



School priority 1	Shared Leadership, Shared Success Develop distributed leadership, clear roles, and collaborative systems that drive continuous improvement and collective ownership	Monitoring T 1 T 2 T 3 T 4			
Link to school improvement strategy:	<p>1.1 Broaden the distribution of leadership responsibilities aligned to the AIP, across aspiring staff, to build leadership capacity and capability for driving school improvement.</p> <p>5.1 Strengthen leaders' capability in modelling instructional leadership practices, aligned with school priorities, to enhance collective expertise in leading the improvement agenda.</p> <p>1.2 Collaboratively refine roles, responsibilities, accountabilities, timelines and measurable outcomes aligned to the AIP, incorporating cycles of review, to empower all staff in understanding and enacting the improvement agenda.</p> <p>Investigate methods for communicating school-wide data with parents and the wider school community to support a shared awareness of school and student performance.</p> <p>4.1 review, at regular intervals, human, physical and financial resource allocations to ensure they are having the desired impact on student outcomes</p> <p>7. 2 Clarify classroom teachers and support staff members' roles and responsibilities to support effective implementation of differentiation and intervention practices.</p> <p>9.1 Formalise processes for documenting and reviewing current partnerships to measure their impact on student learning, engagement and wellbeing.</p>				
Strategy/ies	<ul style="list-style-type: none"> Design and implement a distributed leadership model aligned to the AIP that clearly documents roles, responsibilities, accountabilities, timelines and success measures for all staff, including aspirant leaders. (1.1, 1.2, 7.2, 5.1) Build leadership capability in instructional leadership and data-informed practice through targeted professional learning, coaching and mentoring, aligned to school priorities and the teaching and learning framework. (5.1, 2.2) 				
Actions: including Responsible role(s)		Resources			
<ul style="list-style-type: none"> Diagnose and map current work across leadership roles, data collections/AIP monitoring, and partnerships to identify duplication, gaps, misalignment, and workload impact, incorporating staff voice and partner feedback. Co-design streamlined, aligned models: confirm a project-based distributed leadership structure (sponsor/lead/2IC/teams), a BWSS Data Plan and AIP monitoring cycle (what, when, who, why), and partnership effectiveness criteria plus a simple agreement/MOU template. Pilot and calibrate key elements at small scale (selected projects/year levels/meetings), testing usability, clarity, and workload, and refining tools (one-pagers, dashboards/displays, progress/RAG templates, role summaries, agreement templates). Embed for 2027 by finalising structures, timelines and expectations; aligning APR/PL and governance cycles; publishing staff-facing overviews and reference calendars; and confirming succession pathways and partnership review schedules, with clear internal and external communications. 		<ul style="list-style-type: none"> Time allocation (release/meeting time) for: <ul style="list-style-type: none"> Leadership team and aspirant leaders' coaching and professional learning. Regular leadership, team and project meetings focused on data, planning and review. Budget for targeted leadership development (courses, coaching, professional networks). Systems/tools for data visualisation and communication (e.g. data walls, dashboards, regular community updates). 			
End of Year Success Criteria	Measures	<p>Performance: School opinion Survey:</p> <ul style="list-style-type: none"> staff - Increasing positive responses for items related to : "This school takes staff opinions seriously (from 92.5% to 94%)", "The school looks for ways to improve (from 95.5% to 97%) and "Staff are well supported at this school (from 93.3% to 96%) parents/community- Increasing positive responses for items related to partnerships from 89.9% to 95% <p>Leadership participation and capability</p> <ul style="list-style-type: none"> Increased proportion of staff engaged in formal and informal leadership roles (e.g. project leads, year-level leaders, curriculum leaders). Evidence (from review of SPG) from leadership performance and development plans demonstrating growth in instructional leadership capabilities. <p>Implementation of AIP and strategic actions</p> <ul style="list-style-type: none"> AIP actions delivered within agreed timelines with documented cycles of review and impact statements. <p>Behaviour</p> <ul style="list-style-type: none"> Students can/will: <ul style="list-style-type: none"> Experience consistent expectations, processes and messages across classes and year levels. Notice that "adults work together" and that support is coordinated and timely. Teachers can/will: <ul style="list-style-type: none"> Know and enact their documented roles, responsibilities and accountabilities. Lead and participate in professional learning teams, data conversations and curriculum projects. Teacher aides can/will: <ul style="list-style-type: none"> Work collaboratively with teachers and leaders, using agreed processes and documentation. Leadership team can/will: <ul style="list-style-type: none"> Purposefully distribute leadership opportunities aligned to the AIP and staff strengths. Model instructional leadership through coaching, walkthroughs, feedback and participation in planning and moderation. Use data and evidence to make and communicate decisions about priorities, resourcing and partnerships. Facilitate regular review cycles where teams reflect on impact and next steps 			
	Artefacts	<ul style="list-style-type: none"> Clear Distributed Leadership roles and accountability document Leadership is shared across teams, with documented roles and functioning professional learning communities. Comprehensive meeting minutes for all projects and Leadership meeting and development sessions 			

