

<b>School priority 1</b>	<b>Australian Curriculum: English</b> <ul style="list-style-type: none"> <li>To Implement Version 9 of the Australian Curriculum across the school with fidelity by building staff knowledge, quality assurance and understanding of AC V9.</li> </ul>	<b>Monitoring</b>				<b>School priority 2</b>	<b>PBL, Wellbeing focus and School Culture</b> <ul style="list-style-type: none"> <li>Whole school implementation and commitment to PBL and Wellbeing strategies delivered with fidelity to support learners in a preventative space rather than reactive.</li> <li>Embed 'wellbeing framework' that supports staff and students' positive culture within the school.</li> <li>Engage in deliberate change of accountable actions, for positive school culture.</li> </ul>	<b>Monitoring</b>			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
<b>Link to school improvement strategy:</b>	<ul style="list-style-type: none"> <li>Whole school curriculum and assessment plan includes, reading, writing and spelling.</li> <li>Planning practices ensure that the Australian Curriculum is enacted across the school.</li> <li>Professional development provided for staff, developing their growth and to strengthen the understanding of the Australian Curriculum as applied to classroom planning, teaching and learning.</li> </ul>					<b>Link to school improvement strategy:</b>	PBL model refined and applied consistently across the school. Further develop staff ability to differentiate for all students.				
<b>Strategy/ies</b>	<b>Strategies:</b> <ol style="list-style-type: none"> <li>Implement Quality Assurance (QA) processes for the planning and enactment of the Australian Curriculum, including the strengthening of three-phase moderation processes and its impact on students.</li> <li>Quality assure 'Explicit Instruction' as a whole school differentiated approach with fidelity as a signature pedagogy that supports students learning and engagement.</li> <li>Monitor PLT's (Professional Learning Teams) to collate and interrogate data to support teacher capability building and student outcomes.</li> <li>Further review and quality assure the impact of how resources are allocated through effective timetabling.</li> <li>Develop and implement a collaboratively developed model of inclusion and identifiable service delivery model for all students with needs-through Multi-Tiered Systems of Support (MTSS).</li> <li>Prioritise and embed strong attendance protocols across the school.</li> <li>Monitor with fidelity a whole school reading agenda that models the 'Explicit Instruction', Reading Routine Suite across the school with a focus around 4-6 on fidelity of scope and sequence and shared reading structure. Using our health check from the Reading Signposts. Begin targeted professional development of teachers and aides- DIBELS to begin and implementation process in 2027.</li> </ol>					<b>Strategy/ies</b>	<b>Strategies:</b> <ol style="list-style-type: none"> <li>Collaboratively develop a 'student wellbeing framework' using the QEW-Queensland Engagement and Wellbeing survey data.</li> <li>Further review behavioural strategies with the use of data, embed a strong coaching culture across the school to support and change school culture around punitive response.</li> <li>Develop a Multi-tiered System of Supports (MTSS) that supports students across the school.</li> <li>Build a culture of staff engagement with their own wellbeing and how it is enacted in the school environment to see positive change as a whole staff.</li> </ol>				

