



School priority 1	By the end of 2024, 100% of staff will have developed, in partnership with the HODC, English and Maths Curriculum Version 9 Units of work.	Phase D	Developing - D Implementing - I Embedding - E Reviewing - R	School priority 2	By the end of 2024, staff wellbeing and student wellbeing and engagement will be improved as a result of the embedding of multi-tiered systems of support that are responsive to the needs of our staff and students and measured by attendance, SDAs and School Opinion Survey responses.	Phase I	Developing - D Implementing - I Embedding - E Reviewing - R
Strategy/ies	<ul style="list-style-type: none"> Review and refine all levels of curriculum planning aligned to version 9 of the Australian Curriculum, English and Maths. Review current units of work and resources to determine best fit for version 9. Review moderation & assessment strategies to ensure alignment with Version 9. 			Strategy/ies	<ul style="list-style-type: none"> Refine and further develop wellbeing strategies in partnership with the regional wellbeing team. Students to undertake student wellbeing survey. Student council actions in junior and senior school running lunch time clubs for wellbeing. Staff prioritisation of 2023 SOS data collaboratively owned and implemented. 		
Actions		Resources		Actions		Resources	
<ul style="list-style-type: none"> Prioritise Collegial Curriculum Planning – Inclusion, Adjustments, Differentiation and Engagement via timetabled SBT with school leaders. Provide coaching and mentoring including Feedback and Feedforward for early careers teachers. Model school priorities and strategies for staff including provision of WOW time. Prioritise ongoing Moderation and Monitoring of Student Work and Data in SBT with year level cohort. Embed effective use of Human Resources to support school priorities. 		<ul style="list-style-type: none"> Australian Curriculum v9 School priorities documents. P-12 CARF 		<ul style="list-style-type: none"> Embed a Whole School Approach to support Wellbeing. Prioritise 8 Days of Growing to set clear and consistent expectations across the school. Review PBL (known locally as PRL) levels of support and document changes. Refine student supports to ensure consistency in global and individual expectations. Refine existing strategies for addressing student absences. Review Wellbeing Action Plan with team members. 		<ul style="list-style-type: none"> Student Code of Conduct Wellbeing Survey P-12 CARF 	
End Term 4	Measurable outcomes	100% of beginning teachers will have received coaching and mentoring. 100% of staff requesting WOW time will have received this. 100% of staff who have requested PD to support curriculum planning and PDP tracking for success will have engaged in learning.		End Term 4	Measurable outcomes	Attendance rate moves from 84% to 89%. Students with < 85% attendance rate moves from 37% to 32%. Students with chronic absenteeism moves from 29% to 24%. No of students with an SDA decreases from 2023. Staff Morale % School Opinion Survey – Target: 70% Student Safety % School Opinion Survey – Target: 75%	
	Success criteria	Behaviourally: Students can/will: <ul style="list-style-type: none"> Will provide feedback to staff on units of work and preferred resources for reading. Will provide feedback to staff on school mathematics program and embedded strategies. Will be engaged as learners in the classroom successful learners Teachers can/will: <ul style="list-style-type: none"> Engage confidently within their teams to plan and develop V9 units of work including assessment and monitoring tools. Be confident in their knowledge of the horizontal and vertical demands of AC V9 in order to monitor for evidence and determine next steps. Leadership team can/will: <ul style="list-style-type: none"> Be confident of line of sight from planning to the delivery of the Australian Curriculum V9 which meets the needs of individual students. 			Success criteria	Behaviourally: Students can/will: <ul style="list-style-type: none"> Demonstrate the documented and expected behaviour expectations for learning and play time. Be able to respond appropriately to life experiences by self-regulating. Teachers can/will: <ul style="list-style-type: none"> Engage confidently within their teams to plan and cater for individual student need supported by the wellbeing and engagement team. Be confidently advocating for support for students within their class through case management and SNAC processes. Leadership team can/will: <ul style="list-style-type: none"> Have established proactive systems for identifying and supporting vulnerable students. Have processes to follow up long term absences and significant student behaviour concerns. 	
	Artefacts	<ul style="list-style-type: none"> Documented unit planning for V9 in English and Maths. Documented review schedule for units of work. Reviewed and documented English and Maths strategies including provision of Knowledgeable Others. Drafted and Trialled assessment tasks for action and feedback. Student Free Day January 2025 implementation plan. 			Artefacts	<ul style="list-style-type: none"> Displaying of non-negotiable PRL and relevant support systems in classrooms. Documented whole school behaviour expectations for learning and play time are refined and implemented eg scripted response for swearing incidents, wellbeing targeted lessons embedded in school strategy Wellbeing Action Plan in place. Student behaviour, learning needs and parent communications are uploaded to Oneschool. SOS data shows target areas are improved. 	

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, Sam Donovan