

Primary AIP 2026

Priority	Strategies	Actions What is being done to drive this Strategy?	Practices Leaders will consistently:	Practices Teachers will consistently:	Measure How will we know?
Engaging Teaching and Learning	Align College-wide systematic Delivery of the Australian Curriculum and Senior Syllabuses	Implement consistent three-level planning aligned to Curriculum across P-12.	- Monitor curriculum alignment and quality of three-level planning. - Facilitate collaborative planning for year levels through PLTs and planning days. - Provide feedback and targeted professional learning.	- Design and refine curriculum using three-level planning. - Use three-level planning to inform daily lesson design and differentiation - Use digital tools to support access, engagement and feedback.	87% A–C achievement in English and Mathematics - Increase in A–B achievement - Evidence of consistent planning P–12 - Improved consistency of teacher judgement (BAE moderation). - Reduction in N ratings - Evidence of differentiation
		Strengthen Before/After/End moderation and assessment design across the College to improve consistency of teacher judgement.	Lead and monitor BAE moderation (Before/After/End) process.	Engage in Before/After/End moderation processes.	
		Establish consistent College-wide data routines to inform curriculum delivery, differentiation, and targeted teaching to improve student outcomes.	- Lead teams to analyse achievement, engagement and attendance data to identify progress and next steps for teaching practices. - Strengthen assessment design and accessibility. - Build capability in and monitor differentiation practices. - Strengthen targeted intervention through case management.	- Use formative assessment to refine teaching practice. - Refine and adjust teaching for individuals, groups and whole class using data. - Use accessible assessment and develop exemplars.	
	Deliver purposeful and engaging learning experiences through consistent implementation of the WSC ETM	Deliver high quality engaging lessons through consistent implementation of the WSC Explicit Teaching Model.	- Build capability in Model of Language framework and Engagement by Design through targeted professional learning and collaborative planning. - Conduct instructional walks to monitor trends and inform support, resourcing and next steps. - Lead development of visible learning walls. - Celebrate and share effective practice.	- Deliver engaging lessons with clear learning Intentions and Success Criteria linked to Curriculum and shared with students. - Engage in collegial conversations and share quality practice. - Enact pedagogies that are developmentally and age appropriate for the learners and the learning (model of language, inquiry, play, questioning, feedback).	- Improved SOS - enjoyment of learning - Increased attendance - Improved performance in NAPLAN - Reduction in variance between classrooms - Students articulate their learning
		Implement use of the Engagement Continuum to monitor, respond to and improve student engagement.	Build shared understanding of and capability in the purpose and use of the engagement continuum.	Explore the use of the engagement continuum to monitor and respond to student engagement.	
Culture of Belonging	Embed the Dimensions of Belonging so that every student and staff member feels safe, respected and connected.	Ensure College-wide understanding of the Dimensions of Belonging, why they matter and what they look like in practice.	- Build a shared understanding of the Dimensions of Belonging. - Strengthen College-wide 'welcome' practices and routines that promote connection and belonging for staff and students. - Model inclusive, relational leadership. - Analyse belonging, behaviour and engagement data to guide targeted support and continuous improvement. - Engage families and community authentically. - Engage teachers in the processes of know the curriculum, know your learner, know yourself.	- Embed agreed welcoming routines daily (PBL Tier 1). - Support year-level initiatives that build connection and belonging for staff and students. - Use belonging, behaviour and engagement data to adjust classroom support and PBL responses. - Know your curriculum, know your learners, know yourself	- Improved A-C measures - Attendance > 88% - Reduction in <85% attendance - Increased days of learning. - Improved positive behaviour data - Reduction in SDAs - Improved SOS: Belonging, Behaviour, Relationships, Inclusion, safety - Increased consistency in PBL - Improved engagement - Successful transition to and through school
		Establish consistent expectations for intentionally inviting classrooms.	- Build capability in intentionally inviting classrooms through clear routines, organisation and relationships, aligned to PBL and Engagement by Design to improve safety and wellbeing for staff and students. - Build shared understanding of culturally responsive and inclusive practices. - Lead and model college values in all interactions. - Monitor consistency through instructional walks and feedback process. - Analyse PBL and behaviour data to guide action – Whole school, class level, complex case management.	- Maintain intentionally inviting classrooms that are aligned to PBL expectations and Engagement by Design. - Build positive relationships with students and families. - Promote inclusive, culturally responsive classrooms that reflect student identity and community. - Model college values in all interactions. - Seek and use student voice to inform agreed PBL practices and routines consistently.	