



School priority 1: Curriculum – Providing high quality programs for all students to reach their full potential	By the end of 2025, 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 K-12 Framework	Phase I	Developing – D Implementing – I Embedding – E Reviewing – R	School priority 2: Wellbeing – fostering positive behaviour so all staff and students are engaged in the learning.	By the end of 2025 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
Strategy/ies <ul style="list-style-type: none"> Review and refine 3 levels of planning to align to V9 of Australian Curriculum Review and align processes to K-12 Framework (Moderation processes) Enact deliberate focus on assessing learner need – Know your data, Know your student, Know your strategy Enact literacy blocks with a focus on reading informed by the simple view of reading Develop rigorous tracking systems to monitor student achievement utilising Sharratt work, OneSchool systems and SORD				Strategy/ies Review classroom planning processes to ensure that student engagement is at the core of learning experiences (differentiation) Align school wide processes to enact the use of PBL as an evidenced based tool to improve engagement			
Actions		Resources		Actions		Resources	
Prioritise collegial planning time with a focus on 3 levels of planning for all staff attached to clear lines of accountability Embed moderation processes – Know your students, Know your data, Know your strategy - Classroom Teacher, Inclusion Teacher and Specialist Teachers Embed Sharratt work – Learning walks and talks - Principal, Marker students - Classroom teacher, Inclusion Teacher and Specialist Teachers , Learning walls - Classroom Teacher , learning intentions/ success criteria - Classroom teachers, Inclusion Teacher and Specialist Teacher Prioritise ongoing monitoring of student progress and align intervention processes to classroom practice Inclusion Teacher, Classroom Teacher and Leadership Prioritise the effective use of human resources to support needs-based learning using data informed decisions Leadership Team Collaboratively develop differentiation in the 3 levels of planning Classroom Teachers, Inclusion Teacher and Specialist Teachers Enact Literacy Blocks – Classroom Teachers		<i>Regional Curriculum Support – Silas Middleton 3 levels of planning and moderation process – building capability</i> <i>ESO support</i> <i>Marker student template</i> <i>Case Management</i> <i>CLARITY - revisit</i> <i>Curriculum \$20 000</i>		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" - All Staff Support consistent approaches to wellbeing through the use of Zones of Regulation program and the application of Effective Skills for Classroom Management (ESCM's) – All staff Review Learning Review Team function and document processes for intervention using the tiered intervention approach – All staff		<i>PBL \$7500 Program</i> <i>ESCM</i> <i>Learning Review Team</i> <i>School promotion strategy \$\$</i> <i>Personal Social Capabilities</i> <i>Chaplain, Guidance Officer</i>	
End Term 4	Measurable outcomes	English C or above – <i>Prep Target - 90%</i> <i>Yr 1 Target -- 81% (Current – 75%)</i> <i>Yr 2 Target - 88% (Current – 77%)</i> <i>Yr 3 Target- 91% (Current – 71%)</i> <i>Yr 4 Target - 100% (Current – 95%)</i> <i>Yr 5 Target - 95% (Current – 95%)</i> <i>Yr 6 Target - 85% (Current – 81%)</i> English A or B <i>Prep Target – 60%</i> <i>Yr 1 Target – 56% (Current – 50%)</i> <i>Yr 2 Target – 46% (Current – 46%)</i> <i>Yr 3 Target – 66% (Current – 57%)</i> <i>Yr 4 Target – 40% (Current –27%)</i> <i>Yr 5 Target – 71% (Current – 48%)</i> <i>Yr 6 Target –45% (Current – 37%)</i> <i>100% of staff have fully documented 3 levels of planning in advance of the commencement of each term</i>		End Term 4	Measurable outcomes	<i>Attendance data P-6 Target – 90% (Current – 84%)</i> <i>SDA P-2 target -1%</i> <i>SDA 3-6 target -10%</i> School Opinion Survey <i>Students feel safe at school Target – 85% (Current 71%)</i> <i>Parents strong sense of community Target – 70% (Current 58%)</i> <i>PBL survey data – Tier 1 school – 80% staff agree to PBL</i>	
	Success criteria	Behaviourally: 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 Teachers can/will: Engage confidently with the Australian curriculum, K-12 Framework 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 Lead Learners can/will: 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			Success criteria	Behaviourally: 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 Teachers can/will: 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 Implement PBL learnings in the classroom Leadership team can/will: 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 ESCM's with a modelled coaching approach Support families to achieve better shared outcomes for students at risk through alignment of services	
	Artefacts	<i>Documented 3 levels of planning (including differentiation) at each level.</i> <i>Documented/ evidenced use of Sharratt as a quality assured process to assure student outcomes improve</i> <i>Consistent Learning Walls across school that contain student voice</i> <i>Student assessment portfolios gathered and used to inform/ track learning</i> <i>Documented ways of working that front end the next steps at the time of planning</i> <i>Documented processes for the teaching of reading and tracking of student progress</i>			Artefacts	<i>Code of School Behaviour reflects changes to the approach to managing behaviour (positive and challenging)</i> <i>Student goals are displayed in classrooms across the school</i> <i>Daily lesson data collection – walkthrough records</i> <i>The intervention and support model for Boonah State School</i>	
Approvals: This plan was developed in consultation with the school community and meets school needs and systemic requirements.							
Nikki Gauld Principal		Larissa Worley Parents and Citizens Association President		Andrew Brandon School Supervisor			

GROWTH