

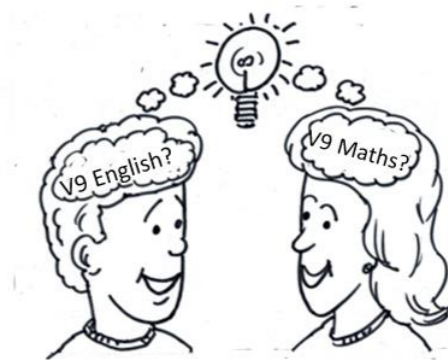
Achievement



Belonging



Curriculum



School priority: Achievement

Support student achievement and success through developing their capability to be active assessment literate learners.

School priority: Belonging

Support student success by building a culture of belonging and engagement.

School priority: Curriculum

Support student success through building teacher knowledge and understanding of the what and how of Australian Curriculum Version 9.

Link to school review improvement strategy:

Collaboratively strengthen the data literacy skills and capability of all teaching staff members in the effective utilisation of the range of data collected, to determine the next steps for teaching and learning.

Collaboratively strengthen processes that make learning visible for all students to ensure they are able to identify their next steps in learning.

Link to school review improvement strategy:

Strengthen the school's approach to capability development including a focus on cultivating and sharing effective existing practice within classrooms and teacher development of differentiated teaching practices.

Collaboratively unpack the school's agreed evidenced-based pedagogical approaches and practices to present a clear vision of teaching and learning across the school. t

Link to school review improvement strategy:

Collaboratively develop processes to deepen teaching staff members' engagement in the AC through continuous PD to embed general capabilities and cross-curriculum priorities.

Data/Desired Outcomes

Prep – Year 2 Percentage of student				Year 3-6 Percentage of student			
Subject	2024 Sem 2	2025 Sem 1	2025 Sem 2	Subject	2024 Sem 2	2025 Sem 1	2025 Sem 2
English A-C	84	88	90	English A-C	80	88	90
English A/B	51	52	54	English A/B	29	52	54
Mathematics A-C	88	90	92	Mathematics A-C	83	91	93
Mathematics A/B	45	48	50	Mathematics A/B	47	55	57

Other

SOS

My teacher provides me with useful feedback about my school work- 100%
I understand how I am assessed at my school-100%

100% of teaching staff complete the moderation cycle
100% of teaching staff are providing feedback, as per the DC Feedback Playbook.
100% of teaching staff use the Organic Learning method
100% of classrooms have a learning wall that includes an A level exemplar
100% of teaching staff participate in Learning Walks and Talks or Watching Others Working.

Data/Desired Outcomes

SOS Increases

Survey Item- Students	2024	2025
I like being at my school	79.5%	
I feel accepted by other students at this school	71.1%	
This is a good school	86%	
Teachers at this school treat students fairly	78.3%	
I feel safe at my school	79.5%	
Survey Item- Staff	2024	2025
I enjoy working at this school	94.1%	
This school has an inclusive culture where diversity is valued and respected.	93.9%	
This is a good school	97.1%	
Staff are treated fairly and consistently at this school	76.5%	
I feel the school is a safe place to work	100%	

Other

Behaviour Data (PBL)

2024	2025
Tier 1- 88%	Tier 1- 91%
Tier 2- 8%	Tier 2- 6%
Tier 3- 4%	Tier 3- 3%

Attendance 90% to 95%



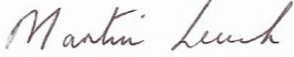
SDA Remain at 0

Student Wellbeing Data

Data/Desired Outcomes

100% of teaching staff can enact the Simple View of reading and the Not So Simple View of writing.
100% of teaching staff complete the moderation cycle
100% of teaching staff participate in Learning Walks and Talks or Watching Others Working.
100% of teacher monitor the impact of their teaching and understanding of the curriculum through regular data conversations.