Actions: including Responsible role(s)		Resources	Actions: including Responsible role(s)	Resources																								
<b>Long term measurable/desired outcomes:</b> <ol style="list-style-type: none"> <li>1. Planning practices that ensure consistency and alignment across the whole school.</li> <li>2. Observable consistency of evidence-based practice in relation to agreed signature practices of Explicit Instruction through reading practices.</li> <li>3. Observable increased staff capability around data interrogation through the PLT process.</li> <li>4. Build rigor and quality assurance through an embedded three-phase moderation process.</li> <li>5. Have an identifiable whole school approach to SWANS (Students With Additional Needs), with the support of MTSS document.</li> <li>6. Review each Term 'Reading Signpost' – health check as DIBELS is unpacked through the year to roll out in 2027.</li> </ol>		<ul style="list-style-type: none"> <li>* Pedagogical Coach</li> <li>* Video P.D with focus on agenda-sharepoint</li> <li>* Teacher Aide P.D/week</li> <li>* Teaching and Learning Hub</li> <li>* Staff meeting schedule/parade time planning</li> <li>* Quality Assurance document</li> <li>* Planning alignment doc</li> <li>* Level 3 planning doc</li> <li>* Three phase moderation document</li> <li>* Formal observations</li> <li>* WOW feedback doc</li> <li>* Mentor program-weekly-PTT, New Grads, New Teachers to the school.</li> </ul>	<b>Long term measurable/desired outcomes:</b> <ol style="list-style-type: none"> <li>1. Consolidate a differentiated approach to wellbeing strategies, for all students in a preventative classroom space.</li> <li>2. Continue to build links between school and home that promote a preventative approach to behaviour with the use of wellbeing strategies to support.</li> </ol>																									
End of Year Success Criteria	Measures	<b>Performance:</b> <b>AIP measurable/desired outcomes:</b> <b>English, regional target A/B-50% A-C-80%</b> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Year Level</th> <th>A &amp; B</th> <th>A - C</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>60%</td> <td>85%</td> </tr> <tr> <td>Year 1</td> <td>66%</td> <td>90%</td> </tr> <tr> <td>Year 2</td> <td>45%</td> <td>88%</td> </tr> <tr> <td>Year 3</td> <td>52%</td> <td>87%</td> </tr> <tr> <td>Year 4</td> <td>44%</td> <td>77%</td> </tr> <tr> <td>Year 5</td> <td>60%</td> <td>93%</td> </tr> <tr> <td>Year 6</td> <td>32%</td> <td>71%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>*Quality assure classroom pedagogy of 'Explicit Instruction' and 'Daily Reviews' Prep-6.</li> <li>*Monitor a three phase moderation process Prep-6</li> <li>*Monitor data interagation through PLT's with fidelity Prep-6.</li> <li>*Prioritise strong reading routines with fidelity across the scool.</li> </ul>			Year Level	A & B	A - C	Prep	60%	85%	Year 1	66%	90%	Year 2	45%	88%	Year 3	52%	87%	Year 4	44%	77%	Year 5	60%	93%	Year 6	32%	71%
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		<b>Behaviour</b> <b>Students can/will:</b> <ul style="list-style-type: none"> <li><b>Digital Capabilities and Curriculum Integration</b> <ul style="list-style-type: none"> <li>Participate in collaborative digital learning experiences as the school builds technical capability.</li> </ul> </li> <li><b>Learning and Assessment Understanding</b> <ul style="list-style-type: none"> <li>Understand and participate in pre and post assessment processes to support the individual differentiation of each student.</li> <li>Use class 'Learning Walls' as an additional tool to engage and support student outcomes.</li> </ul> </li> <li><b>Active Learning Engagement and Feedback to inform</b> <ul style="list-style-type: none"> <li>Take ownership of learning pathways</li> <li>Participate in goal-setting discussions</li> <li>Reflect on personal learning progress</li> </ul> </li> <li><b>Learning Growth</b> <ul style="list-style-type: none"> <li>Set personal learning goals</li> <li>Seek feedback and support</li> <li>Demonstrate a growth mindset</li> </ul> </li> <li><b>Inclusive Learning</b></li> </ul>																										
		<b>Performance:</b> <b>AIP measurable/desired outcomes:</b> <ul style="list-style-type: none"> <li>Further refine classroom practices around 'reset spaces', 'check in and connect' and explicitly teaching PBL expectations. That will be measured through a decrease in classroom referrals.</li> <li>Increase in staff morale from 35.5% (2025).</li> <li>Increase in student attendance data from an average of 87% to 90%.</li> <li>25% reduction in whole school behaviour in 2026.</li> </ul>																										
		<b>Behaviour</b> <b>Students can/will:</b> <ul style="list-style-type: none"> <li><b>Wellbeing Framework</b> <ul style="list-style-type: none"> <li>Engage with the 'student wellbeing framework' to have input into what our students want our school to look/feel/sound like.</li> </ul> </li> <li><b>Cluster Engagement</b> <ul style="list-style-type: none"> <li>Engage with our school community to listen to where they want to see change-what are the signature practices that students would like to see at JSS.</li> </ul> </li> <li><b>Wellbeing Hub</b> <ul style="list-style-type: none"> <li>Engage with the programs/ processes that are supported through the Wellbeing Hub and learn how to transfer these regulations strategies into the classroom.</li> </ul> </li> <li><b>Community Practice</b> <ul style="list-style-type: none"> <li>Seek out opportunities to support our wider community, around economic and social isolation.</li> </ul> </li> </ul>																										
		<b>Teachers can/will:</b> <b>Wellbeing Framework</b>																										

- Respect and support diverse learning needs
- Collaborate effectively in mixed-ability groups

#### **Learning Strategies**

- Engage with 'Explicit Instruction' techniques
- Ask questions and seek clarification
- Develop self-monitoring learning skills
- Will be able to confidently use the class 'visible learning wall' to engage with a robust curriculum.

