



We adopt a trauma informed strengths-based approach placing relationships and belonging as the foundation for engagement and achievement

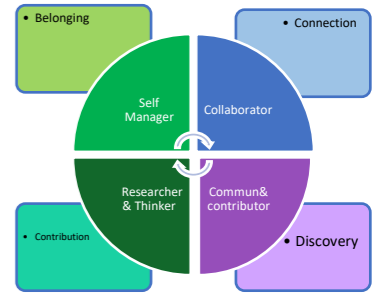
Belong Engage Achieve

Our Vision - We are connected, curious, community minded learners and citizens making a positive difference to our world!

Our Values – Positive Relationships & High Expectations

Our Purpose – Literate. Numerate. Curious and Aentic Learners

We deliver a Conceptual Curriculum that supports curiosity and powerful learning for Global Citizenship



AIP links to 2024 School Review key recommendations	<ul style="list-style-type: none"> Develop staff capability in differentiated teaching and learning to ensure all students are appropriately engaged, challenged and extended Build leaders' and teachers' knowledge and understanding of evidence informed pedagogical practices to develop capability in determining practices most effective in relation to the curriculum, the learner and the learning
AIP links to Curiosity and Powerful Learning (CPL) Characteristics of High Performing Schools	<ul style="list-style-type: none"> A strong inclusive narrative that conveys high expectations of all students and an unwavering belief that all students can succeed Unrelenting focus on quality learning and teaching ensuring student achievement and learning is at the centre of all that teachers do Ongoing professional learning opportunities that are collaborative and non-judgemental Precise, specific, research-based teaching protocols that expand the professional repertoires of all teachers, so generating common practice in the system
Priority Strategy/ies	<ul style="list-style-type: none"> Schoolwide training and implementation of the <i>Berry Street Education Model</i> (BSEM) <i>Essential Skills for Classroom Management</i> (ESCM) capability through <i>Classroom Profiling</i> Introduction of the Flexi-space classroom for identified students 'at risk' of disengagement from learning Professional Learning Communities (PLCs) DOE Reading Modules https://det-school.eq.edu.au/reading Staff developed <i>Quality Standards and Agreed Practices</i> inform the focus of <i>Yeronga State School Collaborative Capability Development: Classroom observations and feedback protocols</i> Instructional Leadership informed by the <i>Illustrated Guide to Visible Learning</i> (Hattie, Fisher, Frey and Almarode 2024) PandC Leaders and teachers prioritise and plan for opportunities for families to be involved in their child's classroom and school events

<h3>Engaged Learners</h3>	<h3>Achieving Learners</h3>
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2025 AIP Goal	Increase levels of belonging and engagement through building capability and capacity for all members of the school community	Phase	Developing (D) Implementing (I) Embedding (E) Reviewing (R)	2025 AIP Goal	Increase student literacy achievement through a whole school approach to explicit vocabulary instruction across the AC	Phase	Developing (D) Implementing (I) Embedding (E) Reviewing (R)
Key Actions including Responsible officer(s)		Resources		Actions including Responsible officer(s)		Resources	
<ul style="list-style-type: none"> All staff (leadership, teachers, teacher aides, administration) commence the 4-Day BSEM training-Day 1 and 2 over 2025 Term 1,2, 3 and 4 Twilight Seminars and Day 3 and 4 over 2026 PFDs (D) Classroom Profiling for all teachers - 2X formal observation and feedback sessions with nominated trained profilers – Facilitated by Junior School Deputy Principal (E) Teacher Cohorts collaboratively develop Quality Standards and Agreed Practices for implementing BSEM and circle time during the staff meeting following each training session -facilitated by Senior School Deputy Principal (I) Principal and Senior Leaders monitor consistency of agreed practices and quality standards through regular classroom walkthroughs (I) Flexi-space Teacher in collaboration with classroom teachers and YIT co-develop agreed practices for supporting continuity of learning for identified students at risk of disengagement from learning (I) 		<ul style="list-style-type: none"> <i>Berry Street Education Model</i> four-day training <i>Classroom Profiling Essential Skills for Classroom Management (ESCM)</i> <i>Reimagining student engagement: From disrupting to driving</i> (Amy Berry) <i>Belonging in Schools Modules</i> (Doug Fisher) 		<ul style="list-style-type: none"> Teachers and school leaders will engage in collaborative cohort planning and professional learning to acquire a repertoire of robust pedagogical practices in the teaching of vocabulary across the AC facilitated by HOD-C and Reading Leaders (I) HOSES, HOD-C and SLP Identify an evidence-based tool/process for monitoring student vocabulary progress to inform literacy instruction and engagement for inclusion in School Data Plan (D) Teacher Cohorts collaboratively develop Quality Standards and Agreed Practices for vocabulary instruction during cohort planning facilitated by Reading Leaders, HOSES, HOD-C, Inclusion Teacher and SLP (D) Leaders and teachers complete DOE Reading Modules over the year supported by scheduled time in PLC Staff Meetings (facilitated by the Principal and Reading Leaders) (I) Principal and Senior Leaders monitor consistency of agreed practices and quality standards through regular classroom walkthroughs (D) 		<ul style="list-style-type: none"> <i>Bringing Words to Life Robust Vocabulary Instruction</i> (Beck, McKeown and Kucan) Curriculum Gateway - Reading Modules (DOE) <i>The Illustrated Guide to Visible Learning</i> (Hattie, Fisher, Frey and Almarode) 	

