



2026-2029 – STRATEGIC PLAN - McDOWALL STATE SCHOOL

Vision

Everyone belongs, learns, achieves and grows at McDowall State School.

Learning expectations and values

- **Safety** and collaboration: We understand that safety is everyone's responsibility. We know that by making safe choices we protect ourselves and those around us from harm. By working together, we are able to reach common goals. Our teachers share age-appropriate responsibilities, so we learn how to be safe and how to work together. We know that an environment that supports positive behaviour encourages change more effectively than one that focuses on negative behaviour. We understand that by connecting with others, it gives us a sense of belonging.
- **Responsibility:** We all choose what we do with our lives, and we are responsible for these choices. The only person whose behaviour we can control is our own. Our behaviour is our best attempt to meet our needs. Our behaviour is made up of our doing, thinking, feeling and body talk. It is our job to learn to meet our needs in responsible ways.
- **Respect:** We allow ourselves and others to do and be their best. It is our job to negotiate differences in constructive and peaceful ways and to accept that everyone has their own journey. We listen, encourage and trust that others are able to make the choice that is right for them. By using these habits, we create a mutually respectful atmosphere between all that are involved within our school including staff, students, parents/caregivers and visitors.
- **Courtesy** and care: We care for ourselves, we care for others, we care for our learning, and we care for the environment. We recognise when our needs are not being met and choose behaviours that are helpful. We understand that to be healthy means that we must be self-aware and use self-management strategies. We recognise that caring for our body and our mind helps us to be our best self. We recognise that having connections with other people is important.
- **Honesty** and kindness: Connection is at the heart of our work. We are present and listen to each other. We believe that everyone belongs and is an important part of our school. We show compassion to other people by being mindful and calm, considering how other people are thinking and feeling and by showing and sharing moments of gratitude. We show courage and build trust so that others understand that we are aware of ourselves, others and our world. We believe that one person has the power to make a difference.
- **Knowledge**, learning and resilience: Our teachers use effective classroom management, teaching for learning, parent and caregiver involvement, and believe that all students can learn, grow and achieve. We take responsibility by feeding up, back and forward in our learning so we can achieve to our potential. We make choices and take actions which lead us toward achieving our academic goals. We understand that learning is a journey and sometimes we find ourselves in the 'learning pit', but with a growth mindset, persistence and support, we climb out stronger and more capable than before. We understand that we need to show respect and good sportsmanship towards others when we achieve. We understand that competing against our personal best is a healthy way to do this.



Belief statement

We believe that all children have the right to learn in a safe, inclusive and nurturing environment where they feel valued, respected and have a strong sense of belonging within their community.

We believe that all children can learn and thrive when education is evidence-based and age-appropriate and recognises individual strengths, interests, backgrounds and learning needs and that supports the development of the whole child – academically, socially, emotionally and creatively.

We believe that learning flourishes through positive relationships, high expectations, collaboration with families and a growth mindset that encourages curiosity, resilience, reflection and a lifelong love of learning.

We believe that education is a shared responsibility, ‘it takes a village’ and that by creating supportive, engaging and innovative learning environments, we empower every child to realise their potential and to contribute positively to the world.

Intended outcomes statements:

- Students feel a strong sense of belonging, safety and wellbeing. They are confident to participate, take risks and be themselves.
- Students demonstrate growth in learning, achieving success through evidence-based, age-appropriate teaching that meets their individual needs.
- Students develop responsibility, resilience and a growth mindset. They use reflection and feedback to improve and persevere through challenges.
- Students are active, engaged learners who show curiosity, creativity and a lifelong love of learning.
- Positive relationships are evident between students, staff, families and the wider community, strengthening learning through collaboration.
- Inclusive and equitable practices are embedded, ensuring all learners can access the curriculum and experience success.
- Educators continually reflect and improve practice, using research, collaboration and professional learning to maximise student outcomes.
- The school community works together, sharing responsibility to support student wellbeing, achievement and growth.

Performance measures for 2026 – increase over time	A-C	A-B	A
English	98% of students achieving a C or better	80% of students achieving a B-A	40% of students achieving an A
Mathematics	98% of students achieving a C or better	85% of students achieving a B-A	45% of students achieving an A
Students with a disability	targets equal to same age peers	targets equal to same age peers	targets equal to same age peers
First Nations students	targets equal to same age peers	targets equal to same age peers	targets equal to same age peers
Survey data	Improved School Opinion Survey data and Improvement in Student Engagement and Wellbeing survey		
Behaviour	Decrease in behaviour incidents.		
Attendance	Increase in days of learning – 95%		



