



School Priority	<p>Enrich our Wellbeing Behaviour – Consistent, school-wide evidence-informed practices, ensuring every student learns in a safe, disciplined, predictable and supportive learning environment.</p> <p>Connect our Communication Communication - Clear communication systems and purposeful community partnerships. Targeted professional learning, coaching observation and feedback.</p>														
Improvement Strategies	<ul style="list-style-type: none"> ▪ Strengthen the implementation processes for supporting positive learning behaviours, including clear roles and responsibilities for all staff, to establish a consistent, school wide approach for student behaviour and wellbeing. ▪ Review systems and processes for supporting the implementation of school priorities to enact the improvement of student learning outcomes across the curriculum. ▪ Embed consistency of wellbeing practices across the school, aligned to our Student Code of Conduct. ▪ Strengthen professional learning opportunities for teachers and leaders to reinforce a collective understanding and application of evidence-based pedagogies for supporting students’ engagement, extension and higher order thinking. ▪ Refine processes for internal communication and feedback systems to ensure all staff are provided with timely and detailed information ▪ Consolidate community partnerships and opportunities that facilitate the design and delivery of innovative curriculum to enrich student learning experiences aligned with school priorities. ▪ Formalise systems and processes for collegial engagement opportunities, such as watching others work (WOW), coaching and mentoring, to support a culture of continuous professional improvement and refinement of teaching practice. ▪ Review communication and collaborative opportunities with the community to ensure key messages are received, including curriculum development and student progress. 														
Strategies	<ul style="list-style-type: none"> ▪ Build consistent staff understanding of student behaviour management - ensuring high expectations, clarity, and explicit teaching of routines and rules. ▪ Clearly define school-wide behaviour expectations, routines and processes, ensuring alignment with the new department Student Code of Conduct template and evidence-based behaviour practices (AERO). ▪ Strengthen authentic partnerships with families to reinforce behaviour expectations, cultural inclusion and student and staff wellbeing. ▪ Embed consistent practices of observation, feedback, coaching and WOW cycles focused on evidence-informed reading routines and pedagogy ▪ Refine whole-school behaviour processes to build consistency and clarity in staff practice. 														
Actions	<ul style="list-style-type: none"> ▪ School-wide expectations and processes: Refine, document and publish the school-wide behaviour expectations, roles, responsibilities and routines, ensuring consistent language and practices across P-6. (Leadership Team) ▪ Guidance Officer to continue to implement Rock & Water Program with all students and staff (P / DP / GO / HOD-C / HOSES) ▪ All staff to prioritise UR Strong (Friendology) into classroom pedagogy. (P / DP / GO) ▪ Professional capability & coaching: Provide staff PD on consistent behaviour processes, restorative practices, explicit teaching of routines, high-expectations relationships, and effective classroom management strategies. (AERO skills) (P / DP / HOD-C / HOSES) ▪ Engage Principal Advisor Restrictive Practices to build staff capability. (Leadership Team) ▪ Provide professional learning workshops: Karen Young workshop on Behaviour, Big Feelings and Self-Regulation (staff); Jane Newman from New Core Consulting workshop (Staff wellbeing) ▪ Instructional Coaching: Engage in scheduled coaching, peer observations and WOW cycles focused on behaviour expectations, and corrective practices, ensuring alignment across classrooms. (P / DP / HOD-C / HOSES) ▪ Build staff capability by providing leadership opportunities for coaching and mentoring. (Teachers and Leadership Team) ▪ Behaviour Teams: review practices and analyse data to inform next steps. (Leadership and Behaviour Team) ▪ Parent & Community Partnerships: Staff and external providers prioritise parent learning forums around wellbeing, Friendology and extra-curricular activities. (Leadership Team) 														
Measurable outcomes	<ul style="list-style-type: none"> ▪ Increase in positive behaviour data (school-defined metrics, SORD, SOS). ▪ Reduction in minor and major incidents, informed by consistent recording and analysis. ▪ Improved behaviours in both the classroom and playground. 														
