulate why reasonable adjustments have made an impact <p>Leadership team will:</p> <ul style="list-style-type: none"> Enact coaching cycles Develop a shared knowledge and understanding of data literacy framework Lead Professional Learning around data literacy – use SORD Stretch and develop middle leaders' capability Engage in professional learning through Reading Modules Articulate what they are leading, guiding and coaching (middle leaders) Use Inclusion Signposts with whole staff to measure progress <p>Expert Reading Leader will:</p> <ul style="list-style-type: none"> Lead Professional Learning on Reading Engage in professional learning through Reading Modules 			Success criteria	<p>Behaviourally:</p> <p>Students will:</p> <ul style="list-style-type: none"> Be able to self-regulate and take responsibility for managing behaviour and emotions Articulate positive behaviour focus of the week Engage actively in learning and classroom processes Use problem-solving skills in social interactions Follow the Responsible Behaviour Plan and school rules of Be Safe, Be Responsible, Be Respectful <p>Teachers will:</p> <ul style="list-style-type: none"> Explicitly teach and model expectations Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully to promote engagement for learning. Acknowledge positive behaviours using the 5 to 1 ratio of acknowledgement to correction Record positive behaviours in OneSchool Actively engage in professional learning in Reboot, PBL and Trauma Informed Practices (TIP) Use Trauma Informed Practices when supporting students with complex needs Know school's Student Code of Conduct for Students Co-create Individual Responsible Behaviour plan <p>Leadership team will:</p> <ul style="list-style-type: none"> Explicitly teach and model the school-wide PBL expectations Provide opportunities for professional learning Co-create Individual Responsible Behaviour Plans Respond to and manage critical incidents <p>HOD-SS/BST teacher will:</p> <ul style="list-style-type: none"> Lead the Positive Behaviour for Learning Framework Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies. <p>Reboot Champions will:</p> <ul style="list-style-type: none"> Lead the implementation of Reboot tools and strategies across cohorts <p>Heatley Hub Leader will:</p> <ul style="list-style-type: none"> Provide protective factors for families to improve engagement and educational outcomes of students 																																																																													
Artefacts	Marker Student folios, 3 levels of planning, English LOA, Data wall with %, numbers, names and faces, English Case Management meetings, Learning Walls in classrooms			Artefacts	PBL behaviour Matrix of Expectations and associated data, School Disciplinary Absence data, Attendance data sets, Reboot tools across whole school, Reboot Room, updated school positive learning culture signage																																																																													
Approvals	This plan was developed in consultation with the school community and meets school needs and systemic requirements.																																																																																	
Principal	T. Kenway		P&C	J.M. Cooke		School Supervisor	[Signature]																																																																											