Strategies from State School Review (SSR)	Strategies – contextualise in Annual Implementation (AIP) – informed by data	Success criteria																												
<p>School priority 1: Achievement and data</p> <p>How we make our decisions and measure our impact.</p> <p>We all belong, learn, achieve and grow at McDowall State School.</p>																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1462 272 1704 300">Phases</th> <th data-bbox="1704 272 1792 300">2026</th> <th data-bbox="1792 272 1879 300">2027</th> <th data-bbox="1879 272 1966 300">2028</th> <th data-bbox="1966 272 2040 300">2029</th> </tr> </thead> <tbody> <tr> <td data-bbox="1462 300 1704 336">Developing</td> <td style="background-color: yellow;"></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="1462 336 1704 373">Implementing</td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td></td> <td></td> </tr> <tr> <td data-bbox="1462 373 1704 410">Embedding</td> <td></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> </tr> <tr> <td data-bbox="1462 410 1704 446">Reviewing</td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> </tr> </tbody> </table>						Phases	2026	2027	2028	2029	Developing					Implementing					Embedding					Reviewing				
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<p>Domain 1: Driving an explicit improvement agenda (EIA): Key improvement strategy: Collaboratively develop a whole-school vision, underpinned by shared values and beliefs, systems and processes, to shape a shared identity and support a united approach to school improvement.</p> <p>Measures/Performance</p> <ul style="list-style-type: none"> Shared vision and values visible in practice and documentation. Consistent language, expectations and culture observed during walkthroughs, learning walks and data (achievement and behaviour). Improvement in SOS. <p>Considerations/Resources</p> <ul style="list-style-type: none"> Consultation time. Visuals and communication materials. Induction time. 	<ul style="list-style-type: none"> Facilitate staff workshops to define and embed shared values and vision, ensuring all staff understand and commit to common principles. Review and align current school systems, routines and behaviour expectations with the vision and values through workshops so that all operational documents explicitly reference the shared values. Develop and implement school-wide systems and processes that integrate the vision and values into teaching, learning and wellbeing, including consistent language, behaviour expectations and recognition systems, resulting in observable alignment during walkthroughs observations. Model the school vision and values in leadership behaviours, including decision-making, communication and role-modelling to unite staff in consistent expectations. Monitor and evaluate implementation through regular reflection cycles, data analysis and collaborative review meetings to drive measurable improvements in school climate and culture, behaviour outcomes and teaching consistency. Communicate the vision and values regularly via newsletters, assemblies and displays to reinforce 	<p>Students</p> <ul style="list-style-type: none"> Use and articulate the language of school values and what they look, sound and feel like in action. Demonstrate the values in learning, behaviour and interactions. Participate respectfully in creating a positive classroom and playground culture. Take responsibility for choices and for showing growth in behaviours aligned with the shared values. <p>Teachers</p> <ul style="list-style-type: none"> Use the common language of the school vision and values consistently in lessons, classroom expectations, behaviour conversations and feedback. Participate in consultation and review processes, offering input that helps refine whole-school systems. Demonstrate the school values through daily practice, visible in walkthroughs, learning walks and team meetings. <p>Teaching Assistants</p> <ul style="list-style-type: none"> Use the shared language when supporting students. Reinforce consistent routines and expectations aligned with the whole-school approach. Demonstrate the values through positive relationships and proactive support of students. <p>Leaders</p> <ul style="list-style-type: none"> Model values-based leadership in all interactions. 																												



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	<p>understanding and engagement across the school community.</p>	<ul style="list-style-type: none"> • Ensure school policies, communication and decision-making reflect the school values. • Analyse behaviour, wellbeing and learning data to monitor the impact of the shared approach and adjust direction as needed.
<p>Domain 2: Analysing and discussing data: Improvement strategy: Build teachers’ capability in analysing a range of data to inform teaching and monitor student progress.</p> <p>Measures/Performance</p> <ul style="list-style-type: none"> • Improved staff data literacy. • Growth in LOA and other assessment results. • Evidence of data-informed differentiation in classroom practice. <p>Considerations/Resources</p> <ul style="list-style-type: none"> • Data literacy PL. • Data dashboards and tracking tools. • Release time for data inquiry cycles. 	<ul style="list-style-type: none"> • Embed the collaborative capability development framework focussed on data literacy, enabling teachers to analyse diagnostic, formative and summative data to inform teaching and learning using a MTSS. • Develop teachers’ data literacy through targeted PL on analysing achievement (LOA and NAPLAN), diagnostic (DIBELS), formative, behavioural and attendance data so that teachers can identify next steps and plan differentiated instruction. • Embed regular collaborative data discussions within teams using agreed protocols and templates ensuring teachers and leaders consistently analyse trends, identify next steps, plan and adjust teaching and interventions, resulting in measurable improvements in student progress across each semester. • Refine classroom observation protocols to link data with instructional practice (targeted instruction and intervention planning) increasing teacher capability and confidence in data use, evidenced by improved student achievement data to apply responsive instructional adjustments as opposed to reactive. • Implement and embed dashboards and tracking tools (spreadsheets) to monitor student progress and interventions enabling consistent evidence-based 	<p>Students</p> <ul style="list-style-type: none"> • Understand their learning goals and next steps. • Use teacher feedback to improve learning outcomes. • Receive targeted, timely feedback. <p>Teachers</p> <ul style="list-style-type: none"> • Use multiple data sources to plan targeted instruction. • Engage in data discussions with clarity and confidence. • Document differentiation linked to data. <p>Teaching Assistants</p> <ul style="list-style-type: none"> • Use teacher-provided evidence-based data to support Tier 2 or Tier 3 interventions. • Provide feedback to teachers on student progress. <p>Leaders</p> <ul style="list-style-type: none"> • Provide PL and coaching focused on data analysis. • Facilitate regular, structured data meetings. • Monitor data-informed adjustments in planning and practice.



