



# One Mile State School

## Annual Implementation Plan 2025



Educational achievement



Wellbeing and engagement



Culture and inclusion

Reach, Respond & Record	Educational Achievement – Leading systematic implementation of:	Phase Implementing	Swoop & Support	Wellbeing & Engagement – Leading systematic implementation of:	Phase Implementing	
<b>Link to school review improvement strategy:</b>	<b>Key improvement strategy: Embed the processes for ICPs, PLPs and NCCD Moderation to strengthen capability in teacher implementation of support processes to drive student improvement. Differentiated teaching and learning: OMSS School Review 2021.</b>			<b>Link to school review improvement strategy:</b>	<b>Key improvement strategy: Embed the processes for ICPs, PLPs and NCCD moderation to strengthen capability in teacher implementation of support processes to drive student improvement. Differentiated teaching and learning: OMSS School Review 2021.</b>	
<b>Strategy/ies</b>	<ul style="list-style-type: none"> <li>Build teacher knowledge &amp; understanding to collaboratively plan, teach &amp; assess and review the effectiveness of their learning and teaching programs, ensuring students are developing knowledge, understanding and skills that align with Australian Curriculum Version 9, English &amp; Mathematics.</li> <li>Plan for key systematic and cohesive Instructional Leadership practices across the leadership team, including co-planning and curriculum discussions with teachers, leading CASW processes and Learning Walks. Continuing to monitor that the planned curriculum is enacted and quality assured.</li> <li>Celebrate the valuable contribution and commitment of One Mile State School staff in providing outstanding education and student improvement for all learners.</li> </ul>			<b>Strategy/ies</b>	<ul style="list-style-type: none"> <li>Build strong MTSS school wide responses to provide student support.</li> <li>Build and implement school-wide practices to support student engagement and student wellbeing framework.</li> <li>Develop with staff and implement school-wide practices to support staff wellbeing.</li> <li>Celebrate the contribution and commitment of One Mile State School staff in providing extracurricular opportunities for students.</li> </ul>	
<b>Actions - including Responsible officer(s)</b>		<b>Resources</b>	<b>Actions - including Responsible officer(s)</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>Leaders providing collaborative opportunities for teachers to strengthen their capability to plan and implement the Australian Curriculum (V9 English &amp; Mathematics) through the enactment of M1 – M4 process.</li> <li>Aligned to 2025 school budget to build teacher capability and provide opportunity for professional learning and collaboration \$54000.</li> <li>Leaders and educators continuing to work collaboratively to improve student reading achievement through quality whole school literacy approaches.</li> <li>Leaders leading curriculum, teaching and learning through systematic, cohesive and coordinated processes.</li> <li>Build capability of teachers to document support provisions (ICP's, PLP's and NCCD data collection &amp; moderation) provided to students using school wide processes and data collection systems to support the educational &amp; socio-emotional needs of students.</li> </ul>		Legend Y-Yearly T- Termly S – Semester M - Monthly W – Weekly F – Fortnightly D - Daily  P- Principal DP – Deputy Principal H – HOSES HOD – Head of Department B – Business Manager G – Guidance Officer	<ul style="list-style-type: none"> <li>Teachers &amp; Leaders enact a cohesive &amp; systematic whole school targeted approach to academic and social-emotional support through the One Mile State School Multitiered System of Support (MTSS).</li> <li>Leaders &amp; Teachers develop and implement Staff and Student Wellbeing Framework through data a Scan, Assess, Plan, Prioritise, Act and Reflect model.</li> <li>Leaders continue to build staff capability to implement the One Mile SS Student Code of Conduct, developed around the Positive Behaviour for Learning (PBL) framework, developing whole staff knowledge and understanding of effective use of data for decision- making for action planning. Leaders ensure the PBL team implement PBL Tier 1 with fidelity through the verification process.</li> </ul> Artefacts PBL & Reboot Resources in every classroom in the school <ul style="list-style-type: none"> <li>PBL key members attending regular regional PBL meetings</li> <li>Reset &amp; Refocus data tracking tools developed</li> <li>2024 Revised OMSS PBL Flowchart in every classroom in the school</li> <li>Wellbeing messages aligned to Student Wellbeing Framework and Staff Wellbeing Framework in communication</li> <li>One Mile State School MTSS Framework artefacts in classrooms</li> <li>Regular meeting agenda items Staff wellbeing</li> <li>Peer Skills led by staff &amp; PBL &amp; Earlyact Student group</li> <li>Annual Budget Plans aligned to Priorities, Strategies &amp; Actions</li> </ul>		Legend Y-Yearly T- Termly S – Semester M - Monthly W – Weekly F – Fortnightly D - Daily  P- Principal DP – Deputy Principal H – HOSES HOD – Head of Department B – Business Manager G – Guidance Officer	
<b>Measurable outcomes</b> End Term 4	<b>English Achievement</b> P-2 - 85% A-C; 50% A-B 3-6 -92% A-C; 50% A-B  <b>Mathematics Achievement</b> P-2 - 90% A-C; 55% A-B 3-6 – 90 % A-C; 60% A-B  <b>School Budget</b> School expenditure is closely monitored and aligned to school priorities and plans.			<b>Measurable outcomes</b> End Term 4	<b>English Achievement</b> P-2 - 85% A-C; 50% A-B 3-6 -92% A-C; 50% A-B  <b>Mathematics Achievement</b> P-2 - 90% A-C; 55% A-B 3-6 – 90 % A-C; 60% A-B  <b>School Budget</b> School expenditure is closely monitored and aligned to school priorities and plans.	

