



Successful Learners		
Strategies	Performance Indicators	Evidence Source
<ul style="list-style-type: none"> Embedding the inquiry cycle to analyse and utilise data to explicitly teach with a sharp and narrow EIA in literacy, numeracy, and personal and social capabilities. Triangulate student formative assessment data to identify students targets and learning goals Utilise the Literacy Continuum, Numeracy Continuum, personal and social capabilities to map student achievement and next steps Embed the use of the inquiry cycle model to develop individualised learning plans and learning goals for every student with a focus on, literacy, numeracy, and personal and social capabilities Embed 5-week reviews on student learning goals pairing them with effective teaching and learning strategies from the ET&L framework Implement individualised case management processes for marker students using the inquiry cycle approach in reading, writing, spelling numeracy and personal and social capabilities Ensure all students are able to articulate their learning goals and next steps using the 5Q4 Model Monitor and evaluate the use of (V8) curriculum into the classroom (C2C) in a multi age context Embed a whole school daily reading, spelling and writing program Use authentic learning to create holistic hands on and engaging learning experiences for all students Build students Information and communication (ICT) capabilities 	<ul style="list-style-type: none"> All staff setting, monitoring and tracking 5 weekly goals All students identified for support through a marker student approach All data walls reviewed and updated Students know short term goals and are given regular feedback 100% of Staff at this school feel confident using student assessment data to improve student achievement. (School Opinion Survey: Staff) 100% of all students to achieve National Minimum Standards in literacy and numeracy 100% of students in year 3 and 5 in the U2B for Reading and Writing 100% of students achieving A or B in English. 100% of students working at or above age appropriate cluster level on the Literacy Continuum and Numeracy Continuum Map students progress on the General capabilities - Information and Communication (ICT) Capability - learning continuum Map students progress on the General capabilities - Personal and Social Capability - learning continuum 	<p>OneSchool (LOA data)</p> <p>Headline Indicators</p> <p>NAPLAN data</p> <p>School Opinion Survey</p> <p>School-Wide Reporting and Assessment Schedule</p> <p>Annual Implementation Plans</p> <p>Investing for success plans</p>
Effective Teaching and Learning		
Strategies	Performance Indicators	Evidence Source
<ul style="list-style-type: none"> Embed opportunities for staff to collaboratively analyse student data and apply an inquiry cycle process in literacy, numeracy, and personal and social capabilities. Enable accessibility by developing, implementing and embedding use of OneSchool as the primary collection point for all school data Develop, implement and embed a student feedback policy to ensure consistency in every classroom Develop staff capacity in data analysis to inform teaching and learning in literacy, numeracy and social capabilities Provide professional development opportunities to increase the knowledge and skills of all staff in literacy Ensure all staff are consistently using the 5Q4 model and are able to articulate students next steps All teachers are using learning walls that reflect student goals and GTMJ's Embed the whole school curriculum, assessment and reporting plan which reflects the unique nature of the school Utilise the inquiry cycle to develop authentic learning experiences and assessment tasks that embrace the context of the school Utilise the Australian Curriculum to design authentic learning experiences that challenge each student's individual needs Ensure all students, including high achieving students are engaged, challenged and extended, using a range of differentiation strategies Ensure in- depth planning of units, utilising backwards mapping and pre and post data to inform teaching Utilise an AAP approach to develop hands on experiences Embed moderation practices to align with the Before, After, After and End model, with schools in the PLC (The Clarity Project – Hamilton Island SS, Giru SS, Woodstock SS, Rollingstone SS and Branson SS) Consistently collaborate with other schools in the region to share best practises Develop and implement a collegial engagement framework, ensuring all staff have access to observation and feedback processes, linked to effective teaching strategies. Implementing an explicit improvement agenda with a sharp and narrow focus in literacy and numeracy Implementing individual learning goals for all students in literacy, numeracy, and social capabilities Upskilling staff in the Literacy and Numeracy Continuum Weekly deep dives into individual students to monitor impact and ensure staff clarity Building teacher capability in gathering evidence and goal setting Daily consolidations and implemented a Phonemic Awareness Program Providing release time for teachers to work collaboratively to co-plan, co-teach, co-assess and co-reflect, observe peer practices and collaborate on high yield practice 	<ul style="list-style-type: none"> All staff using OneSchool to analyse student achievement data All ICP, PLP, intervention and other support provisions are recorded on OneSchool All staff using collaboratively agreed on processes to provide consistent regular feedback to students to improve student outcomes 100% of students achieving A or B in English. 100% of teaching staff participate in the inquiry planning meetings and can articulate School goals with clarity. 100% of teaching staff participate in internal moderation, external moderation, and PLC (The Clarity Project). 100% staff participation in the development of a school instructional coaching model to develop best practise. 	<p>Unit plans, containing differentiation</p> <p>Individualised short-term goals</p> <p>Whole school curriculum and assessment plan (data collection timetable and moderation)</p> <p>Professional Learning Plan</p>



