

Priorities	Focused Improvement Practice	Performance Strategies	Success Criteria
We are all improving our learning and performance 	Plan and implement READING and WRITING for learning within our school wide frameworks, focussing on raising results and sharpening pedagogical practices with rigour and purpose.	1 All staff explicitly teach the rigour of reading and writing within the 5 pillars of Coomera Springs pedagogical framework (Clear Lesson Focus, Student Engagement, Effective Feedback, Apply Knowledge, Self-Efficacy).	1 We all feel confident in the rigorous practices required of reading and writing within the framework of warm ups, explicit instruction and small group guided instruction and practices are consistent across the school.
		2 All staff actively access and engage in the professional development plan and coaching model (Rigorous Reading, Seven Steps to Writing and John Fleming mentoring).	2 We all set appropriate performance goals in our APRs and evidence our progress towards these goals. There is a strong sense of collaborative learning amongst staff.
		3 All staff implement signature programs in reading and writing within balanced literacy and numeracy blocks. Extension and support programs are embedded in practices and inclusive opportunities are provided for all students to succeed.	3 Every students succeeding in reading and writing, evidenced through an increase in the % of students achieving in U2B and an increase in the school's mean performance compared to national mean scale score, including SWD and ATSI students.
We are all visibly learning 	Teachers use a range of evidence to regularly reflect on practice and inform their teaching. Differentiation is evidenced and reflected upon within each unit of work. Teachers and students actively engage in the learning cycle of: - WALT, WILF, TIB - Formative and Summative Assessment - Feedback and Reflection	1 All staff regularly collect and interrogate a range of data evidence to reflect on practices, inform their teaching and determine the differentiation strategies and inclusive practices.	1 Staff have completed class/program data profiles that regularly track individual performance (with a weekly focus on formative assessment and differentiation).
		2 All staff document and track the differentiation strategies and learning goals of students and develop deeper understanding of inclusive practices.	2 Student learning goals and performance are clearly articulated and tracked, as well as communicated with parents.
		3 All teachers collaboratively engage in the PLT cycle of inquiry process (one per term) to ensure mastery of teaching and learning is occurring .	3 Teachers work collaboratively and use the professional learning within the PLT cycle of inquiry to improve practice.
We are all building a positive culture 	Our school wide and learning culture is enhanced through a comprehensive focus on well being for students, staff and community. Positive Behaviour for Learning is explicitly embedded and enacted upon across all sectors of the school	1 Actively strengthen parent and community engagement through feedback and reflection sessions and promoting student learning and success .	1 Increase across all categories in the parents School Opinion Survey. As well as an increase in the participation of parent feedback through Feedback Friday and/or surveys.
		2 Actively strengthen staff wellbeing through building a strong collegial support network, continuing positive recognition and celebrating the learning journey of staff.	2 We (staff) all feel valued and participate in both the learning and celebratory activities. Increase in the morale and value categories of the School Opinion Survey.
		3 Continue to embed a comprehensive Positive Behaviour for Learning program focusing on the principles of PBL and You Can Do It. Providing opportunity for success in school life.	3 Student behaviour data shows a continued increase in positive behaviour recordings. Students success is communicated to parents.