School priority 1: (Implementing)
Improve the proportion of students in P-2 & 3 - 6 achieving a B or better in English & Math

Monitoring			
Term 1	Term 2	Term 3	Term 4

Strategies:
This will be achieved by

- *Deepening the understanding of the connections between curriculum teaching, learning and students (AITSL Standards).*
- Build data literacy of teachers to inform differentiated practice for all students, including students with potential to achieve 'A' and 'B' LOAs.
- Further explore a range of pedagogies and high-impact strategies focused on engagement and innovation to improve student potential to achieve 'A' and 'B' LOAs.
- Implement strategies to differentiate for high achieving learners to help ensure more students are able to achieve 'A to B' LOAs.
- *Enact a multi-tiered system of support targeting English and Maths*
- Continue to develop and imbed the science of reading and early literacy intervention practices.

Success Criteria
Teachers can/will:

- Engage in moderation practices at all junctures using knowledge of curriculum and students to inform teaching and learning that opens 'A level thinking'.
- Use data, including evidence of learning, to provide targeted feedback against the marking guide to inform next steps of differentiated teaching and learning including the teaching of reading.
- Share effective strategies and impacts of learning walls on student achievement with colleagues.
- Engage in instructional coaching with HOD-C & P.
- Engage in learning walks and talks with school leadership team.

Students can/will:

- Articulate what they need to do in a task that reflects the 'A level thinking' aligned to the marking guide.
- Produce evidence of learning that reflects the A/B elements of the GTMJ using feedback.

Leadership team can/will:

- Lead moderation and professional learning communities to open 'A level thinking' and pedagogy practices.
- Monitoring impact of moderation and pedagogical practices through learning walks and talks.
- Collaboratively analyse data with staff to form lines of inquiry, monitor impact, differentiate support and celebrate success, including the teaching of reading and early intervention.
- Engage in instructional coaching to build capability.

AIP desired outcomes by the end of 2026:

- *P-2 – 70% of students achieving an A or B in English with 20% achieving an A*
- *3 -6 – 70% of students achieving an A or B in English with 20% achieving an A*
- *P-2 – 70% of students achieving an A or B in Math with 20% achieving an A*
- *3-6 – 70% of students achieving an A or B in Math with 20% achieving an A*

AIP supporting outcomes:

- Strong correlation of NAPLAN vs report card data with students achieving 'strong' in NAPLAN reading and/or writing and/or numeracy achieving an A or B in English and/or Maths.
- Strong correlation of NAPLAN vs report card data with students achieving 'exceeding' in NAPLAN reading and/or writing and/or numeracy achieving an A in English and/or Maths.
- SOS – student response, *'I am interested in my schoolwork'* 75% agreement.

AIP monitoring process

- Learning walks and talks.
- Evidence of student learning, formative and summative.
- Teacher/student feedback.
- Semester 1 & 2 level of achievement data.

Actions:

- Further enhance moderation practices inclusive of pre, during and after teaching and learning to establish curriculum clarity and to open 'A level thinking' for version 9 Australian Curriculum English and Maths leading to differentiated teaching and learning.
- Staff engage with the Reading Masterclass and explicit Teaching of Reading Professional Development.
- Staff co-design a 'Mapleton Way' Literacy block encapulating the explicit teaching of reading through the Australian curriculum.
- Multi-tiered system of support – DIBELS, PLD diagnotic assessments.
- staff engage in data meetings to inform teaching and learning practices and monitor the impact of high-impact pedagogies.
- engage staff in instructional coaching with HOD & Prinicpal to build instructional capablity, monitor learning and drive next steps of differentiated instruction.

Resources:

- Professional Development targeted at reading through the Australian Curriculum ($9000).
- Additional NCT data conversations TRS $4500.
- Internal and external moderation and planning sessions through TRS funding. ($22500).

School priority 2: (Developing/Implementing)
Enhance capability and confidence of teachers in digital teaching and learning practices to improve student outcomes.

Monitoring			
Term 1	Term 2	Term 3	Term 4

- *Deepen teachers understanding of digital literacies withing the Australian Curriculum so that students develop digital literacy knowledge and skills.*
- *Further explore departmental digital capability tools to improve teaching and learning experiences for students.*

Success Criteria
Teachers can/will:

- Complete Qld Computers technology survey and share results.
- Set a professional goal to improve digital capability, incorporating digital literacies, tools and pedagogy.
- Identify digital literacy embedded within English and Maths unit plans.
- Work with colleagues to enact and trial pedagogies and engage in coaching or professional development.
- Plan, teach and deliver technologies curriculum.

Students can/will:

- Trial a range of ways to communicate, investigate, collaborate and create using digital technologies.
- Develop skills and strategies to use digital tools and resources withing curriculum linked to digital literacies.
- Use teams as a consistent digital tool resources and environment.

Leadership team can/will:

- Collate data with external coach to determine capability needs and professional learning for staff.
- Support staff implementation of technologies curriculum through planning and coaching support.
- Monitor the impact of digital tools in teaching and learning.
- Audit current ICT resources and assess replacement.
- Work alongside the P&C to boost school device access.

AIP desired outcomes:

- Reflect on Pre and Post survey for teachers results.
- Use of digital tools evident in curriculum, teaching and learning through learning walks and talks.
- Students using digital tools to communicate, investigate and create within teaching and learning seqeunce.
- Staff experiment with the use of ICTs through the teaching and learning sequence.

AIP monitoring process

- Learning walks and talks.
- Professional sharing of effective pedagogy via PLTS.
- Evidence of student learning, formative and summative.
- Engagement with external coach.
- Semester 1 & 2 level of achievement data.

Actions:

- Engage in professional learning to familiarise themselves with digital literacies within ACV9
- Engage in professional learning to improve the use of digital tools within classroom practice
- Review and refine digital literacy professional learning plan based on departmental digital innovation in teaching and learning framework

Resources:

- Additional 0.2FTE allocation of school-based technician ($20000)
- Professional Development & Coaching through Qld Computers ($6000)
- Asset replacement ($20000)

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

Principal   **P&C/School Council**   **School Supervisor**

Red Tape Reduction:

- Streamline MTSS referral process through consultation with LCC and additional STLaN.
- Enhance student capability to communicate learning through digital platforms.