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	<p>instructional decision-making demonstrated through documented adjustments aligned to data trends.</p> <ul style="list-style-type: none"> Systematise professional reflection (moderation, academic case management and learning walls) as QA measures to monitor progress and strengthen accountability, evidenced by regularly reviewed data, documented actions and alignment to EIA. 	
<p>Domain 2: Analysing and discussing data: Improvement strategy: Establish systematic processes for the disaggregation and triangulation of data by leaders and teachers, to inform intervention and whole-school improvement planning.</p> <p>Measures/Performance</p> <ul style="list-style-type: none"> Data reviews produce actionable plans for cohorts focussed on achievement, wellbeing, engagement. Intervention outcomes monitored and documented. Student achievement gaps narrowed over four years. <p>Considerations/Resources</p> <ul style="list-style-type: none"> Time for data review meetings. Analytical tools for analysis. 	<ul style="list-style-type: none"> Review the whole-school data plan outlining when and how academic, behaviour and wellbeing data will be collected, disaggregated and triangulated, ensuring systematic, accessible data for termly decision-making. Implement structured data-analysis routines, using agreed templates and protocols to compare multiple data sources (achievement, formative, diagnostic, behaviour), enabling accurate identification of student needs and targeted interventions. Establish a data team responsible for collating, interpreting and communicating insights to inform evidence-based teaching, supports and school-wide strategies. Use triangulated data in termly review and planning meetings, including case management and MTSS structures, to adjust teaching and support strategies with precision, resulting in measurable improvements in student achievement, engagement and wellbeing. 	<p>Students</p> <ul style="list-style-type: none"> Receive interventions matched to their specific needs. Show growth across academic, behaviour and engagement data. Receive timely, targeted interventions. <p>Teachers</p> <ul style="list-style-type: none"> Access and use triangulated data sets in planning. Identify students requiring intervention based on data. Use triangulated data to adjust teaching sequences and align co-teaching. <p>Teaching Assistants</p> <ul style="list-style-type: none"> Provide feedback from intervention sessions. Support targeted groups informed by data decisions. Implement targeted interventions. <p>Leaders</p> <ul style="list-style-type: none"> Develop standard templates for triangulation. Facilitate data review cycles each term. Monitor the impact of interventions using combined data sources.
<p>Domain 4: Targeting school resources: Improvement strategy: Review processes for developing</p>	<ul style="list-style-type: none"> Audit and analyse current class composition practices, including criteria, decision-making protocols and historical outcomes, to identify 	<p>Students</p> <ul style="list-style-type: none"> Access equitable learning opportunities. Settle into new class environments with confidence.