**School Opinion Survey Data**

100% Staff think that they receive useful feedback about my work at this school.

**Setting Professional Goals**

100% Staff engage in the process of Setting Professional Goals (SPG) and provide positive feedback about the process and positive impact on their Professional knowledge, practice and engagement (AITSL).

**Success criteria**

**Behaviourally: Students,**

Students can/will:

- 95% of students Prep – 6 by the end of the year can confidently answer – ‘What are you learning?’ and ‘What do you need to do to improve?’ with a deep understanding of the purpose (why) of assessment (Marking Guide) (Sharratt, 2019).
- 95% P-6 students engage decode to make meaning from a text (Reading Strategy) – aligned with the Australian Curriculum V9 (D, HOD, P).
- Yr 3-6 Reading students successfully engage in comprehending through shared and dialogic reading AC V9 texts.
- Access confidently use the inclusive differentiated supports (human/visual/concrete/technological) to access curriculum with success.
- Engage Communicate their current achievement level and know their next learning steps, articulating understanding of the AC/assessment task and purpose during Learning Walks (Sharratt 5 Questions) 3 x T (HOD).

**Teacher Aides**

Teacher aides can/will:

- Demonstrate and understand that reading is a process of decoding a text and use evidence-based ‘Simple View of Reading’, literacy practices to support whole school literacy practices.
- Demonstrate One Mile SS MTSS Tier 1,2 & 3 support practices for students to ensure that the full range of learners are engaged and have access to curriculum.

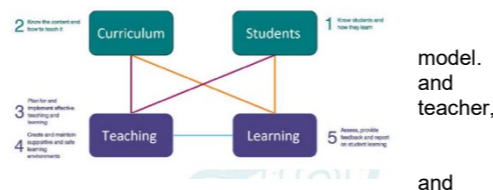
**Teachers**

Teachers can/will:

- Engage in Pre-moderation planning meetings, collaborative data conversations, unpacking and tracking supports and differentiation to enable student success and engagement. (V9 English & PLP updated) (HOD) T.
- Engage in learning walks and respond to the Curriculum, teaching, learning and learner questions with a deep knowledge & understanding of the curriculum V9 (Marking Guide and purpose of assessment), how to teach it and what a student’s next steps will be to improve. (3xT Leadership team).
- Can articulate a clear vision for how they are teaching reading ‘Simple View of Reading’, at One Mile State School and refer to whole school practices and the Simple View of Reading/Reading Statement. (3xT Leadership team)
- Know their learners and are able to confidently articulate how they differentiate for their learners. and how they record evidence for this using the school-wide system for multi-tiered support and the OneSchool record keeping. (PLP’s, ICP’s and Support Provisions).HOSES & HOD 2x termly.
- Demonstrate knowledge and understanding of V9 Mathematics units of work, and demonstrate this through their high-quality planning, engaging teaching, learning and assessing practices Led by HOD.
- 100% teachers engage professional in Interschool (Gympie) Moderation for English Units of learning V9 termly (HOD, P).
- Engage in evidence based adult learning collaborative learning.