Success Criteria	<ul style="list-style-type: none"> ▪ Staff apply consistent behaviour responses and practices. ▪ Consistent behaviour language, expectations and routines are visible across the school (classrooms and playground). ▪ Students demonstrate improved self-regulation, awareness of expectations and Rock and Water and Friendology strategies. <p>Performance:</p> <ul style="list-style-type: none"> ▪ Measures of success reflect not only academic progress but also effort and progress at an individual level. ▪ Student and staff wellbeing is evident through the School Opinion Survey responses <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 33%; padding: 5px;"> Parents: Teachers at this school are interested in my child's wellbeing. (2025 - 94%) 2026 Target – 96% </td> <td style="width: 33%; padding: 5px;"> Students: My teachers are interested in my wellbeing. (2025 – 93%) 2026 Target – 95% </td> <td style="width: 33%; padding: 5px;"> Staff: The wellbeing of employees is a priority for this school. (2025 – 80%) 2026 Target – 85% </td> </tr> </table> <p>Behaviour:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #0056b3; color: white;"> <th style="width: 25%;">Students can/will:</th> <th style="width: 25%;">Teachers can/will:</th> <th style="width: 25%;">Teacher aides can/will:</th> <th style="width: 25%;">Leadership team can/will:</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> ▪ Follow school rules and expectations. ▪ Develop student resilience by using a range of strategies to develop their resilience and using Rock & Water and Friendology strategies. </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> ▪ School wide consistent behaviour strategies and processes. ▪ Engage all students into their learning by providing opportunities that can lead to student success – academic and effort. </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> ▪ Support students to participate in their learning. ▪ Continue to develop their knowledge and understanding of effective wellbeing and inclusive practices. </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> ▪ Provide professional development to all staff for wellbeing and inclusive practices. ▪ Update Student Code of Conduct that includes consultation and feedback by communities, staff and students. </td> </tr> </tbody> </table>				Parents: Teachers at this school are interested in my child's wellbeing. (2025 - 94%) 2026 Target – 96%	Students: My teachers are interested in my wellbeing. (2025 – 93%) 2026 Target – 95%	Staff: The wellbeing of employees is a priority for this school. (2025 – 80%) 2026 Target – 85%	Students can/will:	Teachers can/will:	Teacher aides can/will:	Leadership team can/will:	<ul style="list-style-type: none"> ▪ Follow school rules and expectations. ▪ Develop student resilience by using a range of strategies to develop their resilience and using Rock & Water and Friendology strategies. 	<ul style="list-style-type: none"> ▪ School wide consistent behaviour strategies and processes. ▪ Engage all students into their learning by providing opportunities that can lead to student success – academic and effort. 	<ul style="list-style-type: none"> ▪ Support students to participate in their learning. ▪ Continue to develop their knowledge and understanding of effective wellbeing and inclusive practices. 	<ul style="list-style-type: none"> ▪ Provide professional development to all staff for wellbeing and inclusive practices. ▪ Update Student Code of Conduct that includes consultation and feedback by communities, staff and students.
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Artefacts	<ul style="list-style-type: none"> ▪ Updated Student Code of Conduct. ▪ Staff Handbook and professional learning artefacts – AERO. ▪ Behaviour data reports, dashboard snapshots, OneSchool logs. ▪ RSS high expectations, Student and Staff Playground expectations. ▪ Coaching notes, observation records, WOW cycle documentation. 		Resources												
		<ul style="list-style-type: none"> ▪ Behaviour PD resources, SFD professional capability building. ▪ Rock & Water (Behaviour Boost allocation) for Guidance Officer to run program with staff and students. ▪ Updated behaviour documentation, student goal-setting tools, and consistent templates. ▪ AERO classroom management resources (routines, rules, expectations, corrective strategies). ▪ UR Strong (Friendology resources). 													



