



Stafford Heights State School 2025 Annual Improvement Plan



Our work at Stafford Heights is aligned to the State Schooling Agenda of Equity and Excellence – Realising the potential of every student



**Educational
achievement**



**Wellbeing and
engagement**



**Culture and
inclusion**

EDUCATIONAL ACHIEVEMENT

School Priority 1: Lifting English outcomes for all students

	Strategies		Timeline				Actions Leadership, Teachers, Teacher Aides, Students	Capability Development	Indicators of Success	Progress Reflection					
			T1	T2	T3	T4				T1	T2	T3	T4		
	Educational Achievement	Explicitly teaching reading within the Australian Curriculum		I	I	I	E	Students: <ul style="list-style-type: none"> actively use learning walls and marking guides to set goals, focus on improvement and seek feedback, jointly construct exemplars, actively engage in learning activities, engage in differentiated tasks. are explicitly taught reading across all learning areas of the Australian Curriculum Teachers: <ul style="list-style-type: none"> use the ACV9 and EQ reading portal to support the teaching of reading. explicitly teach reading using evidence-informed instructional teaching practices. explicitly teach how to use the learning wall effectively. engage in fortnightly cycles to moderate to ensure consistent understanding of the Achievement Standard and to monitor student progress plan and implement differentiated pedagogy (explicit, gradual release) to meet diverse learning needs. use DIBELS to monitor reading in the classroom. Teacher Aides: <ul style="list-style-type: none"> support teachers and students during structured English blocks in particular in the areas of reading and writing. participating in professional development in reading. model to students the use of the Learning Wall. provide feedback to teachers on student learning. Leadership: <ul style="list-style-type: none"> lead the development on how to teach Reading within the Curriculum at SHSS. establish an expert reading team comprising the Principal, HOD-C, an early years teacher and an upper years teacher. Facilitate data conversations regarding the teaching of reading. lead moderation processes to build clarity and alignment of assessment tasks to ACV9 achievement standards and marking guides. analyse English A – C Data fortnightly & termly with staff monitor the enactment of the teaching and learning through regular learning walk focusing on Learning Walls and the teaching of reading. 	<ul style="list-style-type: none"> HOD-C and the expert reading team to lead school-based reading professional development (PD) for teachers and teacher aides aligned to The Reading Position and documentation aligned to this statement including the EQ Reading Portal. All staff engage in DIBELS Professional Development and data collection. Leadership team to facilitate moderation processes across all year levels. Continue the book study – Clarity – Lyn Sharratt Provide opportunities for staff to visit other schools to observe co-constructed learning and the implementation of learning walls. HOD-C and the expert reading team to model and coach effective reading practices in classrooms. Staff to visit other schools, including SHSS, to observe best practices for the teaching of reading. 	English A-C Achievement Targets: Starting Strong (P – 2): <ul style="list-style-type: none"> Whole 90% NCCD 75% First Nations 60% Building on foundations (3-6): <ul style="list-style-type: none"> Whole 85% NCCD 65% First Nations 50% English A-B Achievement Targets: Starting Strong (P – 2) <ul style="list-style-type: none"> Whole 65% NCCD 35% First Nations 35% Building on foundations (3-6) <ul style="list-style-type: none"> Whole 50% NCCD 20% First Nations 12% Other Indicators: <ul style="list-style-type: none"> consistent approach to teaching reading is developed and led by the HOD-Curriculum and the Expert Reading Team. teachers use data to plan and implement the teaching of reading to cater for all students. High-quality instructional routines for reading are embedded across all classes. Signpost for Reading reflects measurable growth from pre- to post-assessment. Semester reporting includes termly tracking of A–E data. Students independently use the English Learning Wall, clearly articulating what they are learning in English, how they will be successful and know what their next steps in learning are. Embedded moderation processes at SHSS ensure consistent and accurate teacher judgments of student learning against achievement standards. Improved School Opinion Survey results, particularly in: "I understand how I am assessed at my school." "My child's learning needs are being met at this school." 					
Develop students' capability to independently use the English Learning Wall to monitor and track their learning progression.		I	I	E	E										
Continue embedding high-quality planning, teaching, and moderation cycles to ensure targeted instruction that enhances student achievement in English.		I	E	E	E										

Timeline Key: R= Research/Review D= Develop, I = Implement, E = Embed

Progress Reflection Key: Green = on track, Yellow = underway, Red = yet to start
 Shade cell at the end of each term after