Leadership team can/will:

- Actively conduct learning walks throughout the year using the AITSL (see image) to ensure the planned curriculum (three levels) is enacted monitor the impact of the curriculum on learner achievement. Build TA capability to deliver quality and evidence based literacy practices, underpinned by the Simple View of Reading.
- Lead and collaborate in M1-M4 processes (Pre-moderation, Curriculum Teaching and learning.) – including transition processes.
- Co-design with like schools, moderate, quality assure and lead Interschool (Gympie) Moderation for English Units/Reading Strategy of learning V9 termly (HOD, P)
- Lead quality targeted professional learning opportunities through multiple opportunities leveraging expertise not only from its own staff, but also from like schools in the area – PLC’s, Coaching, staff meetings, engage in Setting Professional Goals (SPG) phases, and lead school visits (Urangan Point SS).
- Lead Instructional leadership in multi-tiered support (monitoring and evidence) – Leader behaviours include – attending Student Diversity meetings, scheduling staff Meeting time, Leading data conversations about PBL, LOA’s, Coaching & mentoring teachers.
- Develop, refine and review Roles & Responsibilities for the leadership team.
- Commission external/internal support for students/teacher where need identified (P).
- Lead Unpack V9 Science/Technology/Health & PE units of work implementation plans for 2026.
- Develop a Parent & Community shared understanding of the Reading Statement and the role that parents play in supporting their child’s literacy development.
- Celebrate the commitment, expertise and professionalism of all staff in providing outstanding education for all students across a variety of opportunities..



**Behaviour Data**

P-6 80% students within Tier 1  
P-6 15% students within Tier 2  
P-6 5% students within Tier 3

**School Opinion Survey Data**

90% Students think that behaviour is well managed  
85% Staff think that Student behaviour is well-managed  
75% Staff think Staff Morale is positive  
80% Staff think that staff are well-supported following an occupational violence/aggressive incident.  
85% Staff think they are treated fairly

**Success criteria**

**Behaviourally: Students,**

Students can/will:

- 100% of students will know the weekly PBL lesson and use the language of PBL.
- Articulate weekly expectation and what it looks/sounds/feels like.
- 80% of students will be able to identify 'how they are feeling' "Reboot language faces- number etc) and the strategies to assist them to be a successful learner (Reboot) (aligned to PBL measures).
- 90% of students will state they feel safe at school on the School Opinion Survey.
- Student Leaders (5/6) PBL will participate confidently in Leadership Learning Walks with leadership team/PBL team (DP).
- 90% Yrs 1-6 students will own LOA's and their learning goals and their next steps.
- Students engage actively in school wide processes to support student engagement & wellbeing (Doug Fisher 2024).

**Teacher Aides**

Teacher Aides can/will:

- 100% TA's will use the language of trauma informed practice (PBL/Reboot) to support students.
- Teacher aides & staff co-design a Staff Wellbeing framework.

**Teachers**

Teachers can/will:

- 100% Embed school wide weekly PBL lessons (DP) – weekly memo, parade, facebook post, newsletter, this lesson will be visible in the classroom,
- 100% will deliver Social Emotional Lessons (Reboot) lessons aligned to the whole school Student Wellbeing Framework & AC – General capabilities -personal & social capabilities (HOD & DP).
- 100% will engage in PBL cohort Data and Goal setting week 2 & 7 Termly (DP) – shared in a HUB/band level PBL - reboot newsletter.
- Build data literacy of TrackEd to be released to teacher's& teacher lead data conversations at staff meetings – with lines inquiry and wonderings.... opening up lines of inquiry to whole staff...deep dives into data...I do we do you do process for sharing cognitive load and access to Tracker Ed.
- Teacher's co-design a Staff Wellbeing framework supported Leaders.

