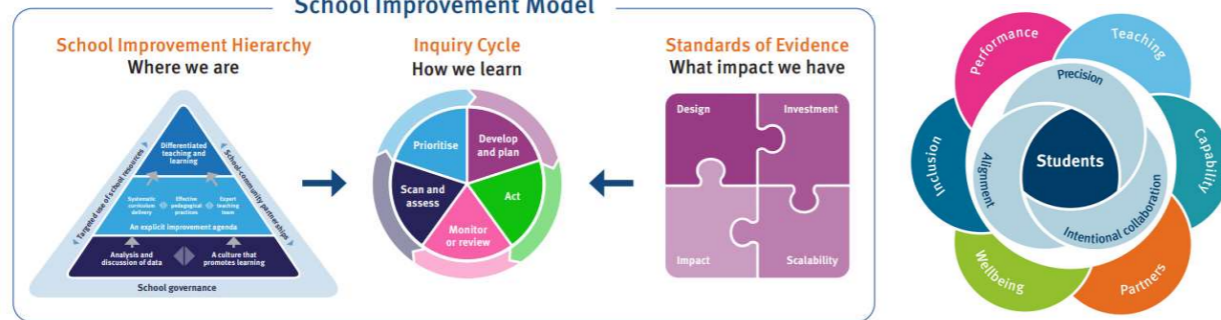




**We are one team: Staff, students, parents and community**  
**We focus on the WELLBEING of our team in all that we do**

**Our focus and collaborative ways of working**



**Our Vision:** Kids First  
**Our Values:** Be safe, Be Respectful, Be a Learner

**We are informed by research based practices**

- Sharratt- Clarity
- Hattie- Visible Learning
- Archer- Explicit Instruction
- Inclusive Teaching of Reading
- PBL

**Our agreed improvement strategies 2022-2025**

School Culture and Climate	Building Staff Capability	Curriculum and Pedagogy																					
<p><b>Inclusive practices</b></p> <ul style="list-style-type: none"> <li>• Collaboratively develop, document and implement a school-based Inclusion Framework that removes barriers and promotes inclusive practices to ensure all students are receiving high quality education</li> <li>• Increase student, staff and parent voice within Inclusive practices.</li> <li>• Build capability of staff in implementing support strategies and writing PLPs to support students in both academic and social/ emotional categories.</li> </ul> <p><b>Staff Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Sustain and review a focus on staff wellbeing to foster a positive school culture.</li> <li>• Embed ongoing opportunities for genuine staff collaboration, consultation and support</li> </ul> <p><b>Student Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Collaboratively review, refine and implement PBL practices</li> <li>• Collaboratively review and strengthen student support processes.</li> </ul> <p><b>School Community partnerships</b></p> <ul style="list-style-type: none"> <li>• Collaboratively develop and implement a parent and community engagement framework to include productive relationships with- P&amp;C, local business, parents, external support providers, local cluster groups and regional staff.</li> <li>• Strengthen transitions through reinvigorating relationships with Early Childhood providers, Broadwater Birth-5 learning circle and Secondary schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Curriculum capability of all staff within P12 CARF, cross curricular priorities, reading, writing and numeracy</li> <li>• Develop capability of all staff to meet diverse learning needs of students through collaborative learning and planning processes</li> <li>• Collaboratively develop and align professional learning plan to AIP, APDP and budget</li> <li>• Develop and deliver Aspiring Leaders program</li> <li>• Collaboratively develop clear and concise roles and responsibilities and line management processes</li> <li>• Collaboratively develop a Leadership behaviours framework</li> <li>• Create a distributed leadership model through Identifying and supporting staff leadership opportunities</li> <li>• Develop, document and implement tight systems and processes for Finance, HR and facilities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Curriculum- The What</b></li> <li>• Review and document processes to ensure P-12 CARF is understood, implemented and Quality assured.</li> <li>• Strengthen staff capability in developing quality assessment to inform instruction</li> <li>• Document a consistent whole school approach to moderation</li> <li>• Review practices aligned to the teaching of reading so that they are research based – Inclusive Teaching of Reading.</li> <li>• Upskill staff in the delivery of STEAM to support the development of student cognition and support higher order thinking skill to improve U2B Numeracy and A-B LOA in Mathematics</li> <li>• <b>Pedagogy- The how</b></li> <li>• Collaboratively identify and embed agreed high yield research based pedagogical approaches</li> <li>• Collaboratively develop and implement Pedagogical approach plan</li> <li>• Strengthen teacher capability in best practice pedagogy to improve reading and writing through Sharratt's 14 parameters, 5 questions for students, staff and leaders, assessment waterfall and feedback cycles.</li> <li>• Collaboratively review, refine and implement Data plan</li> <li>• Refine and align Collegial engagement Framework to include collaborative planning and learning (PLT model) learning walks and talks, and coaching and mentoring opportunities.</li> </ul>																					
Success Criteria																							
<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Reading &amp; writing: 100% of students progressing at least 1 year's growth, every year.</li> </ul> <table border="1"> <thead> <tr> <th>LOA Data</th> <th>2021</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>P-6 English A-C%</td> <td>78%</td> <td>90%</td> </tr> <tr> <td>P-6 English A-B%</td> <td>35%</td> <td>50%</td> </tr> <tr> <td>P-6 Maths A-C%</td> <td>86%</td> <td>90%</td> </tr> <tr> <td>P-6 Maths A-B%</td> <td>53%</td> <td>60%</td> </tr> <tr> <td>Year 3 and 5 U2B Writing</td> <td>20%</td> <td>35%</td> </tr> <tr> <td>Year 5 U2B Numeracy</td> <td>21%</td> <td>35%</td> </tr> </tbody> </table>	LOA Data	2021	2025	P-6 English A-C%	78%	90%	P-6 English A-B%	35%	50%	P-6 Maths A-C%	86%	90%	P-6 Maths A-B%	53%	60%	Year 3 and 5 U2B Writing	20%	35%	Year 5 U2B Numeracy	21%	35%	<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• Attendance &gt;93%</li> <li>• &lt; 15% of students attending &lt;85%</li> <li>• School Opinion Survey – Staff Responses &gt;90%</li> <li>• Prep and 1 SDAs =0</li> <li>• Increased parent/ community attendance at P&amp;C and school events</li> </ul>	<p><b>Transitions</b></p> <ul style="list-style-type: none"> <li>• 95% of future Prep students engaged in Pre-Prep program</li> <li>• 100% of Students with additional needs have PLPs written and implemented</li> <li>• All Year 6 students participating in transitions to Secondary School.</li> </ul>
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Kylie Bell Principal

Christian Hansen P& C President

Kate Bentley Assistant Regional Director