School Priority	<p>Engage our Curriculum Reading: strengthening high quality, evidence informed reading instruction using Australian Curriculum V9 across Year 3 – 6. Mathematics – Rob Proffitt White: building curriculum experts in the teaching and learning of Mathematics.</p> <p>Connect our Communication Communication - Clear communication systems and purposeful community partnerships. Targeted professional learning, coaching observation and feedback.</p>																													
Improvement Strategies	<ul style="list-style-type: none"> ▪ Consolidate capability building in the teaching of reading to deepen teachers’ understanding of how students learn to read across year levels and enhance the teaching of reading through the AC. ▪ Consolidate targeted professional learning for staff to deepen teacher understanding of the curriculum intent and support the implementation of writing and reading through the curriculum across all year levels. ▪ Strengthen and refine three levels of planning, by clearly aligning assessment and monitoring processes with the AC, ensuring consistency and continuity across year levels and learning areas. ▪ Strengthen professional learning opportunities for teachers and leaders to reinforce a collective understanding and application of evidence-based pedagogies for supporting students’ engagement, extension and higher order thinking. ▪ Formalise systems and processes for collegial engagement opportunities, such as watching others work (WOW), coaching and mentoring, to support a culture of continuous professional improvement and refinement of teaching practice. ▪ Consolidate community partnerships and opportunities that facilitate the design and delivery of innovative curriculum to enrich student learning experiences aligned with school priorities. ▪ Review communication and collaborative opportunities with the community to ensure key messages are received, including curriculum development and student progress. ▪ Embed explicit targets for school priorities within strategic documents to support shared understanding and common measures of success for staff. ▪ Further refine the whole school data plan to support precision in evaluating impact of initiatives and the effectiveness of teaching practices aligned to school improvement agenda. 																													
Strategies	<ul style="list-style-type: none"> ▪ Strengthen teacher capability in teaching the Australian Curriculum (V9) English with a focus on Reading, including explicit instruction, fluency, vocabulary, language comprehension, and code–meaning integration. ▪ Strengthen precision of reading diagnostic data discussions using tools such as DIBELS, Year 1 Phonics Check, and school-based reading assessments to monitor progress and inform targeted instruction. ▪ Build teacher capability in Year 3 – 6 to implement evidence-based pedagogical practices in reading, with a focus on whole-class, differentiated, explicit instruction. ▪ Consolidate, extend and refine the strong foundations established in reading in Prep to Year 2, ensuring a coherent, whole-school approach to literacy improvement. ▪ Embed consistent practices of observation, feedback, coaching and WOW cycles focused on evidence-informed reading routines and pedagogy. 																													
Actions	<ul style="list-style-type: none"> ▪ Curriculum & Instruction: Refine and revise V9 English curriculum units with explicit inclusion of reading lesson structures, text analysis, comprehension routines and fluency progression. (P / DP / HOD-C / HOSES / T) ▪ Data & Assessment: Use reading screening and progress-monitoring data to identify students requiring targeted support or extension and implement evidence-based reading interventions. (P / DP / HOD-C / HOSES / T) ▪ Professional Learning: Provide professional learning in high-quality reading instruction using Reading Portal modules and departmental guidance (e.g., fluency, comprehension). (P / DP / HOD-C / HOSES / T) ▪ Developing consistency of pedagogical practices through shared and dialogic reading in Year 3 – 6. (P / DP / HOD-C / HOSES / T) ▪ Continue consolidation of the strong foundations established in Prep – Year 2 reading. (P / DP / HOD-C / HOSES / T) ▪ Embed MoveNProve’s, Open Ended and Unfamiliar Tasks across all Year Levels. (Rob Proffitt-White / P / DP / HOD-C / HOSES / T) ▪ Instructional Coaching: Conduct regular coaching, peer observations, mentoring and WOW cycles focused exclusively on reading pedagogy (e.g., modelling explicit teaching, scaffolding, gradual release, feedback. (P / DP / HOD-C / HOSES) ▪ Year Level Teaching Teams: work within year level teams, prioritising reading instruction, intervention alignment, data-informed decision-making, triangulate data through Year Level Co-ordinators. (YLC / Teachers / Leadership Team) ▪ Parent & Community Partnerships: Staff and external providers prioritise parent information sessions around curriculum, Literacy, Numeracy, Spelling. Provide ‘Family Maths Night’ with Rob Proffitt-White. (Leadership Team) 																													
Measurable outcomes	<ul style="list-style-type: none"> ▪ Increase % of students achieving A–B in English – target 87% and Mathematics - target 95% ▪ Improvement in reading diagnostic data across universal screening and progress-monitoring tools. ▪ NAPLAN Reading and Numeracy: increased % of students moving from Strong → Exceeding. ▪ Reduction in % of students identified at risk through MacqLit, MiniLit and Read 3. 																													
Success Criteria	<p>Performance: NAPLAN participation and performance</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #4a7c9c; color: white;"> <th></th> <th>Reading</th> <th>Writing</th> <th>Spelling</th> <th>G &P</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td style="background-color: #4a7c9c; color: white;">Strong & Exceeding</td> <td>Year 3 – 92% Year 5 – 95%</td> <td>Year 3 – 95% Year 5 – 90%</td> <td>Year 3 – 87% Year 5 – 95%</td> <td>Year 3 – 87% Year 5 – 93%</td> <td>Year 3 – 90% Year 5 – 95%</td> </tr> </tbody> </table> <p style="text-align: right;">OLA Report Card Data</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #4a7c9c; color: white;"> <th rowspan="2"></th> <th colspan="2">English</th> <th colspan="2">Mathematics</th> </tr> <tr style="background-color: #4a7c9c; color: white;"> <th>P-2</th> <th>3-6</th> <th>P-2</th> <th>3-6</th> </tr> </thead> <tbody> <tr> <td style="background-color: #4a7c9c; color: white;">A & B</td> <td>85%</td> <td>90%</td> <td>95%</td> <td>95%</td> </tr> </tbody> </table>					Reading	Writing	Spelling	G &P	Numeracy	Strong & Exceeding	Year 3 – 92% Year 5 – 95%	Year 3 – 95% Year 5 – 90%	Year 3 – 87% Year 5 – 95%	Year 3 – 87% Year 5 – 93%	Year 3 – 90% Year 5 – 95%		English		Mathematics		P-2	3-6	P-2	3-6	A & B	85%	90%	95%	95%
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Artefacts	<ul style="list-style-type: none"> ▪ Updated English unit plans (V9) with explicit reading pedagogies. ▪ Reading and Mathematics data. ▪ Collaborative planning notes, coaching schedules, observation feedback. ▪ Reading assessment, Intervention Data 		<p>Resources</p> <ul style="list-style-type: none"> ▪ PD budget allocation for reading-focused coaching and capability building. ▪ TRS for collaborative planning, assessment moderation (reading comprehension only), data discussions and observation cycles. ▪ Reading assessments (e.g., DIBELS, Phonics Check), fluency tracking, comprehension resources, intervention programs. ▪ Speech-Language Pathologist (SLP) for language support. ▪ Reading Portal modules and departmental resources on explicit instruction, fluency, language comprehension. 																											

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

Lee Martin
 Principal

Laura Ferguson
 School Council Chair

Evan Willis
 School Supervisor