<p>2025 Strategies Create structured opportunities for staff to engage collegial discussion and regular analysis of student data. Continuing moderation M1-M4 internally and with cluster schools. Embedding the DCSS feedback protocols and tools.</p>	<p>2025 Strategies Create a culture of belonging through the study of Dr Doug Fischer’s masterclass ‘Engagement and Belonging’. Use the Engagement Continuum by Amy Berry to guide learner support and engagement in the classroom Strengthen PBL processes throughout the school</p>	<p>2025 Strategies Quality assure implementation of V9 English and mathematics. Provide targeted professional learning for quality teaching. Monitor the impact of quality teaching.</p>
<p>Actions:</p> <ol style="list-style-type: none"> Build capability of leaders, teachers and teacher aides through engagement with the relevant professional standards. Continue to build teacher capability in the Australian Curriculum through rigorous moderation cycles, familiarising with V9 in English and mathematics <ol style="list-style-type: none"> Intentional, differentiated, decisions, unpacking cognitive verbs on marking guides. Identify the discernible difference between C, B, A standards Case Management of diverse learners Reviewing and refining ‘A Level Thinking’ in English and mathematics, visible learning in classrooms. Use the hexagonal planning approach to enhance learning by making learning area connections. Collaboratively construct Pacing Guides, outlining the blueprint for Organic Learning units, so that students can articulate their learning and next steps; from Explore to Impact. Utilise whole school and student data to co-construct lines of inquiry. Monitor student learning (CASW) to inform intentional decision making in next steps in teaching and learning. Continue to build teacher expertise to provide students with feedback (formative feedback/ descriptive feedback) through professional development and agreed ways of working (DCSS Feedback Playbook). Establish a culture of collegial engagement through Learning Walk and Talks and Watching Others Work. 	<p>Actions:</p> <ol style="list-style-type: none"> Devise an action plan that clearly shows how learning from the Engagement Continuum and the Engagement and Belonging masterclass will be implemented. Schedule staff meeting and PFD time to commence modules Form a group of ‘Champion Teachers’ to engage in a project based on Doug Fisher and Amy Berry’s work. Use the Whole School Approach to pedagogy as a foundation to integrating new learning from the work of Doug Fischer and Amy Berry. Through Doug Fischer’s lens of Belonging, consider the three layers of community (students, staff, families) and their needs. Create a PBL playbook that clearly outlines the vision, shared mental model, systems and behaviours for Positive Behaviour Learning at Delaneys Creek. Review Pause Program Review Respectful Relationships Education Program with the view to embed across the curriculum. Maintain Tier One PBL with fidelity. Strengthen Tier Two PBL processes. Engaging with the community around what school values means to them. Restorative Practice- reinvigorate the whole school use of restorative practice to support everyone to have conversation. 	<p>Actions:</p> <ol style="list-style-type: none"> Build a whole staff understanding of the elements of an English block and its enactment in the classroom– Aust Curriculum V9 Drill down into specific elements of the English Block- Reading (decoding) and writing (encoding). Build whole staff pedagogical practice (English and Mathematics) by providing opportunities to <ol style="list-style-type: none"> Watch others working Give and receive feedback Participate in professional development specifically related to reading, writing, mathematical modelling.
<p>Success Criteria/ Responsible officer(s): <i>Students will</i></p> <ul style="list-style-type: none"> Respond to Learning Walk and Talk questions with increased clarity and deep understanding of their learning. Talk to and understand the Organic Learning process, referring to each phase. Talk to their learning with the language of a Growth Mindset, valuing the ‘power of yet’. Making links to the evidence in their books, next steps and learning wall. Share their evidence of learning and can talk to it. <p><i>Leaders will:</i></p> <ul style="list-style-type: none"> Observe increased evidence of differentiation in students learning (workbooks), on the wall through feedback and ‘A’ level thinking resources. Build capability of themselves and teaching staff, leveraging off the diverse expertise of individuals and teams. Lead with curiosity, utilising whole school and student data to inform and reflect lines of collaborative inquiry. Model the way as instructional leaders –be visible in classrooms and be vulnerable to learn alongside. Actively provide and seek feedback, collaboratively building a culture of continuous improvement. Observe and engage in instruction, building collective trust and expertise. <p><i>Leaders and Teaching Staff will:</i></p> <ul style="list-style-type: none"> Engage in Case Management Meetings of Diverse Learners alongside knowledgeable others. 	<p>Success Criteria/ Responsible officer(s): Leaders</p> <ul style="list-style-type: none"> Engage in professional learning through participating in the 6 module Engagement and Belonging masterclass by Doug Fischer with the view to building a deep understanding of the research relating to engagement and belonging in the classroom. Use the knowledge gained through the masterclass to support teacher practices with relation to engagement and belonging. Create action plan for learning engagement Read Amy Berry’s Engagement Continuum and lead teachers to plan for belonging and engagement in the classroom. Offer to provide feedback Oversee the roles and duties of PBL team. <p>Leaders and Teaching Staff</p> <ul style="list-style-type: none"> ‘champion teaching staff’ will nominate to be an early adopter in the Engagement Continuum Project (ECP). Leaders to trial strategies with students alongside teachers/TAs. Use the tools presented in Amy Berry’s Engagement Continuum to plan for learner engagement. Monitor the impact of curriculum, teaching, learning. PBL team review, create, enact and monitor action plan for the year. <p>Teachers/TAs</p>	<p>Success Criteria/ Responsible officer(s): <i>Leaders will:-</i></p> <ul style="list-style-type: none"> Monitor and ensure a clear line of sight is evidenced between Curriculum, Teaching, Learning and Students. Build capability in themselves and all teaching staff through targeted professional development relating to V9 English and mathematics. Strategically plan the implementation of the professional development for all teaching staff (Teachers and TAs). Support teaching staff to enact English and mathematics through continuously monitoring impact. <p><i>Leaders and teaching staff will:-</i></p> <ul style="list-style-type: none"> Actively participate in collaborative professional development with a view to learning. Engage in collaborative practice to establish shared mental models/understandings of English and mathematics. Collaboratively develop an agreed pedagogical playbook that outlines how English is taught at Delaneys Creek State School. Collaboratively draft an agreed pedagogical playbook that outlines how mathematics is taught at Delaneys Creek State School. Actively provide and seek feedback with the view to building a culture of professional growth. Engage in Watching Others Working prior to Pre Moderation or as requested. Model a Growth Mindset and the ‘power of yet’ when giving and receiving feedback.