School Performance																
Strategies		Performance Indicators		Evidence Source												
<ul style="list-style-type: none">Develop and monitor the roles and responsibilities for all staff members with clear expectations aligned to the explicit improvement agendaEmbed cluster planning session processes to quality assure ET&L student outcomes and moderation processesEmbed a strong positive relationship with a range of resort personnel to develop successful partnerships to promote unique learning experiences and cater to student learning outcomes. Utilising an AAP approach to develop hands on experiencesEmbed a professional learning plan, including clearly stated induction processes, to ensure all staff have access to relevant, quality professional learning that meets their needsCollaboratively design the future playground and work with department of education to ensure standards are metUpdate facilities		<ul style="list-style-type: none">Explicit school improvement agenda enactedAll teachers participating in internal moderation and external moderationRoles and responsibilities monitored and embeddedAll teaches participating in regular PLC planning sessionsPositive Behaviour for Learning embeddedIncrease positive behaviours versus negative behaviours 4:1.In 2022, aim for the SOS data reflects that - 100% of students believe that S2012 Student behaviour is well managed at this school.Increasing the percentage of students in the upper two band level of achievement in English to 100% by the end of 2021.		<p>Annual Implementation Plan</p> <p>Timetable with clear roles, expectations for teachers and teacher aides.</p> <p>Staff meeting agendas</p> <p>PBL meeting minutes</p> <p>Newsletters</p>												
Local Decision Making																
Strategies		Performance Indicators		Evidence Source												
<ul style="list-style-type: none">Embed constant and transparent communication through meetings, check-ins, Facebook, term event calendars, newsletters, ClassDojo and school websiteContinue to build collegiality with other like schools to extend students academically and sociallyEstablish a school P&C, alternatively parents to meet regularly with school staff to collaboratively work together for student learningImplement religious education programsEmbed annual community events. E.g.: School discos, community BBQ’s, tuckshop, annual Christmas concerts etc.Continue to embed strong relationships with Proserpine SS, Cannonvale SS and Hamilton Island State School to develop students social and emotional capabilities, as well as extending them academically and physically. Students partake in cross country carnivals, athletics carnivals, spelling bees, district carnivals etc.Partnering with other schools to embed a balanced appreciation and participation of both sporting, cultural, artistic, and academic experiencesReview and embed Positive Behaviour for Learning (PBL) Framework with measurable outcomesRegular check in’s with parents to communication student learning goals in reading, reading, writing, spelling numeracy and personal and social capabilities. Updated student goals are sent home every 5 weeks, to ensure consistency and transparencyPairing up with the resort to provide authentic learning experience for the students, to provide contextual cultural and environmental awareness.Establish a Positive Behaviour for Learning (PBL) Framework with measurable outcomesLevel 1 PBL PD for staffEstablish a PBL committeeEstablish clear expectations and model processes for the studentsImplementation of high expectations of learningRestorative Practices, student wellbeing and PBL are embedded in the School Code of Conduct and utilised when managing incidencesSuccessful prep transitions. Prep transition days starting Term 4		<ul style="list-style-type: none">Parent and Community Engagement Framework embeddedStudent Learning and Wellbeing Framework embeddedAll eligible student participating in Prep and Junior to Secondary transition programSocial media used to share upcoming events and P&C eventsRegular communication with parents using current technologies, Facebook, emails, newsletters, ClassDojo, calendar, meetings.Embed monthly meetings between resort general management and principal to improve opportunities and outcomes.School website up-to-date <table><tr><th colspan="4">S2025 The school keeps me well informed</th></tr><tr><th></th><th>2022</th><th>2023</th><th>2024</th></tr><tr><td></td><td>100%</td><td>100%</td><td>100%</td></tr></table>		S2025 The school keeps me well informed					2022	2023	2024		100%	100%	100%	<p>School Data Profile</p> <p>Facebook</p> <p>School Website</p> <p>School opinion survey</p> <p>ClassDojo</p>
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	2022	2023	2024													
	100%	100%	100%													

The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements. The Full School Review was undertaken in 2020. The full consultation process was interrupted due to the Global Health Pandemic. This plan encompasses the 2021 Annual Implementation Plan and the 2022-2024 plan for Hayman Island State School to align with systemic review cycle.

Principal

Parent Representative

Jane Hill
16.9.21

Assistant Regional Director