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<p>class composition to ensure decisions are responsive to equity considerations and student needs.</p> <p>Measures/Performance</p> <ul style="list-style-type: none"> Classes reflect equity and balanced learning needs. Feedback indicates satisfaction from staff and parents. <p>Considerations/Resources</p> <ul style="list-style-type: none"> Data analysis tools. Time for consultation and planning. Class Solver to assist. 	<p>strengths and gaps in addressing equity and student needs.</p> <ul style="list-style-type: none"> Develop and embed a transparent, evidence-based class placement framework, informed by student achievement, engagement and support data and teacher consultation, to create balanced and equitable classes and ensure clarity for staff and parents and caregivers. Implement and review the class composition process annually, using feedback from staff, students and parents and student outcome data to refine placement decisions and strengthen equity and responsiveness. 	<ul style="list-style-type: none"> Experience safe, supportive, predictable classrooms. <p>Teachers</p> <ul style="list-style-type: none"> Understand rationale for class placements. Contribute accurate academic, emotional and wellbeing, social and behavioural data to class placement decisions. Support transition processes for students into their new classes. <p>Teaching Assistants</p> <ul style="list-style-type: none"> Provide insights into student needs based on support provided. Assist in supporting students during transition periods. <p>Leaders</p> <ul style="list-style-type: none"> Lead the class composition review process with documented criteria to ensure transparency (using Class Solver). Ensure decisions reflect equity, behaviour and academic needs. Communicate decisions clearly with staff.
<p>Domain 4: Targeting school resources: Improvement strategy: Formalise a process for evaluating resourcing to implement the EIA and to meet the learning needs of all students.</p> <p>Measures/Performance</p> <ul style="list-style-type: none"> Resource allocation aligned with strategic priorities. Staff report resourcing meets student needs. <p>Considerations/Resources</p> <ul style="list-style-type: none"> Budget planning time. 	<ul style="list-style-type: none"> Develop the budget based on student need, equity and EIA priorities so that leaders and teachers can make transparent decisions informed by student achievement, behaviour and wellbeing data. Review and evaluate resourcing effectiveness (budgets, staffing and teaching resources) to track impact and reallocate support as required, with findings shared with staff, P&C and School Council. Align the Professional Engagement Plan, including PL and resources, to EIA priorities to ensure coherent investment in improvement. 	<p>Students</p> <ul style="list-style-type: none"> Receive appropriate support and learning resources. Receive targeted support matched to their needs. <p>Teachers</p> <ul style="list-style-type: none"> Provide accurate information about student needs. Use allocated resources as intended to support learning. <p>Teaching Assistants</p> <ul style="list-style-type: none"> Deliver support aligned to resource planning and student needs. <p>Leaders</p> <ul style="list-style-type: none"> Document and implement a resourcing evaluation cycle. Monitor impact of resourcing and adjust on student outcomes.



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<p>Domain 1: Driving an EIA: Improvement strategy: Formalise and enact the leadership teams’ and teachers’ roles, responsibilities and accountabilities to consistently align with school priorities and drive and monitor the EIA.</p> <p>Measures/Performance</p> <ul style="list-style-type: none"> Leadership structure and role clarity embedded. Staff can articulate EIA priorities and their contribution. Annual Capability Development Plans (ACDPs) for all staff aligned to EIA/AIP priorities, using shared success measures and evidence of impact. Internal QA processes confirm alignment and accountability. <p>Considerations/Resources</p> <ul style="list-style-type: none"> Leadership planning time. Communication tools for EIA. Coaching release for instructional leadership. 	<ul style="list-style-type: none"> Strengthen instructional leadership practices across the school to by creating shared understanding and expectations, modelling high expectations for teaching and learning, maintaining a visible presence in classrooms (focussed on learning rather than behaviour), leading discussion and analysis of data, providing feedback and aligning resources to ensure improved consistency of instruction and measurable growth in student engagement and achievement. Clarify and document whole-school roles, responsibilities and accountabilities in a matrix, ensuring all staff have a shared understanding of expectations and that role descriptions explicitly reference school priorities and the EIA. Develop and implement action plans with clear milestones, timelines and evidence aligned to the EIA enabling systematic monitoring and measurable improvements in student achievement. Implement regular leadership and teacher meetings and monitoring cycles, including walkthroughs, learning walks, data reviews and planning quality assurance (QA) processes to track the enactment of roles and responsibilities and inform evidence-based adjustments each term. 	<p>Students</p> <ul style="list-style-type: none"> Experience consistent routines, expectations and learning practices across classrooms. Receive feedback aligned with the school’s improvement priorities. <p>Teachers</p> <ul style="list-style-type: none"> Consistently use shared language in lessons, behaviour management and feedback. Align classroom expectations, routines and learning goals with school values. Participate in consultation and review processes to refine whole-school systems. Demonstrate school values in daily practice, visible in walkthroughs, learning walks and team meetings. <p>Teaching Assistants</p> <ul style="list-style-type: none"> Understand responsibilities in supporting teaching and interventions. Implement strategies collaboratively planned with teachers. Support learning priorities consistently. <p>Leaders</p> <ul style="list-style-type: none"> Provide clear, written role statements aligned to the EIA. Consistently enact agreed instructional leadership practices. Monitor implementation through walkthroughs, learning walks, observations and coaching and reflection processes. Use accountability structures to ensure priorities drive leadership behaviours and practice. 																												