School priority 2	Precision in Planning, Teaching and Assessing Align curriculum, pedagogy and assessment practices to ensure consistency, clarity and high expectations for every learner	Monitoring T 1 T2 T 3 T 4			
Link to school improvement strategy:	8.1 Formalise opportunities for leaders and teachers to determine and document effective pedagogies, in line with the 3 principles, to inform a whole-school approach to pedagogy. 6.1 Broaden teachers' knowledge and understanding of using assessment tools for the teaching of reading through the AC to inform a consistent whole-school approach for monitoring and assessing students' reading progress. 6.2 Collaboratively review and refine unit planning, in line with the K-12 Framework, to meet system requirements and ensure all students receive their curriculum entitlement. 7.3 Review practices for modifying assessment tasks in line with the achievement standards to provide all students with appropriate opportunities to demonstrate their learning				
Strategy/ies	<ul style="list-style-type: none"> Collaboratively review and refine unit planning (Prep–6) to align with the Australian Curriculum (v9.0) and the K–12 Curriculum, Assessment and Reporting Framework, ensuring all students receive their curriculum entitlement and that assessment is planned from the achievement standards. (6.2) Develop, document and implement a whole-school pedagogical framework, including embedding Reading through the AC in all KLA's, that outlines agreed evidence-based high-impact teaching practices, aligned with the school's agreed three signature pedagogical principles (LW, EI, CLF, CFU) and used consistently across all classrooms. (8.1) 				
Actions: including Responsible role(s)		Resources			
<ul style="list-style-type: none"> Audit and map current state across P–6 curriculum units (AC9 alignment), pedagogy, and assessment/documentation (including reading and adjustments) to identify strengths, gaps, duplication and complexity. Design coherent school-wide frameworks and templates: a common AC9 unit template (assessment + differentiation/UDL), a BWSS Pedagogical Framework with 3–5 signature practices, and a 2027 assessment “spine” (including reading) with consistent templates for adjustments/ICP/modified assessment aligned to system requirements. Prototype and pilot priority components (selected units, tools and schedules) in targeted year levels/bands to test clarity, usability and workload, and refine based on evidence and staff feedback. Embed for 2027 by finalising rollout schedules and minimum expectations, publishing staff-facing overviews (P–6 sequence, pedagogy, assessment/reading), and aligning PL, coaching, walkthroughs and APR goals to ensure consistent enactment. 		<ul style="list-style-type: none"> Release time for collaborative unit planning, moderation and assessment design. Professional learning focused on: <ul style="list-style-type: none"> Australian Curriculum (v9.0) and K–12 CARF. High-impact teaching practices and signature pedagogies. Reading and literacy assessment tools and data literacy. Resources for literacy assessment tools and ongoing licences/subscriptions if relevant. Time for instructional coaching and peer observation focused on pedagogy and assessment. 			