	Measurable outcomes	Success criteria			Artefacts		Measurable outcomes	Success criteria			Artefacts
End Term 1	Reduction in students requiring transition support to classroom at the start and during the school day Flexi-space classroom established and identified students begin intensive support learning adjustments	Leadership Team	Teachers	Students	OneNote Collaboration Hub - Morning Circle Powerpoints - Brain Break and Positive Primer strategies BSEM Workbooks Split screens ESCM Classroom Profiling Resources	End Term 1	Weekly Leadership walk-through protocols are collaboratively developed for monitoring consistency of practice and quality standards Increase number of students achieving A in English from 30% to 40%	Leadership Team	Teachers	Students	Learning Walls -Tier 2 and 3 vocabulary essential to the current unit of work. UDL Framework
		Dedicate in the school Timetable roll-marking and Morning Circle Routines Walk throughs monitor and provide 'look for' feedback in weekly Bulletin -cohort consistency across P-6 -Morning Circle Time - Brain Break Capture baseline 'belonging' data -students___% students express a strong sense of belonging and engagement at school	Teaching and teaching support staff BSEM Module 1-Part 1 (Body) completed Twilight T1 Deliver Morning Circle and Brain Breaks as per Cohort plan Schedule WOW- sharing Circle Time and Brain Break Teachers sign up for profiling session to occur Semester 1	Ready to learn at the start of each day. Present at the line up area at 8.55am. Participating in Morning Circle Routines Engage in learning opportunities to identify ready to learn behaviours, emotions and strategies				Collaboratively develop consistent instructional leadership practices for monitoring high yield vocabulary instruction across all classrooms Principal Lead – Reading Modules PLCs -Reading Position Statement -Reading Literature Review HOD-C Cohort Planning instructional core vocabulary for units of work -Reading Module 1 through cohort planning	Collaboratively develop instructional practices and quality standards for teaching Tier 2 and 3 Vocabulary during Cohort Planning time Develop classroom Learning Walls to support student vocabulary expansion	Identify personal Tier 2 and 3 Vocabulary goals Students are selecting discerning purposeful choice of vocabulary in their speaking and responding	
End Term 2	Attendance >94% All Students <85% attendance have PLR and YIT support plans	Leadership Team	Teachers	Students	School Attendance Policy MSR Failure to Attend Processes and Responsibilities. YSS Student Code of Conduct and Flowchart for responding to student behaviours YSS Continuum of Engagement aligned with Learning Assets doc.	End Term 2	Semester 1 >70% Students achieve A or B English >95% Students achieve C or greater in English	Leadership Team	Teachers	Students	Bringing Words to Life Robust Vocabulary Instruction UDL Framework
		Action School Attendance Policy and MSR Failure to attend Processes and Responsibilities Continue to enable staff to enact their responsibilities as per the YSS SCOC ESCM's revisited Profiling schedule ready for Term 2 roll out.	Teaching and teaching support staff BSEM Module 1-Part 2 (Body) completed Twilight T2 Maintaining positive Morning Circle routines to enhance student belonging	Identifying themselves on the continuum of engagement and practising strategies to self-monitor and adjust				Walk throughs monitor and provide 'look for' feedback in weekly Bulletin -cohort consistency across P-6 Principal Lead – Reading Modules PLCs -Module 3 Planning teaching and monitoring in Prep-Year 6 HOD-C Cohort Planning instructional core vocabulary for units of work -Reading Module 1 through cohort planning	Collaboratively refine instructional practices and quality standards for teaching Tier 2 and 3 Vocabulary during Cohort Planning time Develop classroom Learning Walls to support student vocabulary expansion	Students are able to talk to their use of vocabulary when sharing with school leadership during classroom walkthroughs	