#### **Data Literacy**

- Learn to interpret and understand personal learning data
- Participate in goal-setting based on data

#### **Teachers can/will:**

##### **Curriculum Integration**

- Sustain the co-construction of 'visible learning walls' with students for greater engagement in curriculum.
- Build personal capability around 'Explicit Instruction' – the construction and implementation of lessons – through professional development from the curriculum team.

##### **Moderation and Implementation**

- Engage actively and with deliberateness in the three-phase moderation process through the PLT process

##### **Student Impact Focus**

- Regularly review and adjust teaching/strategies based on student data interrogation.
- Engage with and help develop attendance process that supports students to be at school.

##### **Professional Learning**

- Actively participate in school-wide professional development.

##### **Inclusion and Differentiation**

- Implement and monitor differentiation strategies across classrooms.
- Continue to implement a co-teaching model in the classroom environment.

##### **Pedagogical Practices**

- Consistently apply 'Explicit Instruction' techniques in daily lessons across whole school.

##### **Data Literacy**

- Use data to inform pedagogical decisions and direction.
- Contribute to collaborative data discussions in PLTs.

#### **Leadership team can/will:**

##### **Curriculum Interrogation**

- Continue to engage, build capability and lead curriculum in the classroom beside teachers.

##### **Moderation**

- Lead whole-school quality assurance of the three-phase moderation process- through PLT process and attending weekly meetings.

##### **Strategic Timetabling**

- Design flexible but deliberate scheduling that prioritizes targeted intervention and student learning across the school.

- Regularly review and adjust timetables based on student behaviour and academic performance data.

##### **Professional Learning Development**

- Develop a comprehensive whole school learning plan aligned with school priorities, that has flexibility to pivot if required, Through the ACDP process.

##### **Inclusion and Differentiation**

- Develop clear roles and responsibilities for Inclusion Teachers and HOIE, that will support clear understanding of the role throughout the school.

- Use the Staff Wellbeing framework to promote a 'change culture' process with shared accountability.
- Model whole school consistency of behaviour/language in the school with fidelity to enact a culture change.

#### **Wellbeing Hub**

- Embed data integration to inform classroom supports and coaching process.
- Embed a culture change around being proactive rather than reactive in our behaviour responses.

#### **Classroom**

- Engage with, build and feedback how a system of Multi-Tiered Systems of Supports (MTSS) is having impact.
- Teach PBL lessons each week to class and model behaviour expectations and language throughout the week.

#### **Community Practice**

- Seek opportunities to listen to our parent community (through our P&C) on how we can raise our school profile in the local area.

#### **Leadership team can/will:**

##### **Wellbeing Framework**

- Collaboratively develop a 'student wellbeing framework' driven by students that supports a positive school culture.
- Model processes/language/behaviour deliberately across the school to support a positive and supportive school culture.

##### **Cluster Engagement**

- Engage with regional staff and external agencies to build capability around a strong wellbeing and culture change across the school.

##### **Wellbeing Hub**

- Use data interrogation to inform school processes that will build engagement with a Multi-Tiered System of Supports (MTSS) to have impact.
- Continue to model both language and process that supports the wellbeing focus across the school.
- With the support of regional staff develop strategies that supports active student engagement in 'reset spaces' to enact engagement in the classroom.

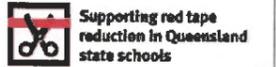
##### **Community Practice**

- Engage with the community to listen to input around school direction-through the P&C. Engage and build links with external agencies that can support our community

	<ul style="list-style-type: none"> <li>• Support implementation of co-teaching models.</li> <li>• Collaboratively develop an MTSS document and clarity for implementation at a whole school level.</li> <li>• <b>Pedagogical Support</b></li> <li>• Embed clear expectations for 'Explicit Instruction', understanding, construction, implementation as a signature practice, with fidelity.</li> <li>• Create systems for consistent data interrogation and case management-through PLT oversight.</li> </ul>		
Artefacts	Multi-Tiered Systems of Support Teacher aide weekly Professional Development planner	Artefacts	Multi-Tiered Systems of Support

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

To use our MTSS planning document to allow our work to be more targeted to the needs of our students and to give all staff a clear line of site in how to support our students.



**Approvals**

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

Káren Kuskey  
Principal

27.2.26  
P&C/School Council

25.02.2026  
Bronwyn Johnstone  
School Supervisor