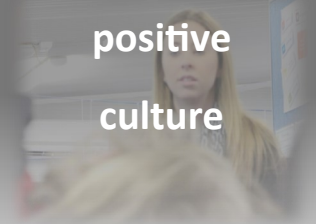


Priorities	Focused Improvement Practice	Performance Strategies	Success Criteria
We are all improving our learning and performance 	Improving pedagogy in: Rigorous Reading Seven Steps to Writing Genre and Writing Framework Guaranteed & Viable Curriculum—Numeracy	1 All staff explicitly teach the rigour of reading, writing and numeracy within the 5 pillars of Coomera Springs pedagogical framework (Clear Lesson Focus, Student Engagement, Effective Feedback, Apply Knowledge, Self-Efficacy).	1 Every student succeeding in reading, writing and number—evidenced through an increase in the % of students achieving in U2B, an increase in the school's mean performance compared to national mean scale score, including SWD and ATSI students.
		2 All staff actively access and engage in the professional development plan and coaching model (Rigorous Reading, Seven Steps to Writing, explicit instructional practices)	2 Staff capability and consistency in the pedagogical practices of explicit instruction in reading, writing and number is strong and evident
		3 Development and implementation of Guaranteed and Viable Curriculum in Numeracy P-6	3 Staff are actively engaged in professional learning and coaching, with strong collaboration amongst staff. APR goals are aligned to teaching and learning improvement
We are all visibly learning 	Teachers use a range of evidence to reflect on practice and inform their teaching. Differentiation is evidenced in practice Friday Assessment Summative and Diagnostic Assessment Student Feedback and Goal Setting Response to Intervention	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 Teachers engage in S2S meetings and Response to Intervention programs, tracking student progress	2 Student learning goals and performance are clearly articulated and tracked, as well as communicated with parents.
		3 Students are explicitly set learning goals and receive feedback on progress	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 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.