



School priority 1		EDUCATIONAL ACHIEVEMENT – Build teacher capability in explicit instruction that aligns to the Science of Learning.				Monitoring <i>Green – on track, Yellow – underway, Purple – yet to commence</i>		School priority 2		BELONGING AND ENGAGEMENT – Establish consistent behaviour expectations and embed trauma-informed and engagement practices to create safe, disciplined classrooms that enhance student regulation and active participation.				Monitoring <i>Green – on track, Yellow – underway, Purple – yet to commence</i>									
						Term 1	Term 2	Term 3	Term 4														
Link to school review improvement strategy:		Embed evidence-informed reading instruction practices in curriculum planning to support consistent, whole-school implementation of the teaching of reading through the Australian Curriculum (AC).						Link to school review improvement strategy:		Establish collaboratively agreed systems and processes for supporting student behaviour to foster a safe, supportive and orderly learning environment.													
Strategies		Deliver professional learning opportunities for all staff to deepen their knowledge and understanding of the Science of Learning. Develop explicit instruction routines to build teacher knowledge and understanding of high-quality lesson design and delivery to enable a sustained change in classroom practice.						Strategies		Establish universal behaviour expectations to create a safe and disciplined learning environment for all students. Implement trauma-informed practices through Berry Street Education Model to enhance student regulation and engagement. Design consistent engagement norms and gesture systems across all classrooms to improve student engagement and reduce low-level disruption.													
Actions						Resources						Actions						Resources					
- Develop a shared understanding of explicit instruction as the school’s signature pedagogy. - Deliver targeted PD on Explicit Instruction, retrieval practice, and engagement norms during PLTs, multiple staff collaboration sessions. - Utilise PLTs to co-design lessons using the EI model (Review–Teach–Practice–Apply), integrate retrieval strategies, integrating retrieval strategies and Rosenshine’s Principals of Instruction. - Increase the volume of reading in P–2 through explicit instruction, including the use of choral reading, track with me and read with me routines, alongside systematic use of decodables to strengthen early reading fluency and accuracy. - Conduct Learning Walks and Talks to monitor the implementation of Explicit Instruction, retrieval practice, providing real-time feedback to teachers. - Engage with our CFN and CLC schools to build capability in the teaching of reading. - Monitor student progress through data reviews in PLTs, data meetings and leadership meetings, focusing on reading achievement and retention. - Celebrate success and communicate goals through internal staff communication, staff meetings, newsletters, and visibility in classrooms.						Reading Mentor (P-2) Reading Mentor (3-6) PLD Support Teacher Aide Yr 1 PLD Support Teacher Aide Yr 2 Continue investment of Decodable Readers PD – DoE Reading Masterclasses AERO Harnessing the Science of Learning – Nathaniel Swain Explicit Direct Instructions – John R. Hollingsworth, Siliva E. Ybarra Rosenshine’s Principles in Action – Tom Sherrington						- Design clear expectations for Tier 1 behaviour routines and engagement norms to be implemented, reviewed and refined. - Deliver professional learning on Berry Street Education Model (Foundations and Body domains) during student-free days with designated checkpoints throughout the year. - Deliver professional learning sessions through multiple platforms of student engagement norms. - Co-design school-wide frameworks for engagement norms and gestures that will align to the science of learning and provide low variance routines across the school. - Utilise PLTs to analyse behaviour and engagement data, plan consistent responses, and share strategies for trauma-informed practice. - Conduct Learning Walks and Talks to observe behaviour routines, engagement norms, and trauma-informed practices. - Monitor wellbeing and behaviour data through Solutions Planning meetings and PLTs to evaluate impact. - Celebrate success and communicate goals through internal staff communication, staff meetings, newsletters, and visibility in classrooms. - Maintain purposeful leadership visibility in classrooms and playgrounds to uphold academic and behavioural standards.						PCL Team Employ Collegial Engagement Teachers for capability development Student Engagement Officer to track attendance					
End of Year Success Criteria		Measures		<u>A–E Achievement Data</u> P–2: Increase percentage of students achieving A–C in English and Reading by 10% (from 76% to 86%). Increase percentage of students achieving A–B in English and Reading by 10% (from 49% to 59%). Years 3–6: Increase percentage of students achieving A–C in English and Reading by 10% (from 67% to 77%). Increase percentage of students achieving A–B in English and Reading by 10% (from 35% to 45%). Year 1 Phonics Check Increase percentage of students meeting benchmark from current baseline to 90% . <u>NAPLAN Reading</u> Year 3: Increase percentage of students in Strong or Exceeding bands from 28.9% to 40% . Year 5: Increase percentage of students in Strong or Exceeding bands from 54.4% to 65% . <u>Implementation Fidelity</u> 100% of classrooms observed using Explicit Instruction model and retrieval practice during LWT’s. <u>PLT Evidence</u> All PLTs demonstrate lesson design aligned to EI and engagement norms in meeting minutes and artefacts.						End of Year Success Criteria		Measures		<u>Behaviour Data</u> 40% reduction in One School behaviour incidents (focus on classroom disruptions). 50% reduction in SDAs across Prep–Year 6. <u>Attendance</u> Increase whole-school attendance to 90% or above . <u>Implementation Fidelity</u> 100% of classrooms observed using Tier 1 behaviour routines and engagement norms during Learning Walks and Talks.									
