



School Priority 1: Systematic curriculum delivery via evidence informed pedagogy targeting student reading improvement outcomes in P – 2.			
Link to School Review: Collaboratively review current pedagogical practices to ensure there is a shared understanding and language about pedagogy. Collaboratively develop formal processes for intentional observations and feedback, including coaching and modelling, to develop teacher capability and support the implementation of improvement priorities.			
Strategies: Embed the effective teaching of reading across the curriculum, using evidence-based and inclusive pedagogical practices within a whole-school approach.			
Actions			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Leadership, support staff and teaching staff engage with Reading Position Statement & Effective Teaching of Reading Literature review – Revisit Kirwan SS Teaching of Reading Expectations and refine evidence informed practices Staff complete Modules 1,2 & 3 Reading Through the Australian Curriculum Revise evidence-based tools (data collection) and timelines to support universal teaching of reading and support staff interventions. Planned PD through SFD, staff meeting, drop-in session and Term 1 TLT Begin conversations to co-construct with staff a framework for staff observation and feedback targeting the teaching of reading expectations. 	<ul style="list-style-type: none"> Continue to embed Kirwan SS teaching of reading expectations and instructional routines Co-construct with staff a framework for staff observation and feedback targeting the teaching of reading expectations. Continue to refine evidence-based tools Engage PD opportunities including TLT meetings, SPG, staff meetings and Twilight sessions to build staff capability in KSS Reading Expectations. Staff complete Module 5, Reading Though the Australian Curriculum 	<ul style="list-style-type: none"> Consolidate PD to meet identified staff needs re teaching of reading expectations Enact observation and feedback framework – monitor and celebrate Formalise the whole school approach to teaching reading expectations Review Semester 1 reading data collection tools for effectiveness 	<ul style="list-style-type: none"> Consolidate PD to meet identified staff needs re teaching of reading expectations Enact observation and feedback framework – monitor and celebrate Renew school data plan to adopt reading data collection tools and processes Elicit staff feedback on teaching of reading competency
School Priority 2: A welcoming, engaged, responsive school culture.			
Link to School Review: Collaboratively review the Student Code of Conduct to support staff clarity and understanding of support processes and roles, across the school. Refine the improvement agenda, including aligning strategies and roles and responsibilities of key staff to clarify accountabilities and support consistent and clear messaging.			
Strategies: Collaboratively review and co-construct the School Student Code of Conduct and contributing frameworks.			
Actions			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Review current informing research driving supportive school climate – <i>Collaborative Proactive Solutions</i> Undertake process to review current school Code of Conduct and relevant processes and practices Co-construct school expectations and classroom practices in UDL and Berry Street – what are we all committing to? Develop a CPS leadership team and PD action plan to release information and conversation with all staff on CPS Align and clarify line management roles and responsibilities Leadership – develop MTSS action plan (through reading In Support of Students – Novak) 	<ul style="list-style-type: none"> Revise Term 1 agreed practice and processes Collaboratively form a draft School Code of Conduct Continue to drive Berry Street and UDL agreed expectations Promote CPS professional development aligning with PD Action plan Leadership Enact MTSS action plan 	<ul style="list-style-type: none"> Compile School Code of Conduct Revisit expected co-constructed school-based practices in all classrooms Utilise instructional leadership to monitor and assess agreed practices Draw on the observation and feedback mechanisms for staff support and development Leadership – Enact MTSS action plan 	<ul style="list-style-type: none"> Publish School Code of Conduct Utilise instructional leadership to monitor and assess agreed practices Draw on the observation and feedback mechanisms for staff support and development Leadership – Review MTSS action plan and school processes



Measurable

Outcomes

2024 Baseline Data		2025 Targets		2025 Interim Indicators: Semester 1		2025 Outcome Measures: Semester 2	
English A-C		English A-C		English A-C		English A-C	
Prep – Year 2	90%	Prep – Year 2	90%	Prep – Year 2		Prep – Year 2	
Year 3 – Year 6	93%	Year 3 – Year 6	92%	Year 3 – Year 6		Year 3 – Year 6	
First Nations	76%	First Nations	80%	First Nations		First Nations	
NCCD	79%	NCCD	80%	NCCD		NCCD	
English A-B		English A-B		English A-B		English A-B	
Prep – Year 2	53%	Prep – Year 2	50%	Prep – Year 2		Prep – Year 2	
Year 3 – Year 6	48%	Year 3 – Year 6	50%	Year 3 – Year 6		Year 3 – Year 6	
First Nations	32%	First Nations	40%	First Nations		First Nations	
NCCD	26%	NCCD	40%	NCCD		NCCD	

Desired Outcomes

2025 Outcomes: Semester 2
Increase in teacher level of competency and knowledge in the teaching of reading. Increase in level of Teaching Staff SOS satisfaction with quality of reading professional development. Increase in satisfaction through the SOS with provision of an observation and feedback processes. Strengthening of the interassessment between NAPLAN Year 3 reading and Year 3 LOA.
School Data Plan reflects precision in tools used to monitor, direct and assess student reading. Teaching of synthetics phonics systemized across P – 3.
Co-constructed expectations from Berry Street and UDL embedded all classrooms.
All staff, especially specialist staff, drawing on CPS strategies as a model within the School Code of Conduct.
School Student Code of Conduct published and driving a strong, aligned school climate as evidenced in positive School Opinion Survey results.

Principal:

P and C President:

School Supervisor:



Endorsement

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