

SCHOOL PRIORITY 1: WELLBEING & ENGAGEMENT

Domain 1: Driving an Explicit Improvement Agenda ◆ **Domain 2:** Analysing and discussion data ◆ **Domain 3:** Promoting a culture of learning

Review Recommendation

Domain 1: *Embed approaches to strategic planning reflective of whole school data trends and system priorities, to support implementation of effective practice and continuous improvement in learner outcomes.*

Domain 2: *Strengthen teacher capability in analysing and discussing data to inform intervention decisions, differentiated teaching, refine instruction and evaluate the impacts of teaching.*

Domain 3: *Further refine the connection between learner wellbeing initiatives and curriculum implementation to deepen the focus on wellbeing for learning.*

School Strategic Plan Initiatives

- **Strengthen** targeted professional learning aimed at enhancing and **strengthening staff data literacy**, to build confidence in analysing and interpreting relevant data sets to directly inform teaching and learning practices.
- **Refine and strengthen** staff capability to **align curriculum and wellbeing initiatives** informed by data in order to make informed decisions, fostering a holistic and impactful learning environment.
- **Further embed a School Data Plan** to align to strategic priorities, with precision and purpose in both the collection and utilisation of data.

Annual Implementation 2026 Action

- **Refine and deepen regular data case management sessions**, review and analyse data with a focus on improving targeted groups and to inform teaching with emphasis on year level aspirational student improvements.
- **Continue to build teachers understanding of personal and social capabilities** continuing to track, map and monitor goal development. Triangulate behaviour and academic data as an effective measure to respond to the diverse learning needs of all students through MTSS.
- **Sustain Agreed Signature Practices Morning Meeting Time**, Switch4School, Trauma informed teaching practices to create, trusting and respectful relationships in our school and classrooms, to create a sense of belonging and wellbeing across all learning environments. Through our MTSS and Wellbeing Systems, these practices will be consistency enacted across all classrooms so that Wellbeing is experienced as an integral part of learning and not an “add on”.
- **Collaboratively develop a K-6 Wellbeing and Engagement Framework** in consultation with Regional Behaviour and Wellbeing Team, Family LinQ, QLD Health etc, Director of Switch4Schools, Creator of Reboot and a Wellbeing Educator.
- **Develop a shared understanding** of Student Engagement (**Amy Berry - Continuum of Engagement**) through targeted professional learning and systematic monitoring, enabling staff to recognise, embed and sustain high student engagement across all classrooms.
- **Prioritise our staff wellbeing** and support by embedding routines that build trust, reduce red tape, promote collaboration and strengthen shared responsibility, because when staff experience connection & belonging and thrive, students flourish (Teacher Centred).

MEASURABLE OUTCOMES

Annual Target	2025		2026			2025		2026	
P-6 Attendance – 95-100%	27.23%	40%	I Feel safe at school (Student)	89.7%	92%	Students interested in schoolwork (Students)	80.5%	85%	
P-6 Attendance – 90-94.9%	25.04%	30%	I Feel safe at school (Staff)	96.9%	100%	Students interested in schoolwork (Staff)	96.9%	98%	
P-6 Attendance – 85-89.9%	15.49%	15%	Student behaviour is well managed (Student)	75.6%	80%	Students interested in schoolwork (Parents)	95.6%	98%	
P-6 Attendance - <85%	32.24%	15%	Student behaviour is well managed (Staff)	89.1%	95%	Positive staff morale (Staff)	95.2%	98%	
Attendance Rate (Overall)	86.06%	93%	Student behaviour is well managed (Parents)	93.1%	95%	Supported to manage the pressures of my workload (Staff)	93.7%	95%	

SCHOOL PRIORITY 1: WELLBEING & ENGAGEMENT

Domain 5: Building an Expert Teaching Team



Domain 9: Building School Community Partnerships

Review Recommendation

Domain 5: Implement a differentiated induction program for beginning teachers, including targeted classroom coaching and mentoring to enhance teacher confidence, capability and retention in the profession.

