STRATEGIC PLAN (2024 – 2027) PRIORITY FOCUS AREAS :

INNOVATIVE TEACHING AND LEARNING

EMPOWERED AND NUTURING ENVIRONMENT

CONNECTED COMMUNITY

School Priority 1:

Enhance and extend a whole school, inclusive approach to support student learning beginning in the classroom so that resources are most effectively used to lift student learning.

Monitoring
Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Strategy/ies leading to actions:

1. **Develop a deep understanding of Australian Curriculum (V9) and use this knowledge to embed a conceptual curriculum an an inquiry approach to teaching and learning.**

   Action:
   Establish and maintain a whole-school moderation approach to ensure alignment between curriculum, pedagogy, assessment, and reporting. This process will support consistency in teacher judgments and comparability of reported results against achievement standards. Moderation will be embedded as an ongoing, cyclical practice occurring at multiple points throughout the year to enhance the reliability and accuracy of student assessments.

2. **Explore the Reading Position Statement released by the Department in 2023. Focus on high quality literacy instruction based on The Simple View of Reading, identifying language comprehension and word recognition, as essential components for skilled reading.**

   Actions:
   Early years teachers will complete "Sounds Write" training and apply their learning to establish a consistent, evidence-based approach to literacy instruction. They will implement structured phonics lessons, integrate systematic decoding strategies, and use assessment data to inform targeted support, ensuring all students develop strong foundational reading and writing skills.

   Develop and implement a Year 3–6 literacy scope and sequence that aligns with high-quality literacy instruction based on *The Simple View of Reading*. This framework will ensure a structured approach to teaching language comprehension and word recognition, providing consistency and clarity in literacy instruction across all year levels.

3. **Embed a Multi-Tiered System of Support (MTSS) that ensures all students receive the differentiated, evidence-based instruction and interventions they need to succeed academically, socially, and emotionally.**

   Action:
   Ensure the effective implementation of a Multi-Tiered System of Support (MTSS) by embedding a structured planning and review process that is integrated into whole school curriculum planning. This includes ongoing professional learning, data-driven decision-making, and regular collaboration among teachers, teacher aides, leadership, and parents to support student success.

Success Criteria

Students will:
- Engage actively in differentiated learning activities tailored to their individual needs and interests.
- Access appropriate learning resources, supports, and interventions based on their specific learning profiles.
- Participate in inclusive classroom activities and collaborate with peers, demonstrating respect for diverse learning styles.
- Make progress toward achieving their academic and social-emotional goals.
- Provide feedback on their learning experiences.

Teachers will:
- Implement differentiated instruction strategies, ensuring lessons are accessible to all students.
- Utilise formative assessment data to inform teaching practices, adapting resources and strategies to meet student needs.
- Collaborate with colleagues and support staff to ensure a shared understanding of inclusive practices and the effective use of resources for student learning.
- Promote a growth mindset in students by encouraging risk-taking, resilience, and persistence in their learning.
- Maintain a variety of learning resources that are inclusive and accessible to support all learners.
- Identify and monitor students who need additional support and implement appropriate interventions or referrals in a timely manner.

Leaders will:
- Foster a school-wide culture of inclusivity by promoting the value of differentiated instruction and the importance of supporting diverse learners across all year levels.
- Ensure equitable access to resources by strategically allocating budget, time, and personnel to support the inclusive needs of students.
- Provide ongoing professional development focused on inclusive teaching practices, differentiation, and resource management to build teacher capacity.
- Monitor and evaluate the effectiveness of whole-school inclusive practices through data collection, student outcomes, and feedback from teachers and students.
- Foster collaboration among all staff members (e.g., classroom teachers, STRIVE staff and teacher aides) to create a cohesive approach to student learning and resource management.

Responsible officer(s):
Strategy 1 – Principal and HOD-C
Strategy 2 – Principal, Deputy Principals and HOD-C
Strategy 3 – Principal, Deputy Principals, Head of Inclusion and HOD-C

AIP measurable/desired outcomes:

Learning Area Data – To maintain/improve on GSS priority measures in English and Mathematics from Prep – Year 6.

School Opinion Survey Data - Increase % of students 'I am interested in my school work' *(79.8% in 2023 to 68.2% in 2024)*

Resources:
4 x 0.4 TRS to release teaching staff for collaborative planning and development of literacy scope and sequence.
7 x TRS for 4 days for round 1 of sounds write training.
4 x TRS for 4 days for round 2 of sounds write training.

School Priority 2:

Deepening personal empowerment and embedding a nurturing environment to maximise curiosity, positive engagement and success for all.

Monitoring
Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term4

Strategy/ies leading to actions:

1. **Explore evidence-based practices to enhance students' sense of belonging. Focus on integrating strategies that promote inclusivity, relationship building and active engagement within classroom settings.**

   Actions:
   Staff will collaboratively explore Doug Fisher's 11 Dimensions of Belonging and use these dimensions to establish shared ways of working and a clear team purpose. Teams will document and review their agreed-upon approaches regularly to foster a culture of belonging and collaboration.

Success Criteria

Students will:
- Demonstrate self-awareness by identifying and using their strengths, interests
- Be intrinsically motivated to actively participate in a range of classroom and school activities, showing curiosity and engagement in their learning.
- Foster positive relationships with peers and staff, by using connecting habits to demonstrate empathy, collaboration, and respect for others.

Teachers will:
- Create a supportive and inclusive environment by implementing the 11 dimensions classroom routines and interactions.
- Incorporate strategies that empower student agency.
- Encourage curiosity by designing engaging, real-world learning experiences that stimulate student interest and exploration.

AIP measurable/desired outcomes:

Student Engagement Data – To maintain/improve on GSS priority measures for attendance and SDA's

Queensland Engagement and Wellbeing Survey – Increase the % of students who respond 'high' for personal and social capabilities: Self-awareness and self-management and sense of belonging.

School Opinion Survey Data - Increase % of students 'Behaviour is

Develop a whole school approach to use the 11 Dimensions of Belonging as a shared practice to support students in understanding how to engage positively with others.	• Model and teach social-emotional skills, such as self-regulation, communication, and problem-solving, to support positive interactions. • Provide regular feedback that is constructive, specific, and encourages student ownership of learning progress. • Monitor student well-being and engagement.	well managed' *(84.6% in 2023 to 59.3% in 2024)*
2. Define the next steps in William Glasser's Choice Theory principles to identify key strategies for fostering autonomy and responsibility in learning. **Actions:** Staff will engage in professional development on an introduction to choice theory to deepen knowledge and understanding of internal control psychology. Develop a whole school approach to using the knowledge of internal control psychology to inform how to support students in strengthening their understanding of behaviour.	**Leaders will:** • Promote a whole-school culture that values personal empowerment, curiosity, and a nurturing environment as core principles of the school community. • Ensure professional learning opportunities for staff focused on strategies to enhance student agency, engagement, and well-being. • Support the development of curriculum that encourage curiosity-driven learning and personal empowerment. • Monitor the impact of the priority through data on student engagement, well-being surveys, and academic progress.	
	Responsible officer(s): Strategy 1 and 2 – Principal and Deputy Principals	**Resources:** 1 day with New Core Consultant for Choice Theory professional learning. 2 x TRS – Doug Fisher

Approvals

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

Principal   **P&C**   **School Supervisor**