

PBL <i>Building our culture of wellbeing and engagement</i>	2025	2026	2027	2028
3.1 Systematically enact collaboratively agreed PBL processes across all campuses, to facilitate consistent implementation of practices that support students' positive engagement in learning.				
3.2 Strengthen staff understanding of multi-tiered systems of support (MTSS), including personalised case management processes, to ensure consistent understanding and implementation of effective supports for student learning and engagement.				
3.3 Collaboratively develop systematic response protocols to address the wellbeing needs of leaders and staff who support students with complex needs.				
Curriculum / Planning <i>Driving educational achievement</i>				
Data <ul style="list-style-type: none"> 2.1 Collaboratively review the data plan, to ensure it includes a range of evidence informed assessment and data tools, aligned with school and system performance measures. 2.2 Build the data literacy capability of leaders and teachers to increase precision in curriculum planning and implementation, and monitoring of priority groups and individual student achievement. 				
Planning <ul style="list-style-type: none"> 6.1 Prioritise collaborative learning opportunities for staff to strengthen teachers' and leaders' capability to plan, teach and assess the AC. 6.2 Collaboratively revise the 3 levels of planning, with knowledgeable others, to provide clarity about what teachers should teach and what students should learn. 				
Enacting <ul style="list-style-type: none"> 6.3 Build a shared understanding of the purposes and processes of moderating student work at multiple junctures to support teachers to plan for next steps in student learning. 6.4 Develop processes for leaders to collaboratively plan, moderate and engage in learning in classrooms to support the systematic implementation of the intended curriculum. 				
Pedagogy <i>Cultivating environments that promote inclusion & engagement</i>				
8.1 Collaboratively develop school-wide processes, including observations and feedback, and modelling to support the refinement and effective implementation of pedagogical practices.				
8.2 Create opportunities for teachers and leaders to discuss their beliefs and perspectives about pedagogy to foster a shared understanding and language about how to teach within the school context.				
8.3 Establish a whole-school approach to the teaching of reading that engages all staff in ongoing professional learning, to develop a shared understanding of the research, and effective pedagogical practices for the teaching of reading.				
Capability Development <i>Our commitment to lifelong learning</i>				
5.1 Establish processes that engage the expertise of staff to support the implementation of a professional learning plan that is aligned to improvement priorities and individual goals.				
5.2 Systematically enact differentiated induction and onboarding processes to support sustained and progressive capability development appropriate to individual staff needs				
5.3 Strengthen opportunities for collaborative capability development for leaders and teachers to advance disability specific teaching and learning practices.				
7.1 Broaden staff capability to plan for and intentionally implement evidence-informed differentiation strategies to ensure all students, including culturally diverse learners, are appropriately engaged, challenged and extended.				
4.2 Strengthen staff capability and confidence in using ICT's including assistive technologies to support student access to and engagement with the AC.				