Domain 9: Systematically plan processes to review school partnerships to evaluate their effectiveness, alignment, sustainability and impact on student outcomes and family wellbeing.

School Strategic Plan Initiatives

- **Establish and embed a high-performance and development culture** across our entire community where staff and leaders align professional career goals (ACDPs), cultivate strong leadership behaviours, and **build collective responsibility** and agency among all stakeholders—developing an expert teaching team supported by **Teacher Champions and Parent Champions**.

Annual Implementation 2026 Action

Creating an Expert Teaching Team

Early Career and New Staff Induction - strengthen a whole-school performance and development culture by aligning professional growth, leadership pathways, and differentiated induction processes to build an expert teaching team and empower Teacher Champions.

Wellbeing & Engagement PLC - will build teacher capability to working collaboratively together to develop a deep understanding of connection and belonging and how crucial this is to successful learning outcomes. This PLC will build teachers capability to embed Trauma Informed Teaching Practices as a whole school signature pedagogy across all classrooms at Corymbia State School. Creating Teacher Champions to model and explicitly teach our agreed practices.

Curriculum PLC - build teachers' capacity to develop clear and achievable agenda items which are aligned with the implementation of version 9. Building capacity of teachers in PLC by using resources provided by The Curriculum Gateway, Jocelyn Seamer).

Continuity of Pedagogy PLC K-2 - teachers will build knowledge and capability within to embed continuity of pedagogy in the early years. This PLC will be working collaboratively to implement an embed consistent pedagogical approaches in the areas of social emotional learning, age-appropriate pedagogies and explicit instruction in literacy.

Professional Development Opportunities for all Staff inside and outside the School Gate - Internal - ESCM Training, The Trauma Child, The Escalation Cycle, What is Discipline, Collaborative Problem Solving, What is Emotional Intelligence, Switch4Schools, Neuroscience of the Brain, **External:** EFI, Curriculum Gateway, DRA, DIBELS, Jocelyn Seamer,

Creating an Expert Leadership Team

Members of the Leadership Team engage in EFI leadership programs (Middle Leaders, Aspiring Principals and Local Leaders Programs) local cluster networks with neighbouring state schools to strengthen leadership practice and collaboration.

Creating an Expert Community Team

Early Years Network - strategically lead with neighbouring school and all Local ECECs a K-6 Community Engagement Team inside and outside the school gate to foster shared decision making and create positive champions for Corymbia State School in this space. This will also involve Family LinQ stakeholders, QLD Health and other providers, LDC and other external providers.

Parent Champions - Parents who work within the school to support the strategic initiative of wellbeing as appointed **Staff and Community Champions**.

SCHOOL PRIORITY 1: WELLBEING & ENGAGEMENT

Behaviours we will see from Leaders, Staff, Students and Parents & Caregivers to maximise impact.

Leaders will:

- **Embed all aspects of the Wellbeing and Engagement Framework** that includes a differentiated collegial engagement model and targeted professional development to quality-assure staff capability and precision in teaching.
- **Celebrate and utilise staff as change champions**, promoting the sharing of high-quality practices among teaching teams for continuous improvement.
- **Model a strong commitment to data literacy** by actively engaging in professional learning alongside staff and showcase the direct impact of data-informed decisions on teaching and learning outcomes.
- **Align the school's data plan with strategic priorities**, ensuring purposeful data collection that directly influences student progress and achievement.
- **Regularly assess the effectiveness of the data usage**, making adjustments to ensure a targeted and results driven approach to supporting our school's success measure.

Staff will:

- **Model positive behaviours** and foster strong relationships through calm and consistent adult behaviour.
- **Create a welcoming environment** where students feel a sense of belonging and connection as part of consistent morning routines.
- **Explicitly teach our school expectations** of **RESPECT** for self, learning, others, property and environment.
- **Model and teach School Values** - Respect, Kindness and Accountability.