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	<ul style="list-style-type: none"> Evaluate the effectiveness of enacted roles and responsibilities through staff feedback, annual capability development plans and associated conversations and data ensuring leadership and teacher practices demonstrate increased consistency and alignment to the EIA over time. 	<ul style="list-style-type: none"> Demonstrate collective accountability for student outcomes. Reflect on the impact of leadership actions.
<p>Domain 5: Building an expert teaching team: Improvement strategy: Implement processes for determining purpose and accountabilities for PL, to monitor the impact on student outcomes.</p> <p>Measures/Performance</p> <ul style="list-style-type: none"> Staff report PL aligns with classroom needs. Evidence of improved student outcomes post-PL. <p>Considerations/Resources</p> <ul style="list-style-type: none"> Budget for PL. Observation and data tools for monitoring impact. 	<ul style="list-style-type: none"> Define and document clear purpose, success measures and measurable outcomes for each PL initiative, aligned to EIA priorities and the Professional Engagement Plan, to clarify expected impact on practice. Embed implementation of PL (planning, observations, walkthroughs and learning walks) to track implementation fidelity and changes in instructional practice. Evaluate the impact of PL each term using student achievement data, observation evidence and feedback, to refine future PL and target areas of highest need. Review Professional Engagement Plan each year to ensure is aligned to EIA priorities. 	<p>Students</p> <ul style="list-style-type: none"> Benefit from high-quality teaching practices. Benefit from improved instructional quality and more effective teaching strategies. <p>Teachers</p> <ul style="list-style-type: none"> Apply PL consistently. Engage in PL with a clear understanding of purpose. Demonstrate changes in classroom practice aligned to PL focus. <p>Teaching Assistants</p> <ul style="list-style-type: none"> Support PL initiatives in classrooms. Participate in targeted PL and apply strategies consistently. <p>Leaders</p> <ul style="list-style-type: none"> Monitor PL impact and adjust future plans. Set clear PL goals linked to the EIA. Monitor and document the impact of PL on practice and student learning.
<p>Domain 5: Building an expert teaching team: Improvement strategy: Strengthen mentoring and induction opportunities, supporting capability of staff to enact school priorities, procedures, practices and processes.</p>	<ul style="list-style-type: none"> Embed a structured induction and mentoring program, assigning mentors to new and early career staff within Week 1, aligned to school procedures, pedagogical expectations and the EIA, to enable rapid uptake of consistent practices. Implement regular mentor-mentee coaching cycles, including peer observation and feedback, to build confidence, capability and accuracy in school 	<p>Students</p> <ul style="list-style-type: none"> Experience consistent teaching approaches. Experience consistent expectations even when supported by new staff. <p>Teachers</p> <ul style="list-style-type: none"> Participate actively in mentoring and induction. Understand school expectations and apply them consistently.



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<p>Measures/Performance</p> <ul style="list-style-type: none"> Retention of early career staff. Mentored teachers demonstrate application of school priorities in practice. <p>Considerations/Resources</p> <ul style="list-style-type: none"> Mentor release time. PL for mentors. Structured observation and feedback frameworks. 	<ul style="list-style-type: none"> processes, evidenced through improving classroom practice. Extend mentoring pathways to support aspirant HAT/LT teachers, strengthening leadership capability and instructional expertise. Monitor and evaluate mentee progress through classroom observations, feedback records and performance evidence, ensuring accountability and targeted support. 	<ul style="list-style-type: none"> Access mentors and participate in regular coaching conversations. <p>Teaching Assistants</p> <ul style="list-style-type: none"> Participate in induction to understand routines and expectations. Implement strategies consistently with school processes. <p>Leaders</p> <ul style="list-style-type: none"> Provide structured mentoring and monitor effectiveness. Provide a structured induction program and trained mentors. Monitor implementation of school processes by new staff.
<p>Domain 8: Implementing effective pedagogical practices: Improvement strategy: Implement regular opportunities for PL and discussions about pedagogy to develop a shared knowledge and understanding of effective, evidence-informed pedagogies.</p> <p>Measures/Performance</p> <ul style="list-style-type: none"> High staff engagement in pedagogy-focused PL. Observable changes in teaching practice aligned to evidence-based pedagogy. <p>Considerations/Resources</p> <ul style="list-style-type: none"> PL and release time. Access to pedagogical research and resources. 	<ul style="list-style-type: none"> Schedule recurring whole-school pedagogical professional engagement opportunities each term (PL, professional reading, mentoring, coaching and professional reflection) so that staff develop a shared understanding of effective teaching (e.g., explicit instruction). Present evidence-informed strategies in staff meetings and collaborative planning so that teachers can implement and trial common evidence-based approaches. Collect classroom evidence (walkthroughs, learning walks, moderation and professional reflection) so that teachers and leaders can monitor the coherence and impact of pedagogical practices on student achievement. 	<p>Students</p> <ul style="list-style-type: none"> Experience high-quality, evidence-informed instruction. Engage in lessons that reflect effective, consistent instruction across the school. <p>Teachers</p> <ul style="list-style-type: none"> Apply evidence-informed pedagogy in daily practice. Contribute to professional discussions and reflection sessions. Participate in and apply pedagogical learning. <p>Teaching Assistants</p> <ul style="list-style-type: none"> Use pedagogical strategies shared during PL to support students. Support research-informed teaching. <p>Leaders</p> <ul style="list-style-type: none"> Provide high-quality PL aligned to the EIA. Monitor implementation and support reflective practice. Monitor classroom practices for alignment with agreed pedagogies.