End of Year Success Criteria	Measures	<p>Performance:</p> <p>Achievement data (school-based A–E and standardised data)</p> <ul style="list-style-type: none"> Maintaining trend in the percentage of students achieving a C or above in English (94.9%) and Mathematics (97.2%) Improved % of students achieving an A in English (from 29.8 to 35%) and math (from 45 to 47%) 6/6 inter-assessment agreement between LOA and NAPLAN in Reading, writing and Math (currently 2/6 agreement) <p>NAPLAN</p> <ul style="list-style-type: none"> Improving trend in the percentage of students at or above Developing Standard (R from 91.35-93% W from 91.45-93%) and in the Exceeding category in Reading (from 13.35%- 15%) Writing (from 10%-15%) <p>Curriculum and planning quality</p> <ul style="list-style-type: none"> All year levels have documented, quality-assured unit plans and assessment tasks aligned to AC achievement standards and the K–12 CARF. Moderation records show consistent understanding and application of the achievement standards across year levels. <p>Assessment and adjustment practices</p> <ul style="list-style-type: none"> Increased proportion of assessment tasks showing documented adjustments or modifications where required. Evidence that students with disability and diverse learners are accessing and successfully demonstrating the intended curriculum. 			
		<p>Behaviour</p> <ul style="list-style-type: none"> Students can/will: <ul style="list-style-type: none"> Explain what they are learning (learning intention) and what success looks like (success criteria). Talk about how feedback helps them improve their work. Engage with assessment tasks that are accessible, appropriately challenging and clearly linked to their learning. Teachers can/will: <ul style="list-style-type: none"> Use agreed unit planning templates aligned to the Australian Curriculum and K–12 CARF. Ensure consistency between classes, year levels and vertical alignment in teaching of skills, concepts and assessment approaches Plan assessment from the achievement standards and design learning sequences that explicitly prepare students for assessment. Use agreed high-impact teaching practices from the pedagogical framework in every lesson. Regularly use reading and literacy assessments to identify next steps and track progress. Document, communicate to support staff and apply adjustments and modifications to teaching and learning and assessment tasks to ensure equitable access. Teacher aides can/will: <ul style="list-style-type: none"> Use unit plans, learning intentions and success criteria to guide their support for individuals and small groups. Implement agreed scaffolds, visuals and prompts that align with classroom pedagogy. Provide feedback to teachers about student progress and access during learning and assessment. Leadership team can/will: <ul style="list-style-type: none"> Monitor implementation of the curriculum, assessment and pedagogical frameworks through walkthroughs, planning meetings and moderation. Facilitate collaborative planning, moderation and assessment design processes. Provide feedback and coaching to teachers on planning, pedagogy and assessment. Use school-wide data to identify areas of strength and next steps in curriculum and pedagogy. 			
	Artefacts	<ul style="list-style-type: none"> Documented curriculum, with clear learning intentions, success criteria, EI, Tiered approach and aligned assessment. Documented data conversations and improvement strategies. 			

