



School Priorities – (1) Improved Achievement through Quality Pedagogy (2) A Culture of Inclusion → Increase English Achievement A-C and A-B

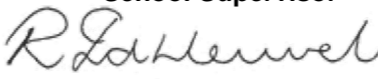
Link to School Review Improvement Strategies	<p>Domain 1: Driving an explicit improvement agenda – Prioritise leader’s visibility and purposeful engagement in classrooms, planning and other collaborative activities to drive new initiatives and support reflection on and consistency of practice</p> <p>Domain 6: Leading systemic curriculum implementation – Review plan processes and practices to strengthen the alignment of curriculum, teaching, learning, assessment and moderation and further build teachers’ curriculum capability.</p> <p>Domain 3: Promoting a culture of learning – Strengthen the promotion of high expectations in the academic environment to further strengthen student self-efficacy, achievement and well-being.</p> <p>Domain 8 – implementing effective pedagogical practices – Clarify a whole-school approach to pedagogy through professional conversations to ensure a shared understanding and common language of effective pedagogical practices.</p> <p>Domain 7 – Differentiating teaching and learning – Establish professional learning communities around differentiation to deepen staff understanding of, and ability to enact, effective teaching strategies for the diverse range of students.</p>
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Priority	Actions	Lead	Success Criteria	Outcomes
<p><b>Improved Achievement through Quality Pedagogy</b></p> <p>Ensure all students have access to an expert teaching team with the knowledge, understanding and skills required to implement quality differentiated pedagogy to ensure a consistent and aligned whole school approach to teaching and learning within the curriculum with a specific focus on teaching reading within all learning areas.</p>	<ul style="list-style-type: none"> <li>Leadership team embed instructional leadership practices into their weekly routines.</li> <li>Unpack the Pedagogical placemat steps to develop a shared approach to high impact pedagogical practices.</li> <li>Establish Collaborative Learning Communities (CLCs) in Reading, Digital Technologies</li> <li>Embed a consistent whole school systematic synthetic phonics instructional routine to develop word reading and spelling</li> <li>Develop Digital Technology across the school linking it to the development of 21st century learners (e.g., transformational learning) through identification of lead teachers willing to explore as year levels / individuals how digital technology can be utilised as a pedagogical tool.</li> <li>Develop and implement an agreed Collegial Engagement and feedback process to ensure staff feedback is valued.</li> </ul>	<p>Principal</p> <p>HOD C</p> <p>Leadership team</p> <p>HOD C</p> <p>DP 3-6</p> <p>Principal</p>	<p><b>Students:</b> Engage in learning activities that reflect evidence-based, high-impact practices. Demonstrate growth in phonics knowledge, word reading, and spelling. Engage with familiar routines that build reading confidence.</p> <p><b>Teachers:</b> Increased clarity and confidence in applying high-impact practices. Follow the systematic synthetic phonics routine with fidelity. Reading data shows improvement in word reading and spelling skills across year levels.</p> <p><b>Leadership team:</b> Conducts weekly walkthroughs and provides actionable feedback.</p>	<ul style="list-style-type: none"> <li>90% of students at a C standard or better with 60% A and B standard</li> <li>Reading data shows improvement in word reading and spelling skills across year levels.</li> <li>Pedagogical practices and approaches explicitly stated within unit plans and enacted in classrooms</li> <li>Digital technology hotspots identified to focus on utilising digital technology effective teaching with a commitment to sharing through WOW sessions</li> </ul>
<p><b>A Culture of Inclusion</b></p> <p>Ensure all students can access learning opportunities intentionally developed to allow them to succeed through the develop a whole school shared understanding of the difference between reasonable adjustments and tailored support and ensuring all staff have the ability to design / implement quality differentiated learning experiences targeted to each student's capabilities and need.</p>	<ul style="list-style-type: none"> <li>Prioritise staff commitment to a school wide inclusive framework aligned to the school vision statement and committed to ensuring all students have the opportunity to succeed to the highest level in all aspects of learning.</li> <li>Provide intentional PD sessions focussed on ensuring staff capacity to develop and implement quality differentiated learning experiences based on a range of diverse learning needs and capabilities and link to professional learning/instrucional coaching/WOW mentoring/feedback aligning to departmental Implemenatation guide elements.</li> <li>Continue to develop the PBL CLC along the inclusion model.</li> </ul>	<p>DP P-2, HOD I</p> <p>Leadership team</p> <p>Principal, DP 3-6</p>	<p><b>Students:</b> Provide feedback indicating a sense of belonging, safety, and support in the classroom.</p> <p><b>Teachers:</b> Collaborate to implement inclusive practices consistently across all classrooms. Regularly review and adjust teaching strategies to support all learners.</p> <p><b>Leadership team:</b> Embed the inclusive framework within key school policies and practices. Monitor implementation through classroom observations and staff feedback</p>	<ul style="list-style-type: none"> <li>Increased student engagement and participation across diverse learning needs.</li> <li>Consistent implementation of inclusive strategies across all learning environments.</li> <li>Clear alignment between the Inclusion school vision and classroom practices.</li> </ul>

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

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