**Leaders**

Leadership team can/will

- Embed weekly Student Diversity meetings to build a MTSS Tier one odd weeks, Tier 2&3 even weeks and develop processes for monitoring impact of the meetings on student engagement (PBL – OneSchool).
- Monitor the implementation/Implement school-wide Respectful Relationships program (SET, GO) – (P).
- Facilitate Student Leaders (5/6) PBL Learning Walks with leadership team/PBL team (DP) report back to the PBL team.
- Implement weekly PBL data review and enactment of multi-tiered PBL support at committee meetings.
- Review PBL data fortnightly at School Improvement Meetings (SIT) to use for Case management a cohort or year level, monitoring the evidence of impact on student engagement and achievement.
- Review Student Code of Conduct 2024-2026 (Introduce new Behaviour Flow chart) Develop and Implement Staff and Student Wellbeing Framework through data a Scan, Assess, Plan, Prioritise, Act and Reflect model.
- Build the capability of all staff to implement PBL – and monitor the fidelity of implementation across the whole school.
- Build teacher data literacy – through planned and systematic leader lead discussions sharing LOA, SORD and Tracker Ed data (OMSS Data plan 2025) – 2 x term (HOD, HOSES, DP, P).
- Engage in Setting Professional Goals (SPG) across the three phases and undertake as a team 1 shared professional learning as a team per semester – aligned to AIP priorities (DeWitt "Instructional Leadership, H Ransom, High Performing Teams / Schools – Dr Pete Stubbins.
- Celebrate the commitment, expertise and professionalism of all staff in providing outstanding education for all students
- Leaders, Teachers, Teacher aides & staff co-design a Staff Wellbeing framework supported by Regional Principal Advisor Wellbeing.