<ul style="list-style-type: none"> Collaborate and use student data to inform early/ ongoing intervention and monitoring impact on the way. Engage in Learning Walks. Model a Growth Mindset and the 'power of yet' when giving and receiving feedback. Celebrate, showcase and scale up quality practice through being visible in classrooms. Evaluate their impact on the enactment of the AIP and key school priorities. <p><i>Teachers/TAs will:</i></p> <ul style="list-style-type: none"> Lead and engage in professional learning aligned to school priorities and annual professional development plans. Actively engage in all stages of the planning process embedding the moderation cycle and systematic curriculum delivery in English and mathematics, as per the whole school Organic Learning Playbook. Planning will evidence careful consideration of student's individual learning needs. Teachers/TAs will implement effective feedback practices through <ul style="list-style-type: none"> a deep understanding of the cognitive verbs – M1. display artefacts showing knowledge of discernible differences - Learning Walls. make intentional decisions to differentiate - utilising evidence of learning (CASW) to inform next steps in teaching and learning. Using whole school agreed strategies as outlined in the Feedback Playbook. 	<ul style="list-style-type: none"> Reflect, plan and enact strategies developed during engagement planning sessions. Trial/implement strategies and techniques learned through the Doug Fisher/Amy Berry PD. Support disengaged students through targeted intervention (IBSPs, Supported play etc). <p>Students</p> <ul style="list-style-type: none"> Respond positively to engagement techniques, displaying positive behaviour Have maximum attendance. Demonstrate greater application to their school work. Contribute to class discussions and learning. Respond positively in surveys. 	<ul style="list-style-type: none"> TA to complete a learning log of watching teachers <p><i>Teachers will:-</i></p> <ul style="list-style-type: none"> Teach English and mathematics using agreed pedagogical practices. Self reflect to identify areas for professional growth. <p><i>Students will:-</i></p> <ul style="list-style-type: none"> Decode, encode/write and use mathematical problem solving and investigation processes, with increased capability.
<p>Resources: Interschool moderation date 2025. Cluster schools. Four levels of moderation, including CASW reflected in Strategic Planner. Learning walks and talks scheduled and reflected in Strategic Planner. Data discussions scheduled in Strategic Planner. LCC agreement NCT I4S funds to be used to take teachers offline to pre-moderate English and mathematics. Document- AITSL standards alignment to school AIP to support teacher reflection. I4S funds used to support collaborative planning (Hexplanning Sessions, pacing guides development). Feedback playbook- 3 key strategies. Leadership team has blocked out non-negotiable time in classrooms for Instructional Leadership opportunities. Data Placemats- completed termly.</p>	<p>Resources: Recordings of Doug Fisher Engagement and Belonging Modules. Copies of Amy Berry's Engagement Continuum book- \$280. Allocate time for leadership team/champion teachers to meet and review learning from Doug Fisher and book study – Amy Berry. Allocate time to staff meetings for staff to engage with modules. PBL action plan and time allocation. PBL playbook. Chad Ferris- Ideated (Organic Learning).</p>	<p>Resources: TRS to release nominated teachers to attend 3-6 Reading CLC. TRS (funded through I4S) to release teachers to attend collaborative planning sessions with HoD-C and year level colleagues. Strategic planner to reflect days teachers are attending professional development. TRS(funded through I4S) to allow champion teachers (2-3) to attend TLF Maths workshops. Pedagogical Playbook. Delaneys Creek Teacher Feedback Guide.</p>
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  Principal </div> <div style="text-align: center;">  P&C/School Council </div> <div style="text-align: center;">  School Supervisor </div> </div>		