Artefacts		DoE Reading Position Statement, Australian Curriculum v9.0, Reading Gateway, MESS Track Ed data, PLD Scope and Sequence; One School Data – Class Dashboard/SORD						Artefacts		BSEM resources; MESS Track Ed (behaviour and attendance); Staff/Student surveys; One School data													

Responsible Officers Teacher Responsibilities • Develop a shared understanding of Explicit Instruction (EI) • Actively engage in professional learning focused on Explicit Instruction, retrieval practice, engagement norms, and Rosenshein's Principles of Instruction. • Use PLTs to co-design lessons using the EI structure (Review – Teach – Practice – Apply). • Embed retrieval strategies (e.g. spaced practice, daily review, low-stakes quizzing) within lesson sequences. • Implement agreed engagement norms that maximise student attention, participation, and success. • Use formative and summative assessment data to monitor student progress, particularly in reading. • Contribute to PLT discussions by sharing evidence of impact, challenges, and effective strategies. • Deliver daily, explicit reading instruction using choral reading, track with me and read with me routines to increase reading volume. • Use decodables systematically and sequentially to match students' phonics knowledge. Student Responsibilities • Engage positively in Explicit Instruction lessons by following engagement norms • Participate in retrieval practice activities, including review tasks, questioning, and practice opportunities. • Demonstrate persistence and effort when practising new learning, particularly in reading tasks. • Use teacher feedback to improve learning and understanding. • Take increasing ownership of learning by reflecting on progress and success. • Engage actively in choral reading, <i>track with me</i> and <i>read with me</i> practices to develop fluency and confidence. • Use decodable texts to practise applying taught phonics skills during reading. • Develop stamina for sustained reading and participate in oral reading opportunities. Leadership Responsibilities • Articulate and champion Explicit Instruction as the school's signature pedagogy. • Plan and deliver targeted professional learning on Explicit Instruction, retrieval practice, and engagement norms. • Establish and communicate a whole-school expectation for increasing the volume of reading in P–2 through explicit instruction. • Ensure resourcing of high-quality decodable texts and time allocations for daily reading routines. • Ensure PLTs are structured and purposeful, with a clear focus on lesson co-design, data use, and instructional improvement. • Lead and coordinate Learning Walks and Talks, providing timely, actionable, and supportive feedback. • Monitor school-wide implementation through data reviews, PLTs, leadership meetings, and classroom observations. • Build collective capability by engaging with CFN and CLC schools, particularly in the teaching of reading.	Responsible Officers Teacher Responsibilities • Implement agreed Tier 1 behaviour routines and engagement norms consistently across all learning environments. • Explicitly teach, model, and reinforce behaviour routines, engagement norms, and gestures to students. • Engage fully in professional learning related to the Berry Street Education Model, particularly the Foundations and Body domains. • Apply trauma-informed practices to build safe, predictable, and supportive classroom environments. • Use engagement norms aligned with the science of learning to maximise attention, regulation, and participation. • Participate in PLTs to analyse behaviour and wellbeing data, identify trends, and plan consistent responses. • Contribute to celebrating success by making positive behaviour and engagement visible in classrooms. Student Responsibilities • Follow agreed Tier 1 behaviour routines and engagement norms in classrooms, playgrounds, and shared spaces. • Participate respectfully in learning by using the agreed engagement gestures, responses, and routines. • Use self-regulation strategies taught through the Berry Street Education Model to manage emotions and behaviour. • Demonstrate responsibility for their actions and respond positively to correction and feedback. • Contribute to a safe and inclusive learning environment for themselves and others. Leadership Responsibilities • Design, implement, and refine clear Tier 1 behaviour routines and engagement expectations across the school. • Plan and deliver professional learning on the Berry Street Education Model (Foundations and Body domains), including scheduled checkpoints throughout the year. • Lead the co-design of school-wide engagement frameworks and gestures aligned with trauma-informed practice and the science of learning. • Ensure PLTs are purposeful, data-driven, and focused on behaviour, engagement, and wellbeing outcomes. • Conduct Learning Walks and Talks to monitor consistency of behaviour routines, engagement norms, and trauma-informed practice. • Monitor wellbeing and behaviour data through Solutions Planning meetings, PLTs, and leadership forums to evaluate impact and inform next steps. • Maintain high visibility in classrooms and playgrounds to reinforce academic and behavioural standards. • Ensure expectations are clearly communicated to staff, students, and families.
Reduction of red tape in day-to-day work, planning and processes include:	
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements. Principal.....Karen Herburg P&C President.....Christine Williams School Supervisor..........Damian Johnson	