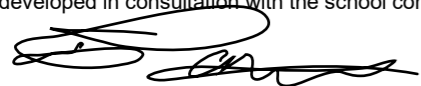
	Artefacts		Artefacts		Artefacts		
	Measurable outcomes	Success criteria	Artefacts	Measurable outcomes	Success criteria	Artefacts	
End Term 1	<p>LOA English &amp; Mathematics Tracking through termly data collection and data conversations English P-2 - 85% A-C; 50% A-B 3-6 -90% A-C; 50% A-B</p> <p>Mathematics P-2 - 90% A-C; 50% A-B 3-6 - 90 % A-C; 50% A-B</p>	<p><b>Behaviourally:</b> Students can/will:</p> <ul style="list-style-type: none"> <li>articulate a confident answer to Q 1 'What are you learning?' aligned to Marking Guide and assessment task.</li> <li>90-95% of students in Yr1-2 will be decoding to comprehend a text (Reading Strategy – Simple View of Reading) – aligned with the Australian Curriculum V9 (D, HOD, P) .</li> <li>begin to access support/differentiation resources to support learning success.</li> </ul> <p>Teacher Aides can/will:</p> <ul style="list-style-type: none"> <li>Undertake professional learning for teacher aides, supporting Reading Strategy delivery (HOD,) &amp; have opportunities to apply this knowledge of Reading in everyday teaching and learning practice..</li> <li>Develop and enact Setting Professional Goals (SPG) aligned to AIP process across the three phases (End T1 – T4)(P, DP).</li> </ul> <p>Teachers can/will:</p> <ul style="list-style-type: none"> <li>Engage and collaborate with year level cohort and HOD &amp; HOSES during M1-M4 process during Curriculum planning, assessing and reporting (HOD) T.</li> <li>Can begin to articulate a clear vision for how they are teaching reading 'Simple View of Reading', at One Mile State School and refer to whole school practices and the Simple View of Reading/Reading Statement. (3xT Leadership team).</li> <li>Engage in Professional learning to develop a proficiency in OneSchool processes and school processes to document student support. (M).</li> <li>Demonstrate knowledge &amp; understanding pedagogy that builds capability to improve student engagement and learning success (T).</li> <li>Develop goals for PIP aligned AIP priorities.(P) (3x year).</li> <li>Unpack V9 Mathematics units of work implementation plans for 2025.</li> </ul> <p>Leadership team can/will:</p> <ul style="list-style-type: none"> <li>Develop Learning Walk protocols for leadership team and respond to feedback to teachers (3XT) P Undertake &amp; Student Leader Walks (3XT) HOD.</li> <li>Ensure the planned curriculum (three levels) is enacted and monitor the impact of the curriculum on learner achievement. (3XT) P, HOD.</li> <li>Monitor and review teacher confidence and capability through Learning Walks with ACV9 and/or Reading/Differentiation.</li> <li>Build teacher, TA capability to deliver high quality and evidence based literacy practices, underpinned by the Simple View of Reading. (HOD 3xT).</li> <li>Identify and group PLC community members and – develop agreed protocols for the PLC (3x T) P</li> <li>Prioritise additional time to support teacher capability in recording adjustments and supports (HOSES) M.</li> <li>Deliver Reading Strategy professional learning &amp; opportunities for parents to develop an understanding of the Reading Position Statement (QLearn modules Term 1-4) HOD -C.</li> <li>Lead Unpack V9 Science/Technology/Health &amp; PE units of work implementation plans for 2026. (HOD)</li> <li>Celebrate the commitment, expertise and professionalism of all staff in providing outstanding education for all students (P) Termly.</li> </ul>	<p>Tracker Ed in use across the school to monitor student learning</p> <p>PLP's for NCCD students</p> <p>School Wide resources linked to V9 English and Reading Strategy</p>	End Term 1	<p><b>Behaviour Data</b> P-6 80% students within Tier 1 P-6 15% students within Tier 2 P-6 5% students within Tier 3</p>	<p><b>Behaviourally:</b> Students can/will:</p> <ul style="list-style-type: none"> <li>know classroom routines how they support their wellbeing.</li> <li>95% know the PBL expectation for the week and how it assists with learning and wellbeing.</li> <li>95% will be able to articulate how they are feeling using the 5 Reboot faces.</li> <li>Student Leaders will understand the role that they play in Leadership Learning Walks PBL</li> <li>Students in year 4-6 will undertake the QEW Survey.</li> </ul> <p>Teacher aides can/will</p> <ul style="list-style-type: none"> <li>100% TA's will use the language of trauma informed practice (PBL/Reboot) to support students.</li> <li>Attend Wk 2&amp; 7 PBL Goal setting meeting (Staff meeting).</li> <li>Collaborate with leaders to develop personal wellbeing plan access Department Wellbeing resources to support their ongoing wellbeing (M) P.</li> </ul> <p>Teachers can/will:</p> <ul style="list-style-type: none"> <li>80% of will undertake the Staff Needs Wellbeing Assessment.