School priority 3	Responsive and Reflective Classrooms Build teacher capability to use evidence and inclusive practices to engage, challenge and support all learners.	Monitoring			
		T 1	T2	T 3	T 4
Link to school improvement strategy:	7.1 Sharpen teachers' capability in using Tier 1 interventions to support tailored adjustments for all students. 2.1 Strengthen teachers' capability in triangulating and disaggregating data sets to monitor the impact of teaching on individual students, priority groups and cohorts. 8.2 Prioritise opportunities within current data-informed conversations and activities for evaluating the impact of pedagogies on student learning to ensure pedagogies effectively engage and challenge all students.				
Strategy/ies	<ul style="list-style-type: none"> Embed regular, structured data cycles (e.g. 5-week or termly cycles) where teachers and leaders triangulate and disaggregate student learning, behaviour and wellbeing data to identify trends, priority groups and impact of teaching. (2.1) Prioritise professional learning and coaching in Tier 1 differentiated teaching and Universal Design for Learning, so teachers can plan and deliver flexible instruction and assessment that supports all students. (7.1) Use data-informed conversations and existing meeting structures (Teams, Year levels, Projects, case management, learning support meetings) to evaluate the impact of pedagogies and agreed signature practices on student engagement, challenge and progress. (8.2) 				

Actions: including Responsible role(s)	Resources
<ul style="list-style-type: none"> Define and standardise core routines for data cycles/case management, Tier 1/UDL practice, and behaviour/wellbeing: clarify purpose, decision rules, shared language, and minimum expectations; develop simple agendas, templates, and process flowcharts. Co-design with staff the operational details (frequency, data sources/tools, planning integration, escalation pathways, and communication supports) to ensure feasibility and consistency. Pilot and build capability in selected year levels/settings through targeted professional learning, modelling/coaching, and practical resources (scripts, visuals, worked examples), while collecting evidence of practice and user feedback. Evaluate, refine, and embed for 2027 by tightening processes and templates based on pilot learnings, confirming whole-school rollout expectations, appointing champions, aligning key touchpoints in the 2027 calendar with data availability, and communicating expectations to staff, students, and families. 	<ul style="list-style-type: none"> Time for data cycles, case management meetings and team collaboration. Professional learning in: <ul style="list-style-type: none"> Differentiated teaching, UDL and inclusive practices. Behaviour support frameworks, restorative practices Engagement and wellbeing approaches Additional support staff or targeted time allocation to implement Tier 1 and targeted interventions. Tools/systems for data collection and analysis (e.g. dashboards, data walls, behaviour tracking tools).

End of Year Success Criteria	Measures	Performance: <ul style="list-style-type: none"> Attendance > 92% SOS Teaching and learning average (from 86.9% to 90%) Increased positive responses to items around "My schoolwork challenges me (from 85.2% to 87%), and feedback (from 88% to 90%) Maintaining trend in the percentage of students achieving a C or above in English (94.9%) and Mathematics (97.2%) Improved % of students achieving an A in English (from 29.8 to 35%) and math (from 45 to 47%)
		Behaviour <ul style="list-style-type: none"> Students can/will: <ul style="list-style-type: none"> Engage actively in learning, with high levels of on-task behaviour. Use self-regulation strategies and classroom routines to stay focused. Articulate their learning goals and know what they need to work on next. Experience learning that is adjusted to their needs while still being challenging. Teachers can/will: <ul style="list-style-type: none"> Routinely use classroom, cohort and individual data to plan and adjust teaching. Implement Tier 1 differentiated strategies and UDL principles as part of everyday practice. Participate in regular data discussions, case management and reflection on the impact of pedagogies. Apply consistent behaviour expectations, processes, routines and positive behaviour support practices. Teacher aides can/will: <ul style="list-style-type: none"> Use clear information about student goals, adjustments and behaviour plans to support learning. Implement agreed Tier 1 and targeted strategies alongside teachers. Apply consistent behaviour expectations, processes, routines and positive behaviour support practices. Provide feedback to teachers on student engagement, success and areas of concern. Leadership team can/will: <ul style="list-style-type: none"> Schedule and lead regular data cycles and case management meetings with a clear focus on impact. Monitor behaviour and engagement data and adjust supports, interventions and resources accordingly. Provide coaching and modelling of inclusive, responsive classroom practices. Recognise and celebrate improvement in engagement and learning for individuals, cohorts and the whole school.
	Artefacts	<ul style="list-style-type: none"> Data cycles and case management processes Documented agreed routines and inclusive practice approaches

Reduction of red tape in day-to-day work, planning and processes include:

- Streamlining planning templates across year levels to reduce duplication and focus teacher time on high-impact planning, teaching and assessment.
- Aligning all data collections to the school's data plan so that only essential data sets are collected and used.
 - Using common digital platforms and shared repositories for curriculum documents, assessment tasks and moderation evidence to reduce time spent searching for resources.
- Scheduling collaborative planning, moderation and data cycles within existing meeting structures to minimise additional meetings.
- Reviewing and discontinuing programs and initiatives that do not demonstrate impact on student learning, engagement or wellbeing.

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

Principal  P&C/School Council  School Supervisor  25.02.26