School priority 1	Creating and embedding a consistent pedagocial approach to reading within the P-6 Version 9 English Australian Curriculum.	**Phase**	Developing	School priority 2	Applying Sharratt's CLARITY pedagogical approach over the teaching Mathematics within the P-6 Version 9 Australian Curriculum.	**Phase**	Implementing
Link to school review improvement strategy:	*Domain 8 Effective Pedagogical Practices – Key Improvement Strategy*: Implement a research-informed approach for the teaching of reading within the context of the AC in the early years, to ensure a consistent approach in pedagogical instruction.			**Link to school review improvement strategy:**	*Domain 6 Systematic Curriculum Delivery – Key Improvement Strategy:* Collaboratively review the conventions of each assessment task, including scaffolds and supports, to ensure that students have opportunities to meet the cognitive demands of the AC.		
Strategies	• Adopt the Literacy Continuum to monitor reading skills progress of students across the school. • Utilise the 'Simple View of Reading' as the key pedagogical approach to the teaching of reading across the school. • Evolve the teaching of spelling, with reading, utilising the use of 'Systematic Synthetic Phonics' (Johnson et al 2012). • Communicate changes to the teaching of reading to the parent community to ensure consistency among school and home.			**Strategy**	• Co-construct with students, Mathematics learning walls in all classrooms utilising Sharratt's guide (also outlined in Professional Learning Planner) to build a suite of effective pedagogical approaches, suitable for all student developmental levels.		

Actions and Responsible Officer/s	Resources	Actions and Responsible Officer/s	Resources
• Provide English planning time to teachers during Professional Learning Release (PLR) and Job Embedded Learning (JEL) times, with an emphasis of reading demands within the current English AC Unit. *Principal, HOD-C*	PLR Release time when students are at Science. Also utilise teacher meeting time as JEL.	• Provide Mathematics (Version 9) familiarisation and planning time for teachers during Pupil Free Days as well as Job Embedded Learning (JEL) and Professional Learning Release (PLR) times. This will be outlined in the Professional Learning Planner. *Principal & HOD-C*	PLR Release time when students are at Science. Also utilise teacher meeting time as JEL.
• Engage teachers in the 'Reading through the Australian Curriculum' learning suites and utilise to support the construction of the school's consistent reading pedagogical approach. *Principal*	Reading within the Australian Curriculum learning suite.	• Review and implement effective learning wall co-construction and other Sharratt strategies for the area of Mathematics. Leadership team support teachers through regular learning walks and talks whilst utilising the 5 Questions for Teachers & Students. *Principal & HOD-C*	PLR Release Time.
• Revamp school Library space with new furniture from BFX Furniture, including purchase of new book titles for all ages and abilities. *Principal & Library TA*	I4S funding ($22,000).	• Purchase resources to provide new and additional hands-on material to support the teaching of the various content within Version 9 Australian Curriculum Mathematics. *Principal, HOD-C & BM.*	• Literacy/Numeracy Cost Centre + I4S Funding ($5,000)

End Term 4

	Priority 1	Priority 2
Measurable outcomes	• 90%+ (P-2) & 95%+ (3-6) students achieving a C or above in English A-E. • 100% students at National Minimum Standard in NAPLAN.	• 95%+ students achieving a C or above in Mathematics A-E. • 100% students at National Minimum Standard in NAPLAN.
Success criteria	Students will: • Engage regularly in the explicit teaching of reading and clear 'next steps' for reading and/or comprehension that are noted and can be easily articulated by students. Teachers will: • Utilise confidently, the 'Simple View of Reading' and a 'Systematic Synthetics Phonics' approach to the teaching of reading and spelling. Leadership team will: • Purposefully discuss reading data with teachers and students as part of regular learning walks and talks to gain an understanding of reading celebrations and areas for improvement across the whole school and in class/individuals.	Students will: • With confidence, answer all of Sharratt's 5 Questions (1. What are you learning? Why? 2. How are you doing? 3. How do you know? 4. How can you improve? 5. Where do you go for help?) within the teaching of AC V9 Mathematics. Teachers will: • Engage in the sharing of Sharratt planning and pedagogical approach successes with their peers within the school and cluster (Discovery Coast – AWSS, Rosedale, Lowmead, Wartburg, Yandaran). Leadership team will: • Engage and lead with school staff and cluster network to successfully moderate and share success stories within Mathematics and/or Positive Behaviour for Learning.
Artefacts	• Reading through the Australian Curriculum literature and pedagogical approaches. • Data Plan (appendix to AIP) refined and aligned to student cohort needs.	• Whole Year and Unit Plans for Mathematics planning (reflecting Version 9) • Guide To Making Judgements de-constructed and on learning wall for students to access.