</li> <li>Collaborate in cohort to build PBL data literacy and develop PBL cohort goals aligned to school behaviour data sets.</li> <li>Deliver weekly PBL lessons and make explicit cohort goals.</li> <li>Embed Reboot strategies to support all learners.</li> <li>Participate in H&amp;S processes to enhance reporting and responding processes.</li> <li>Collaborate with leaders to develop personal wellbeing plan (PWP) Access Department Wellbeing resources to support their ongoing wellbeing (M) P.</li> <li>Celebrate improved student engagement (PBL data).</li> </ul> <p>Leadership team can/will:</p> <ul style="list-style-type: none"> <li>Deliver Peer Skills program.</li> <li>Deliver the Staff Needs Wellbeing Assessment survey to all staff and share results with the staff (Y) GG &amp; P.</li> <li>Develop an Action Plan and Staff Wellbeing Framework to respond to the Wellbeing needs of the staff and collaborate with regional staff to support ongoing professional learning. Y (P &amp; GO).</li> <li>Monitor 5 weekly the PBL data and SORD data reporting on student engagement and review effectiveness of strategies – adopt and adapt to respond.</li> <li>Embed the Multi-tiered student support model across behaviour and learning (W- DP &amp; HOSES) and monitor fidelity of the MTSS through student data sets (SORD).</li> <li>Lead Monthly (SIT team) and termly (whole staff) review of AIP strategies and actions Leadership reports Monthly – Last Wednesday of the month).</li> <li>Celebrate the commitment, expertise and professionalism of all staff in providing outstanding education for all students (P – T).</li> </ul>	<p>Personal Wellbeing Plans (PWP)</p> <p>Visible PBL &amp; Reboot resources school wide</p> <p>Staff Wellbeing Framework &amp; Action Plan</p> <p>Community celebration of student achievement &amp; staff contributions. - (social media, newsletter, newspaper)</p>
End Term 2	<p>LOA English Tracking through termly data collection and data conversations P-2 - 95% A-C ;70% A-B 3-6 -95% A-C; 55% A-B</p>	<p><b>Behaviourally:</b> Students can/will:</p> <ul style="list-style-type: none"> <li>articulate a confident answer for 'How can you improve and Where can I go for help' 'aligned to Marking Guide and support differentiation resources.(3xT) Leadership Team.</li> <li>90-95% of students in P-2 will be decoding to comprehend a text (Reading Strategy – Simple View of Reading) – aligned with the Australian Curriculum V9 (D, HOD, P)</li> </ul> <p>Teacher aides can/will</p> <ul style="list-style-type: none"> <li>Undertake professional learning for teacher aides, supporting Reading Strategy delivery (HOD,) &amp; have opportunities to apply this knowledge of Reading in everyday teaching and learning practice.</li> <li>Develop and enact Setting Professional Goals (SPG) aligned to AIP process across the three phases (End T1 – T4)(P, DP).</li> </ul> <p>Teachers can/will:</p> <ul style="list-style-type: none"> <li>Routinely engage and collaborate with year level cohort and HOD &amp; HOSES during M1-M4 process during Curriculum planning, assessing and reporting (HOD) T.</li> <li>Working within the PLC's (at three-week intervals – including staff meeting time but not limited to)</li> </ul>	<p>Tracker Ed in use across the school to monitor student learning</p> <p>PLP's for NCCD students</p> <p>School Wide resources linked to V9 English and Reading Strategy</p>	End Term 2	<p><b>Behaviour Data</b> P-6 80% students within Tier 1 P-6 15% students within Tier 2 P-6 5% students within Tier 3</p>	<p><b>Behaviourally:</b> Students can/will:</p> <ul style="list-style-type: none"> <li>know classroom routines how they support their wellbeing.</li> <li>95% know the PBL expectation for the week and how it assists with learning and wellbeing.</li> <li>80% know the cohort goal and strategies to assist.</li> <li>95% will be able to articulate how they are feeling using the 5 Reboot faces.</li> <li>70% will be able to articulate strategies to assist them to be a successful learner (Reboot).</li> <li>Student Leaders will understand and participate in Leadership Learning Walks PBL (3XT)</li> <li>Access the Peer Skills Helpers in the playground and promote on parade each week. (D)</li> <li>Students in year 4-6 develop personal wellbeing plan responding to QEW survey data.</li> </ul> <p>Teacher aides can/will</p> <ul style="list-style-type: none"> <li>100% TA's will use the language of trauma informed practice (PBL/Reboot) to support students</li> <li>Attend Wk 7 PBL Goal setting meeting (Staff meeting).</li> <li>Review the effectiveness of PWP (Personal wellbeing plan) and adapt and adopt the plan.</li> </ul> <p>Teachers can/will:</p>	<p>Personal Wellbeing Plans (PWP)</p> <p>Visible PBL &amp; Reboot resources school wide</p> <p>Staff Wellbeing Framework &amp; Action Plan</p> <p>Community celebration of student achievement &amp;</p>