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Reviewing																															
<p>Domain 3: Promoting a culture of learning: Improvement strategy: Systematically enact a MTSS for student behaviour and engagement to ensure shared understanding of expectations and consistent application of strategies.</p> <p>Measures/Performance</p> <ul style="list-style-type: none"> Reduction in behavioural incidents across the school. Increased engagement and attendance. Staff demonstrate understanding and use of MTSS consistently. <p>Considerations/Resources</p> <ul style="list-style-type: none"> Staff PL on MTSS. Time for whole school committee (WSC) meetings. Behaviour tracking spreadsheet and OneSchool. 	<ul style="list-style-type: none"> Embed a clear MTSS framework, documenting Tier 1, Tier 2 and Tier 3 behaviour and engagement expectations, systems and supports, to ensure all staff share a common understanding and language. Implement targeted PL and coaching on MTSS-aligned practices, including proactive and preventative Tier 1 behaviour strategies, early intervention and consistent language, to build staff confidence, capability and consistency in behaviour management. Monitor and evaluate the effectiveness of MTSS using behaviour data, student engagement surveys and intervention tracking enabling data-informed adjustments that improve engagement and reduce reliance on intensive Tier 3 supports. Foster collaboration among teachers, teaching assistants and leadership to strengthen consistency in practice and maximise student support. 	<p>Students</p> <ul style="list-style-type: none"> Know and demonstrate school-wide expectations. Show improved engagement through tiered support. Experience consistent responses from adults. Meet behavioural expectations, access support when needed. <p>Teachers</p> <ul style="list-style-type: none"> Use common language and expectations in all settings. Apply Tier 1 strategies consistently. Seek support through MTSS processes for ongoing needs. <p>Teaching Assistants</p> <ul style="list-style-type: none"> Reinforce Tier 1 expectations in learning and play settings. Support targeted Tier 2 and Tier 3 interventions as directed. <p>Leaders</p> <ul style="list-style-type: none"> Provide training and coaching on MTSS expectations. Facilitate regular MTSS team meetings to monitor student needs. Ensure consistent application of tiered interventions. Monitor and guide MTSS implementation. 																													
<p>Domain 7: Differentiating teaching and learning: Key improvement strategy: Prioritise teachers’ understanding and application of co-planning, co-teaching, co-debriefing and co-</p>	<ul style="list-style-type: none"> Build teacher capability and confidence through targeted PL on differentiation and effective co-teaching models, resulting in observable improvements in classroom practice. 	<p>Students</p> <ul style="list-style-type: none"> Experience tailored learning. Engage in learning matched to their readiness and needs. <p>Teachers</p> <ul style="list-style-type: none"> Collaborate effectively to differentiate. 																													