End Term 3	Semester 1 Behaviour Data- <1%SDA Flexi-space identified students participating in classrooms on the same basis as their peers	Leadership Team	Teachers	Students	School Opinion Survey Student Engagement and Wellbeing Survey	End Term 3	85% of Year 3&5 Students achieve Strong or Exceeding in NAPLAN Reading >95% of Year 3&5 Students achieve Developing, Strong and Exceeding in NAPLAN Reading Increase number of students achieving A in English from 30% to 40%	Leadership Team	Teachers	Students	DIBELS Year 1 and 2 Literacy Continuum Checkpoints UDL Framework
		Administer QEW Student Wellbeing Survey Administer School Opinion Survey Review A-E English Data of identified students	Teaching and teaching support staff BSEM Module 2-Part 1 (Relationship) completed Twilight T3	Practising active engagement in learning using the continuum of engagement as a guide				Principal led capability development of NAPLAN Writing Marking Guide (Vocabulary) Investigate DIBELS ready for trial in Term 4 Principal Lead – Reading Modules PLCs -Module 5 Reading Difficulties and disorders HOD-C Cohort Planning instructional core vocabulary for units of work -Reading Module 1 through cohort planning	Collaboratively consolidate instructional practices and quality standards for teaching Tier 2 and 3 Vocabulary during Cohort Planning time Develop classroom Learning Walls to support student vocabulary expansion	Engaging in focussed intervention groups - Read it again - Tell it again Targeted groups across all cohorts engaging in Reading fluency and comprehension at targeted levels Students actively engaged with Intensive Literacy support provisions	
End of Term 4	Improved baseline data for students reporting a sense of belonging at school -as measured by QEW survey – belonging domain Reduced number of school disciplinary absences. Improved students attending less than 85% Semester 2 >70% Students achieve A or B English >95% Students achieve C or greater in English Behaviour Data-<1%SDA	Leadership Team	Teachers	Students	Visible prompts to support student and staff engagement and high expectations -playground -classrooms -lanyards -desks	End of term 4	Semester 1 >70% Students achieve A or B English >95% Students achieve C or greater in English	Leadership Team	Teachers	Students	DIBELS Year 1 Phonics Check YSS Writing Guide Targets
		Review data and prepare AIP targets and strategies for 2026	Teaching and teaching support staff BSEM Module 2-Part 1 (Relationship) completed Twilight T3 All teachers engaged in 2 nd profiling and feedback session.	Students are able to articulate strategies they use to move along the continuum of engagement to active collaboration in the classroom				Principal led capability development of NAPLAN Writing Marking Guide- Targets Principal Lead – Reading Modules PLCs Module 2 or 4 -Components of Reading -Reading in Junior Secondary HOD-C Cohort Planning instructional core vocabulary for units of work -Reading Module 1 through cohort planning Trial DIBELS and Year 1 Phonics Check for inclusion in 2026 DATA Plan Prepare AIP and School Data Plan for 2026	Teachers use of NAP Marking Guide (Vocabulary) domain to moderate student samples	Students are able to self-regulate against the marking guide to progress through the assessable elements Lead Measures ; Topic Specific Vocabulary (D to C) Cohesive devices (C to B) Precise Vocabulary (B to A)	

Approvals
This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal **P&C President** **School Supervisor**