	Measurable outcomes	Success criteria	Artefacts	Monitoring	Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	• 100% teachers engaged in and utilising 'The Simple view of Reading' to explicitly teach the required reading demands to their students. • 100% students able to articulate answer to Sharratt's 5 Q's in regards to their current and required next steps for reading skills.	Students will: • Be engaged in regular explicit instruction of handwriting to support the teaching of reading (revisiting due to taking out handwriting textbook). Teachers will: • Utilise reading and spelling data to shape intervention within Learnersaurus with Teacher Aides (two sessions per week). Leadership team will: • Facilitate the engagement of Teachers and Teacher Aides with the Reading within the Australian Curriculum modules and professional reading (e.g. Reading Position Statement). • Participate (Principal), with a Teacher, in department provided Professional Development 'Reading through the Australian Curriculum' in Week 7. Utilise these knowledge and skills to further shape the AIP, Data Plan and Reading Pedagogy approach throughout the school. Utilise teacher as knowledgeable person in school.	• Professional Learning Planner. • Data Plan Draft 2024. • Reading Position Statement & An overview of the literature: Effective teaching of reading.	• Week 5 Teacher DPP set up and responses to guiding questions. • Weekly Learning Walks & Talks by Admin personnel.	• 100% students exposed to 5 Questions for Students within pedagogical steps of Mathematics AC V9. • 100% staff have opportunity to provide input in to AIP and Data Plan for 2024. • 100% teachers engage in 5 Questions for Teachers conversations during PLR Learning Walks & Talks.	Students will: • Begin to be exposed to the '5 Questions for students' through the teaching phases of Mathematics. • Complete monitoring tasks to provide teacher with required 'next step'. Teachers will: • Provide input during the consultation process of the draft Data Plan and draft AIP to ensure co-construction and shared ownership of school's direction. • Begin to discuss learning expectations/planning for Mathematics with leadership team utilising the 5 Questions for Teachers as a guide. Leadership team will: • Consult with staff, parents and the community on the draft AIP to ensure a shared ownership of school's direction. • Engage with teachers in Learning Walks and Talks during PLR time utilising the '5 Questions for Teachers' as a guide. Provide feedback for future improvement. • Lead data conversations to assist with the direction of teaching and required intervention on a whole school, class group and/or individual levels.	• 5 Questions for students via Clarity text. • AIP Draft 2024. • Data Plan Draft 2024. • Semester 2 2023 A-E results & NAPLAN 2023 outcomes via SORD.	• DPP set-up, Week 5. • Checking for Understanding activities during Mathematic teaching. • SORD for A-E & NAPLAN data.
End Term 2	• 90%+ (P-2) & 95%+ (3-6) students achieving a C or above in English A-E. • 100% classroom teachers engaging with 'The Simple View of Reading' pedagogical approach to the teaching of reading.	Students will: • Be taught spelling through the use of a Systematic Synthetic Phonics approach. For lower school this is Jolly Phonics. Teachers will: • Collaboratively develop a reading pedagogical approach during JEL times with a particular focus on Modelled and Guided Reading. • Re-evaluate 'Words Their Way' with upper school to ensure it suits as a synthetic phonics approach. Leadership team will: • Work with teachers to utilise the Literacy Continuum and observations as a main monitor of reading strategies. • Participate, along with two teachers as reading champions, in the 3-6 Reading through the Australian Curriculum workshop that will be offered some time in Term 2 2024. Teachers include Mrs Tina Hawken and Mrs Phillipa Hahn.	• Literacy continuum. • Data Plan (refined) 2024. • A-E data via SORD / OneSchool.	• DPP conversations with teachers. • Weekly Learning Walks & Talks by Admin personnel.	• 100% students engaged in Mathletics online resource as a support or extension to AC V9 planned Mathematics. • 100% teachers engaged in Ghost Walks during JEL and PLR times. • 100% teachers engage with 1.9 moderation.	Students will: • Engage in online program Mathletics as extra support or extension resource as guided by classroom teacher. Teachers will: • Utilise existing and/or new physical resources within the teaching and support mechanisms of Mathematics. Leadership team will: • Provide opportunities for teachers to see other Mathematics (and/or English) Learning Walls during JEL Ghost Walks. • Provide teachers with opportunity for 1.9 moderation to access feedback and support from their peers whilst assessment for reporting is being undertaken.	• AIP 2024. • School's Curriculum, Assessment & Reporting Plan. • Professional Learning Plan.	• DPP Conversations / Check-ins. • A-E Semester 1 Achievement levels. • SORD for A-E & NAPLAN data.
End Term 3	• 90% of student articulate their reading strengths and areas for improvement within their English unit.	Students will: • Engage with decodable texts during the explicit teaching of Reading at their level within a clearly shaped and consistent session. When focusing on fluency, students use decodables a few levels below. Teachers will: • Maintain student observations/assessments within a manageable template to access for planning next steps and resources for the teaching of reading. Leadership team will: • Lead regular teacher modelling/observation opportunities during PLR and JEL to continually refine consistent reading pedagogical approach in the school.	• Monitoring reading data. • A-E English results for Semester 1 2024 via SORD/One School.	• DPP conversations with teachers. • Weekly Learning Walks & Talks by Admin personnel.	• 90% students confidently answering Sharratt's 5 Questions for Students. • 100% teachers engaged in data conversations utilising Semester 1 A-E data via Classroom Dashboard and data wall in Conference Room.	Students will: • Confidently answer '5 Questions for students', with minimal support for majority of class. Teachers will: • Monitor student learning in Mathematics guided by monitoring tasks, students' responses to 5 Questions, and Semester 1 2024 A-E data. Leadership team will: • Engage teachers in data conversations with A-E Semester 1 Mathematics data to support the next semester's teaching and intervention requirements.	• Semester 1 2024 A-E Mathematics results via SORD.	• DPP Conversations / Check-ins. • SORD for A-E & NAPLAN data.

Approvals

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

Principal (Timothy Loughland) *[signature]*

P&C/School Council (Annie Backhaus) *[signature]*

School Supervisor (Darren Wallwork) *[signature]*