Strategies from State School Review (SSR)	Strategies – contextualise in Annual Implementation (AIP) – informed by data	Success criteria
<p>reflecting for classroom differentiation to ensure the effective and consistent implementation of inclusive teaching practices.</p> <p>Measures/Performance</p> <ul style="list-style-type: none"> All classrooms implement co-teaching/differentiation strategies. Students demonstrate engagement and growth across ability levels. <p>Considerations/Resources</p> <ul style="list-style-type: none"> Release time for co-planning and co-reflection. PL on co-teaching and differentiation. 	<ul style="list-style-type: none"> Embed structured co-planning sessions, pairing teachers with a year-level co-teacher where possible, to jointly design differentiated learning experiences, evidenced through shared planning documentation stored on SharePoint. Implement regular co-teaching cycles, prioritising same year-level partnerships, to share expertise and strengthen instructional consistency, as evidenced through aligned lesson delivery and observation data. Use structured co-debriefing and co-reflection protocols following co-taught lessons to enable immediate, targeted instructional adjustments in response to student needs. Monitor and quality assure co-teaching, differentiation practices, for implementation fidelity through classroom observations and feedback cycles. 	<ul style="list-style-type: none"> Plan and deliver learning using shared expertise. Use co-reflection to adjust strategies for student needs. <p>Teaching Assistants</p> <ul style="list-style-type: none"> Support co-teaching and differentiated instruction. Support differentiated groups using guidance from co-planning. <p>Leaders</p> <ul style="list-style-type: none"> Monitor and coach for differentiation practice. Provide time and frameworks for collaborative practice. Monitor impact on differentiation through walkthroughs.
<p>Domain 7: Differentiating teaching and learning: Improvement strategy: Strengthen staff capability in scaffolding learning based on in-depth analysis of a range of assessments to ensure every student is appropriately engaged, challenged and extended.</p> <p>Measures/Performance</p> <ul style="list-style-type: none"> Evidence of scaffolded learning in lesson plans. 	<ul style="list-style-type: none"> Develop a shared language and understanding of key terms (e.g., differentiation, scaffolding, enrichment, extension, difficulties, disabilities) to ensure accurate and timely teaching that meets learning needs of all learners. Analyse multiple assessment sources at the start of each unit to identify student achievement levels so that scaffolds are matched to students’ needs and documented in differentiation planning documents. Design and implement scaffolded tasks that differentiate by readiness, complexity and level of support ensuring that every student is appropriately 	<p>Students</p> <ul style="list-style-type: none"> Engage in learning that is neither too easy nor too difficult. Demonstrate growth due to targeted scaffolding. Access appropriately challenging tasks. <p>Teachers</p> <ul style="list-style-type: none"> Use assessment data to design scaffolded tasks. Adjust instruction based on ongoing evidence. Adjust instruction based on assessment data. <p>Teaching Assistants</p> <ul style="list-style-type: none"> Deliver scaffolded support and adjustments under teacher guidance. Support scaffolded instruction effectively.



Strategies from State School Review (SSR)	Strategies – contextualise in Annual Implementation (AIP) – informed by data	Success criteria
<ul style="list-style-type: none"> Improvement in student engagement and achievement across cohorts. <p>Considerations/Resources</p> <ul style="list-style-type: none"> PL and resources for scaffolding strategies. Time for data analysis and planning. 	<p>challenged as evidenced by task completion and achievement data.</p> <ul style="list-style-type: none"> Monitor the effectiveness of scaffolds during lessons using formative assessment, enabling timely instructional adjustments evidenced by recorded formative assessment data and progress notes for individual student needs. Analyse and apply assessment data to identify learning and extension needs, evidenced through documented intervention and extension plans. Develop and implement scaffolding plans for targeted teaching and learning, with progress monitored through formative and summative assessment data. Deliver targeted PL on scaffolding and differentiation strategies, evidenced through planning and observational data. Embed observations and feedback cycles to QA scaffolding and differentiation practices, evidenced by written feedback of observations, Personalised Learning Plans, including progress notes to create improved instructional consistency across cohorts and the school. 	<p>Leaders</p> <ul style="list-style-type: none"> Provide tools for analysing assessments. Monitor differentiation and scaffolded instruction in classrooms. Monitor application and provide coaching.



Strategies from State School Review (SSR)	Strategies – contextualise in Annual Implementation (AIP) – informed by data	Success criteria				
<p>School priority 4: Curriculum and pedagogy What and how we teach our children. We all learn and achieve at McDowall State School.</p>						
<p>Domain 6: Leading systematic curriculum implementation: Key improvement strategy: Refine collaborative curriculum unit planning to strengthen understanding of the Australian Curriculum (AC) and embed the teaching of reading through the learning areas.</p> <p>Measures/Performance</p> <ul style="list-style-type: none"> Evidence of consistent curriculum implementation across classes. Student reading outcomes show measurable improvement. <p>Considerations/Resources</p> <ul style="list-style-type: none"> Planning time. Access to curriculum and assessment resources. PL for effective reading instruction. 		<ul style="list-style-type: none"> Embed a termly curriculum mapping and review process aligned to the Australian Curriculum (AC) to ensure unit plans meet AC requirements and articulate clear learning intent (i.e., consistency of curriculum intent across year levels), evidenced through reviewed planning documentation. Review unit plans before implementation so that consistency of curriculum intent is verified across year levels. Identify and address the reading demands of each learning area during collaborative planning, embedding explicit reading instruction across all units, as demonstrated in unit plans and classroom practice. Use student assessment data to refine curriculum planning, resulting in targeted adjustments that respond to identified learning needs. Quality assure (QA) curriculum planning through structured QA processes to verify consistency of curriculum intent across year levels. 	<p>Students</p> <ul style="list-style-type: none"> Engage in reading and curriculum-aligned lessons. Improve disciplinary reading skills and apply them across subjects. <p>Teachers</p> <ul style="list-style-type: none"> Develop and deliver units collaboratively. Engage in collaborative planning using AC content descriptors. Embed explicit reading strategies in all learning areas. <p>Teaching Assistants</p> <ul style="list-style-type: none"> Support reading and curriculum goals in classrooms. Support reading-focused activities during lessons. <p>Leaders</p> <ul style="list-style-type: none"> Provide guidance and monitor/QA planning. Facilitate planning meetings and ensure AC alignment. Provide coaching on reading through the curriculum. 			
<p>Domain 6: Leading systematic curriculum implementation: Improvement strategy: Strengthen moderation throughout the teaching and learning sequence</p>		<ul style="list-style-type: none"> Refine scheduled cycle of moderation (before, through, after and end) to build shared understanding and language of task demands, success criteria and achievement standards, enabling timely instructional adjustments and consistent, 	<p>Students</p> <ul style="list-style-type: none"> Experience consistent learning expectations. Receive consistent, fair assessment and feedback. <p>Teachers</p>			



