



<b>School priority 1:</b> <b>Curriculum</b> By the end of 2024, 100% of students will have improved in english as a result of the enhancing and refining of school planning processes with a focus on developing teacher knowledge of the Australian Curriculum and the P-12 CARF		Phase D/I Developing – D Implementing – I Embedding – E Reviewing – R	<b>School priority 2:</b> <b>Wellbeing</b> By the end of 2024 we will have embedded systems of support to enhance engagement and wellbeing that respond to the needs of our staff, students and community.		Phase D/I Developing – D Implementing – I Embedding – E Reviewing – R
<b>Strategy/ies</b> Review and refine 3 levels of planning to align to V9 of Australian Curriculum <b>Review and align processes to P-12 CARF (Moderation processes)</b> Enact deliberate focus on assessing learner need – Know your data, Know your student, Know your strategy <b>Enact literacy blocks with a focus on reading informed by the reading position statement</b> Develop rigorous tracking systems to monitor student achievement utilising Sharratt work, OneSchool systems and SORD			<b>Strategy/ies</b> Review classroom planning processes to ensure that student engagement is at the core of learning experiences (differentiation) <b>Align school wide processes to enact the use of PBL as an evidenced based tool to improve engagement</b> Employ a youth worker (or similar) to better facilitate transitional needs of students, promote community relations and carry out <b>Seasons for Growth</b> type program		
<b>Actions</b> Responsible officer(s) – Classroom Teachers, Inclusion Teacher, Specialist Teachers, Education Support Officers, Head of Department – Curriculum, Principal		<b>Resources</b> Region Support – Silas Middleton 3 levels of planning and moderation process – building capability ESO support Marker student template CLARITY - revisit Curriculum \$20 000	<b>Actions</b> Responsible officer(s) Classroom Teachers, Inclusion Teacher, Specialist Teachers, Education Support Officers, Cleaners, Groundsman, Business Managers, Chaplain, Guidance Officer, Psychologist, Youth Worker Head of Department – Curriculum, Principal		<b>Resources</b> PBL \$7500 Program ESCM Learning Review Team School promotion strategy \$\$ Personal Social Capabilities Youth Worker Chaplain, Guidance Officer
<b>Prioritise collegial planning time with a focus on 3 levels of planning for all staff attached to clear lines of accountability</b> Embed moderation processes – Know your students, Know your data, Know your strategy Embed Sharratt work – Learning walks and talks, Marker students, Learning walls, learning intentions/ success criteria Prioritise ongoing monitoring of student progress and align intervention processes to classroom practice Prioritise the effective use of human resources to support needs-based learning using data informed decisions			Enact the use of PBL as an evidenced base to focus on consistency in school wide practices with a focus on "Caring, Curious, Collaborative and Courageous" Support consistent approaches to wellbeing through the use of <b>Re-boot/Seasons for Growth</b> programs and set wellbeing/behaviour goals for students in all classrooms and the application of Effective Skills for Classroom Management (ESCM's) Review Learning Review Team function and document processes for intervention using the tiered intervention approach Develop a deliberate community engagement and school promotion strategy to restore school confidence		
End Term 4	<b>Measurable outcomes</b> English P-2 C or above – Target - 84% (Current – 63%) English P-2 A or B – Target – 53% (Current – 33%)  English 3-6 C or above - Target – 87% (Current – 70%) English 3-6 A or B – Target – 45% (Current – 30%)  100% of staff have fully documented learning plans in advance of the commencement of each term  <b>First Nations Students</b> English P-2 C or above – Target – Maintain (Current – 100%) English P-2 A or B – Target – 70% (Current – 66%) English 3-6 C or above – Target – Maintain (Current – 100%) English 3-6 A or B – Target 30% (Current 20%)  <b>Students with Disability</b> English P-2 C or above – Target – 30% (Current – 27%) English P-2 A or B – Target – 10% (Current – 9%) English 3-6 C or above – Target – 55% (Current – 53%) English 3-6 A or B – Target 10% (Current 6%)	<b>Measurable outcomes</b> Attendance data P-2 Target – 90% (Current – 84%) SDA P-2 target -1% Attendance data 3-6 Target – 90% (Current – 88%) SDA 3-6 target -1% <b>School Opinion Survey</b> Students feel accepted by others Target – 85% (Current 62%) Parents strong sense of community Target - 85% (Current 78%) <b>Student wellbeing survey</b> Sense of belonging Target 95% (Current 73% - high/medium)  PBL survey data – Tier 1 school – 80% staff agree to PBL  OneSchool behaviour incidents reduced from 2023 – 74 major incidences - Reduction in physical altercations over 2024			
	<b>Success criteria</b> <b>Behaviourally:</b> Students can/will: Be able to respond to the 5Q4 learning and be able to articulate the use of the learning wall Be able to articulate feedback from their teacher aligned to the success criteria, including the next step for their learning Be aware of their current grade for English and verbalise a goal for the next unit of learning that is attached to a learning specific goal Be visibly "caring, curious, collaborative and courageous" in their learning  <b>Teachers can/will:</b> Engage confidently with the Australian curriculum, CARF and their teaching teams to plan and cater for student needs Be confident in monitoring for student success and able to articulate the next steps for learners using a marker student approach Evidence the co-construction of the third teacher learning space with evidence of differentiated learning practices in place  <b>Lead Learners can/will:</b> Conduct regular walk-through processes to assess student learning and support the development of the third teacher space Enact regular reviews of student outcomes to inform resourcing choices across the school	<b>Success criteria</b> <b>Behaviourally:</b> Students can/will: Demonstrate the expected behaviours in the classroom and playground Respond appropriately to staff, community and their peers when in challenging situations Have a voice through deliberate student leadership groups – the Student Council  <b>Teachers can/will:</b> Teach daily expectations and tailor needs to individual students to support better outcomes in behaviour and attendance Deliberately plan for success with tailored approaches to student needs using a trauma informed lens Lead students to set individual behaviour and wellbeing goals and focus support and recognition on these goals  <b>Leadership team can/will:</b> Support the PBL committee to establish systems for identifying and supporting students to achieve better attendance, academic results and behaviour outcomes through school wide consistent agreed practices and systems. Provide where possible tailored support for classroom teachers using the <b>ESCM's</b> with a modelled coaching approach Facilitate the use of <b>Re-boot</b> as a shared language and suite of tasks to support whole school wellbeing Support families to achieve better shared outcomes for students at risk through alignment of services			
	<b>Artefacts</b> Documented 3 levels of planning (including differentiation) at each level. Documented/ evidenced use of Sharratt as a quality assured process to assure student outcomes improve Consistent Learning Walls across school that contain student voice Student assessment portfolios gathered and used to inform/ track learning Documented ways of working that front end the next steps at the time of planning Documented processes for the teaching of reading and tracking of student progress	<b>Artefacts</b> Code of School Behaviour reflects changes to the approach to managing behaviour (positive and challenging) Student goals are displayed in classrooms across the school Daily lesson data collection – walkthrough records The intervention and support model for Boonah State School			

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

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