		<ul style="list-style-type: none"> <li>Confidently engage in Curriculum, Teaching and learning conversations, data conversations (CASW &amp; On Track for Success) (3XT) HOD, P</li> <li>Develop a clear understanding of their vision for how they are teaching reading 'Simple View of Reading', at One Mile State School and refer to whole school practices and the Simple View of Reading/Reading Statement. (3xT Leadership team)</li> <li>Monitor the achievements of all students through data conversations at On Track for Success and celebrate the outstanding education for all students (M) HOD</li> </ul> <p>Leadership team can/will</p> <ul style="list-style-type: none"> <li>Develop teacher &amp; TA capability to teacher and assess using the Simple View of Reading. (EFI modules &amp; QCAA Term 1-4) HOD Monitor teacher confidence and capability through Learning Walks (UTE model) with ACV9 and/or Monitor and support the learning goals of PLC's and provide mentorship to foster continued intentional collaboration and build teacher capability. (M) P&amp; HOD</li> <li>Planning for additional time to support teacher capability in recording adjustments and supports HOSES.(M)</li> <li>Lead Unpack V9 Science/Technology/Health &amp; PE units of work implementation plans for 2026. HOD T</li> <li>Celebrate the commitment, expertise and professionalism of all staff in providing outstanding education for all students (T)</li> </ul>				<ul style="list-style-type: none"> <li>Continue to deliver weekly PBL lessons and make explicit cohort goals and report feedback about student engagement in the lessons (W&amp; T) DP.</li> <li>Collaborate in cohorts to build PBL data literacy and develop PBL cohort goals aligned to school behaviour data sets (T) DP.</li> <li>Embed Reboot strategies to support all learners (D).</li> <li>Participate in review of data &amp; H&amp;S processes to enhance reporting and responding processes.</li> <li>Review the effectiveness of PWP (Personal wellbeing plan) adapt and adopt the plan &amp; continue to access Department Wellbeing resources to support their ongoing wellbeing (M) T.</li> <li>Celebrate improved student engagement (M) P.</li> </ul> <p>Leadership team can/will:</p> <ul style="list-style-type: none"> <li>Implement Peer Skills to Student Leaders.(M) HOSES &amp; P.</li> <li>Undertake Leadership Learning Walks and respond to the needs of teachers and learners through School Improvement Team,(3XT) Student Diversity and PBL Teams aligned to priorities, data targets.</li> <li>Implement weekly PBL data review and enactment of multi-tiered PBL support W DP.</li> <li>Review PBL data fortnightly at School Improvement Meetings (SIT).</li> <li>Implement Action Plan and Staff Wellbeing Framework to respond to the Wellbeing needs of the staff and collaborate with regional staff to support ongoing professional learning. Y (P &amp; GO).</li> <li>Lead Monthly (SIT team ) and termly (whole staff) review of AIP strategies and actions ( Leadership reports Monthly – Last Wednesday of the month).</li> <li>Celebrate the commitment, expertise and professionalism of all staff in providing outstanding education for all students.</li> </ul>	<p>staff contributions. - (social media, newsletter, newspaper)</p>
End Term 3	<p>LOA English Tracking through termly data collection and data conversations P-2 - 95% A-C ;70% A-B 3-6 -95% A-C; 55% A-B</p> <p><b>School Opinion Survey Data</b> 100% Staff think that they receive useful feedback about my work at this school.</p> <p><b>Annual Professional Development Plan</b> 100% Staff engage in the process of SPG and provide positive feedback about the process and positive impact on their Professional knowledge.</p>	<p><b>Behaviourally:</b> Students can/will</p> <ul style="list-style-type: none"> <li>95% of students Prep – 6 can confidently respond (spoken or alternate mode) to the '5 Questions' (Sharratt). with a deep understanding of the purpose (why) of assessment (Marking Guide) and how to be successful. (Sharratt, 2019).</li> <li>90-95% of students in P-2 will be decoding to comprehend a text (Reading Strategy – Simple View of Reading) – aligned with the Australian Curriculum V9 (D, HOD, P).</li> <li>90-95% students in Yr 3-6 will use Reading Comprehension (word reading &amp; language comprehension – Simple View of Reading) to build effective reading.</li> <li>Utilise individual supports to enhance their engagement in learning.</li> </ul> <p>Teacher aides can/will</p> <ul style="list-style-type: none"> <li>Undertake professional learning for teacher aides, supporting Reading Strategy delivery (HOD,) &amp; have opportunities to apply this knowledge of Reading in everyday teaching and learning practice.