WELLBEING AND ENGAGEMENT CULTURE AND INCLUSION

Priority 2: Lifting engagement and learning for diverse learners

Strategies	Timeline				Actions Leadership, Teachers, Teacher Aides, Students	Capability Development	Indicators of Success	Progress Reflection				
	T1	T2	T3	T4				T1	T2	T3	T4	
Enacting strategies to improve attendance and English outcomes for First Nations students.	I	I	E	E	<p>Students:</p> <ul style="list-style-type: none"> increase student voice through student leadership opportunities and Student Council. selected students participate in opportunities to develop social and emotional capabilities. First Nations students engage in cultural activities to strengthen their sense of belonging and connection to their culture. First Nations students attending school. <p>Teachers:</p> <ul style="list-style-type: none"> explicitly teach the Respectful Relationships Education Program to all students. integrate social and emotional capabilities into teaching and learning. access resources and embed cultural perspectives in teaching, using the Australian Curriculum and 8 Ways of Learning. build positive relationships with First Nations families through regular communication. engage with and apply NCCD, DDA PLRs, and ICPs, using data to deeply understand student needs and implement differentiated teaching at all levels (all students, focused, and intensive). <p>Teacher Aides:</p> <ul style="list-style-type: none"> use teacher's plans to support student learning and build positive relationships with First Nations families. assist teachers in developing students' social and emotional capabilities. facilitate cultural groups for First Nations students <p>Inclusion Teachers:</p> <ul style="list-style-type: none"> develop and refine whole-school processes for NCCD, DDA PLRs, and ICPs in collaboration with the leadership team, ensuring precision in strategies for identified students. use social and emotional capabilities to guide student support and engagement. support families in improving attendance through stakeholder meetings, daily transition support, and access to external support services. <p>Leadership:</p> <ul style="list-style-type: none"> lead the development and implementation of whole-school processes for NCCD, DDA PLRs, and ICPs, ensuring effective differentiation practices across all levels (all students, focused, and intensive). Use the NCCD Reflective Tool results to plan the next steps for building capability with staff. collaborate with First Nations Regional Support Staff, establishing informal and formal meet-ups to engage First Nations families, strengthen attendance, and connect with local Elders and community agencies. implement the Walking School Bus initiative to support increased student attendance. foster a culturally safe environment for all students. review attendance data daily and lead the implementation of family support strategies. develop and implement a Parent and Community Engagement Framework to foster stronger partnerships and enhance collaboration between the school and its wider community. 	<ul style="list-style-type: none"> All staff participate in PD in Australian Curriculum Social and Emotional Capabilities All teachers with the HOD-C during planning embed First Nations cultural perspective into the teaching and learning All staff engage in First Nations PD – Hidden Cultures & 8 Ways of Learning Collaborate with regional support staff to deepen staff understanding on strengthening connections with First Nations students and families. Inclusion Teachers build their capabilities through school-based PD and visits to other schools. Build staff understanding in NCCD in particular DDA standards and policies. 	<p>English A-C Achievement Targets: Starting Strong (P – 2):</p> <ul style="list-style-type: none"> NCCD 75% First Nations 60% <p>Building on foundations (3-6):</p> <ul style="list-style-type: none"> NCCD 65% First Nations 50% <p>English A-B Achievement Targets: Starting Strong (P – 2)</p> <ul style="list-style-type: none"> NCCD 35% First Nations 35% <p>Building on foundations (3-6)</p> <ul style="list-style-type: none"> NCCD 20% First Nations 12% <p>Attendance Targets:</p> <ul style="list-style-type: none"> First Nations Starting Strong (P-2): 75% First Nations Building Foundations (3-6): 78% <p>Other Indicators:</p> <ul style="list-style-type: none"> developed and implemented a Parent and Community Engagement Framework all staff will have participated in professional development on NCCD data, differentiation, DDA PLRs, and ICPs. all teachers will have developed plans for quality differentiation for all students (focused or intensive), using data to guide decisions based on diverse student needs. NCCD Reflective Tool reflects measurable growth from pre- to post-assessment. First Nations families will have an increased sense of belonging at SHSS. positive partnerships built with external providers to support First Nations families increase in student engagement and learning outcomes through the provision of differentiation supports increased student voice at SHSS. improvement in students' social and emotional capabilities improved School Opinion Survey results, particularly in: "My child's learning needs are being met at this school". "My school takes students' opinions seriously". 					
Enhancing wellbeing through targeted approaches that improve engagement and foster a strong sense of belonging for all students.	I	I	E	E								
Building teacher capability to plan and implement reasonable adjustments for students with a disability.	I	E	E	E								

Wellbeing and Engagement
Culture and Inclusion

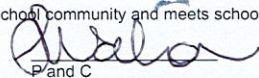
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Key Endorsement

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


Principal


P and C


School Supervisor