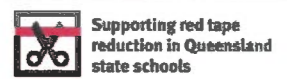


	<ul style="list-style-type: none"> Tiered intervention model operational and monitored. <p>Behaviour Students can / will:</p> <ul style="list-style-type: none"> Engage in daily structured reading routines with stamina and focus. Articulate the reading strategy being used (e.g. decoding, fluency, summarising, inferencing). Apply taught phonics knowledge accurately when reading unfamiliar words. Read grade-level texts with improving fluency (accuracy, rate, expression). Use academic and Tier 2 vocabulary in speaking and writing. Respond to texts using evidence to justify thinking. Independently apply comprehension strategies across learning areas. Demonstrate growth in reading confidence and willingness to read aloud. <p>Teachers can / will:</p> <ul style="list-style-type: none"> Deliver explicit, systematic reading instruction using agreed lesson structure (I Do – We Do – You Do). Teach phonics (P–2) daily and provide targeted decoding support where required in upper years. Embed consistent fluency routines (modelled reading, repeated reading, partner reading). Explicitly teach Tier 2 and curriculum vocabulary across all learning areas. Use formative assessment to adjust instruction in real time. Analyse reading data and identify students requiring differentiation or intervention. Provide scaffolded support before releasing students to independent practice. Moderate A–E judgements confidently and consistently. <p>Teacher Aides can / will:</p> <ul style="list-style-type: none"> Deliver targeted small-group intervention aligned to classroom instruction. Reinforce phonics, fluency and vocabulary routines consistently. Follow structured intervention programs with fidelity. Provide feedback to teachers on student progress and engagement. Support identified students using agreed instructional language and strategies. <p>Leadership Team can / will:</p> <ul style="list-style-type: none"> Clearly articulate the school's Reading Framework and non-negotiables. Monitor implementation through walkthroughs and coaching conversations. Lead regular data reviews and ensure responsive action plans are enacted. Provide ongoing professional learning aligned to identified need. Allocate resources strategically to support intervention and capability building. Celebrate progress and communicate impact with staff and community. Evaluate effectiveness of pedagogical practices and refine as required. 	<p>Behaviour Students can/will:</p> <ul style="list-style-type: none"> Describe how they stay engaged in learning. Demonstrate resilience and emotional regulation strategies. Seek help appropriately. Show pride in positive behaviour recognition. Articulate knowledge of student engagement and what it means to be 'driving' their own learning. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Explicitly teach student engagement in the classroom and harnessing Dr Amy Berry's research. Apply Amy Berry's engagement continuum to plan lessons. Embed mental fitness language into daily routines. Regularly engage with teaching and learning through walks and talks and feedback cycles. <p>Teacher aides can/will:</p> <ul style="list-style-type: none"> Regularly engage with teaching and learning through walks and talks and feedback cycles. Focus the majority of their time on direct student support rather than administrative tasks. Provide timely, concise feedback to teachers about student progress. Follow the agreed behaviour flowchart and recording processes. Work collaboratively with teachers as part of a coordinated support model. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Conduct focused walks and talks as per the school's collegial engagement policy. Plan for and allocate resources for collegial engagement opportunities. Regularly engage with teaching and learning through walks and talks and feedback cycles. Monitor behaviour and wellbeing data each term. Provide feedback and coaching aligned to engagement practices. Lead refinement of PBL systems. Celebrate improvements in culture and student connection.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Artefacts</p>	<ul style="list-style-type: none"> Published and enacted P–6 Reading Framework Documented Reading Instruction Non-Negotiables visible in all classrooms. Vocabulary scope and sequence (P–6) across curriculum areas. Annotated unit and weekly plans demonstrating: <ul style="list-style-type: none"> Explicit instruction (I Do – We Do – You Do) Daily phonics (P–2) Structured fluency routines Explicit Tier 2 vocabulary instruction Termly Reading Data Wall Coaching cycle documentation (observation notes, feedback summaries, goal setting). 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Artefacts</p> <ul style="list-style-type: none"> Updated and published BSS Collegial Engagement Framework. Staff and student feedback. Evidence of engagement strategies embedded in planning documents. COLAB learning wall displays modelling AIP focus areas. Documented review of behaviour recording processes in OneSchool. Comparative behaviour data reports (Term 1 vs Term 4). Refined PBL behaviour flowchart (published and visible in classrooms). Documentation of mental fitness implementation through Gotcha4Life. Engagement routines visible in daily timetables. Mental fitness language embedded in learning environments. Positive behaviour acknowledgement systems aligned to PBL. PBL Data – TF! Term 2/EBS Term 3/Triangular Data Term 4/2 Year Major and Minor Term 4

- Reduction of red tape in day-to-day work, planning and processes include:**
- Purchasing additional Administration Officer hours to handle data-entry and other operational organisational processes (PBL)
 - Data entry support – InitaLit, DIBELS, Year 1 Phonics Check
 - Develop shared planning banks on SharePoint.



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



Rachelle Connor
Principal



P&C President

Alisha Le Brese
School Supervisor