Strategies from State School Review (SSR)	Strategies – contextualise in Annual Implementation (AIP) – informed by data	Success criteria
<p>to reinforce shared curriculum expectations and monitor alignment between intended and enacted curriculum.</p> <p>Measures/Performance</p> <ul style="list-style-type: none"> Consistency in teacher assessment judgments. Alignment between planned curriculum and classroom practice. <p>Considerations/Resources</p> <ul style="list-style-type: none"> Time for moderation meetings. Assessment exemplars and moderation tools. 	<p>evidence-based judgments (e.g., through moderation - teachers can adjust teaching before the assessment is completed; after moderation - use annotated samples so that judgments remain consistent and evidence-based).</p> <ul style="list-style-type: none"> Review and quality assure assessment alignment with the Australian Curriculum standards to ensure validity and consistency of assessment tasks. Use annotated exemplars and student evidence to calibrate teacher judgments, ensuring reliable and consistent assessment decisions across classes. Implement feedback and improvement cycles, including learning walks, to strengthen teaching practice and student learning outcomes, evidenced through observation data and follow-up actions. 	<ul style="list-style-type: none"> Engage in regular moderation and align practice. Engage in moderation at all three stages: planning, midpoint and post-assessment. Apply shared marking criteria consistently. <p>Teaching Assistants</p> <ul style="list-style-type: none"> Support consistent instructional delivery. Understand learning intentions and success criteria to support accurately. <p>Leaders</p> <ul style="list-style-type: none"> Facilitate moderation and track outcomes. Schedule and lead moderation cycles. Ensure alignment between curriculum intent and classroom practice.
<p>Domain 8: Implementing effective pedagogical practices: Key improvement strategy: Broaden collaboration processes to include discussions of data and the principles of pedagogy to inform responsive pedagogical decisions and monitor their impact on learning.</p> <p>Measures/Performance</p> <ul style="list-style-type: none"> Staff report improved understanding of pedagogy. Data-informed pedagogical adjustments evident in classrooms. 	<ul style="list-style-type: none"> Share and trial agreed pedagogical practices so that practice becomes more consistent and responsive using data and discussions to ensure decisions are evidence informed. Evaluate the impact of team decisions using student work samples and observational data so that pedagogy is continuously refined and embedded. Establish collaborative professional reflection teams for pedagogy discussions (e.g., academic case management) so that teachers can link student data to pedagogical decision-making. Embed observations and feedback cycles to strengthen teacher confidence, capability and 	<p>Students</p> <ul style="list-style-type: none"> Benefit from adaptive, data-responsive teaching strategies. <p>Teachers</p> <ul style="list-style-type: none"> Bring data to meetings and use it to make instructional decisions. Discuss and trial evidence-informed pedagogical practices. <p>Teaching Assistants</p> <ul style="list-style-type: none"> Provide observations that help inform pedagogical decisions. Support evidence-informed teaching. <p>Leaders</p> <ul style="list-style-type: none"> Facilitate structured collaborative meetings with clear expectations. Monitor the impact of collaborative decisions on student outcomes.



Strategies from State School Review (SSR)	Strategies – contextualise in Annual Implementation (AIP) – informed by data	Success criteria
Considerations/Resources <ul style="list-style-type: none">• PL time.• Observation tools and feedback frameworks.	professional growth while also providing quality assurance and line of sight of consistent pedagogical approaches across the school evidenced by documented feedback to teachers and monitored progress against the EIA.	

Approvals

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

Principal

School Council Chair

School Supervisor