</li> <li>Develop and enact SPG process aligned to AIP process across the three phases (End T1 – T4)(P, DP)</li> </ul> <p>Teachers can/will:</p> <ul style="list-style-type: none"> <li>Engage and collaborate with year level cohort and HOD &amp; HOSES during M1-M4process during Curriculum planning, assessing and reporting (HOD) T.</li> <li>Confidently engage in Curriculum, Teaching and learning conversations, data conversations, monitoring the achievements of all students and celebrate the outstanding education for all students (T) (3XT) ( &amp; HOD &amp; HOSES)</li> <li>Confidently discuss the Reading Strategy and enactment in their classroom for all students and be able to identify their next learning step. (2XT).</li> <li>Moderate the reviewed data for individual students through school wide NCCD processes and practices (HOSES) T.</li> <li>Working within the PLC's (including staff meeting time but not limited to) to build teacher capability.</li> <li>Engage in Phase 2-3 of the SPG (Setting Professional Goals) process (T).</li> </ul> <p>Leadership team can/will:</p> <ul style="list-style-type: none"> <li>Lead M1- M4 Curriculum planning &amp; teaching, assessing and reporting through co-planning &amp; collaboration year level &amp; cohort (HOD &amp; HOSES) T.</li> <li>Develop teacher &amp; TA capability to teacher and assess using the Simple View of Reading. (EFI modules &amp; QCAA Term 1-4) HOD Monitor teacher confidence and capability through Learning Walks (UTE model) with ACV9 and/or Reading/Differentiation (T) P.</li> <li>Lead Unpack V9 Science/Technology/Health &amp; PE units of work implementation plans for 2026. HOD T</li> <li>Monitor and review the learning outcomes (teacher determined learning goals) of PLC's and provide mentorship to foster continued intentional collaboration aligned to school wide pedagogies and ACARA V9 English (P &amp; HOD) T.</li> <li>Lead professional learning through Phase 2 &amp; 3 of the SPG process (P &amp; DP). T.</li> <li>Celebrate the commitment, expertise and professionalism of all staff in providing outstanding education for all students T.</li> </ul>	<p>Tracker Ed in use across the school to monitor student learning</p> <p>PLP's for NCCD students</p> <p>School Wide resources linked to V9 English and Reading Strategy</p>	End Term 3	<p><b>Behaviour Data</b> P-6 80% students within Tier 1 P-6 15% students within Tier 2 P-6 5% students within Tier 3</p> <p><b>School Opinion Survey Data</b> 90% Students think that behaviour is well managed 85% Staff think that Student behaviour is well-managed 75% Staff think Staff Morale is positive 85% Staff think that staff are well-supported following an occupational violence/aggressive incident. 85% Staff think they are treated fairly</p>	<p><b>Behaviourally:</b> Students can/will:</p> <ul style="list-style-type: none"> <li>95% know the PBL expectation for the week and how it assists with learning and wellbeing. (3XT) DP.</li> <li>Articulate cohort goal (from week 2 &amp; 7 Cohort goal) and strategies required to improve their learning know classroom routines how they support their wellbeing.(3XT) DP.</li> <li>95% will be able to articulate how they are feeling using the 5 Reboot faces. (3XT) T.</li> <li>80% will be able to articulate strategies to assist them to be a successful learner (Reboot) (3XT) T.</li> <li>Student Leaders will understand the role that they play in Leadership Learning Walks PBL</li> <li>Know their Peer Skills Helpers and be access the Peer Skills Helpers in the playground and promote on parade each week.</li> </ul> <p>Teachers can/will:</p> <ul style="list-style-type: none"> <li>Access to Leadership and Department Wellbeing resources to support their ongoing wellbeing (T) P.</li> <li>Collaborate in cohort to build PBL data literacy and develop PBL cohort goals aligned to school behaviour data sets (M) DP</li> <li>Deliver weekly PBL lessons and make explicit cohort goals (T).</li> <li>Embed Reboot strategies to support all learners.</li> <li>Celebrate improved student engagement.</li> </ul> <p>Leadership team can/will:</p> <ul style="list-style-type: none"> <li>Continue the Peer Skills program playground support and training with student leaders (HOSES, P).</li> <li>Celebrate the commitment, expertise and professionalism of all staff in providing outstanding education for all students (T).</li> <li>Implement weekly PBL data review and enactment of multi-tiered PBL support (M) DP.</li> <li>Review and monitor PBL data fortnightly at School Improvement Meetings (SIT) (F) DP.</li> </ul>	<p>Personal Wellbeing Plans (PWP)</p> <p>Visible PBL &amp; Reboot resources school wide</p> <p>Staff Wellbeing Framework &amp; Action Plan</p> <p>Community celebration of student achievement &amp; staff contributions. - (social media, newsletter, newspaper)</p> <p>School Opinion Data</p> <p>NCCD Data Collection</p> <p>PBL Data/Oneschool</p>

**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