As a high performing team - staff members will commit to:

- **Ongoing collaborative learning**, consistency of expectations, reflective practice and professional dialogue.
- **Using meaningful data to reflect** on practice and set goals.
- **Modelling forgiveness** and unconditional positive regard.
- **Restorative and trauma informed practices** with a belief that all learning has an emotional base.

Students will:

- **Take pride** in themselves, their class and their school, ensuring they show respect for each other.
- **Assume accountability for their actions** and repair (restore) any inappropriate decisions they might take.
- Learn to the best of their abilities and allow others to do the same.
- **Show kindness to all** within our Corymbia Community.

Parents & Caregivers will:

- **Demonstrate our commitment to the school values** by treating staff, students, and families with respect, kindness, and accountability, fostering psychological safety, trust, and a strong sense of belonging.
- **Support our child's learning** through regular attendance, punctuality, communication, and by fostering respect, resilience, problem-solving, and belonging in an inclusive school culture.
- **Reinforce school expectations at home** by supporting the **Student Code of Conduct** and collaborating with staff to help support students socially, emotionally and academically.

SCHOOL PRIORITY 2: CURRICULUM - EXCELLENCE IN TEACHING AND LEARNING

Domain 6: Leading Systematic Curriculum Implementation ♦ Domain 7: Differentiated Teaching & Learning ♦ Domain 8: Implementing Effective Teaching & Learning

Review Recommendation

Collaboratively strengthen unit planning to ensure curriculum, teaching, pedagogy and assessment align with the K-12 Framework.

Broaden teachers' knowledge and understanding of the teaching of reading through the AC to inform a whole-school approach for monitoring and assessing learners' reading progress.

School Strategic Plan Initiatives

Australian Curriculum (V9)

- **Collaboratively build a deep understanding of the K-12 Framework** to ensure alignment of all eight Learning Areas with **V9AC and the Queensland Kindergarten Learning Guideline**, strengthening coherence, collaboration, and accessibility for all teachers across K-6.
- **Develop clarity** of evaluating achievement levels (making consistent judgements), **specifically focusing on A - B levels** within the Australian Curriculum (V9) by strategically integrating **rigorous moderation** practices.

Annual Implementation 2026 Action

- **Embed and sustain a Corymbia State School Curriculum and Assessment Plan** for K-6, including **3 levels of planning** for all 8 Learning Areas of the AC, as well as aligning to the Kindergarten National Quality Standards.
- **Strengthen and calibrate internal moderation processes (BAAE Model)** through regular Year Level Meetings to quality assure our achievement ratings.
- **Consistently Embed teacher capability** to provide quality feedback, developing assessment capable learners with a specific focus on monitoring assessment throughout the teaching and learning cycle. Through collaborative planning cycles in regular YLM's teachers will refine monitoring tasks and modify summative assessment.
- Continue to **make learning visible to all students** through **Learning Intentions and Success Criteria linked to V9 Achievement Standards** (Third Teacher - Co-constructed Learning Walls and Anchor Charts).
- **Strengthen and enrich the State Delivered Kindergarten Service** at Corymbia State School, working with stakeholders to deliver a **high-quality kindergarten program positioned to exceed the National Quality Standard** in upcoming Assessment and Rating.

Review Recommendation

Domain 8: Prioritise further opportunities for sharpening a shared language and understanding of the principles of pedagogy, to support teachers in using evidence-informed pedagogical approaches, practices and strategies.

Domain 7: Formalise the implementation of an evidenced informed co-planning and co-teaching model across the school to support the differentiated learning needs of all learnings

School Strategic Plan Initiatives

Pedagogy

- **Clearly Articulate** and embed the school's vision for teaching reading through a **Structured Literacy Approach**, while strengthening and aligning pedagogical practices with the **3 Principles of Pedagogy**, to maximise student progress and achievement in English and across the key learning areas.

Inclusive Education

- **Foster** an inclusive learning environment where all students can access, participate and achieve success through intentional co-teaching practices, differentiated instruction, and shared responsibility for learner progress.

Annual Implementation 2026 Action

- **Scale and strengthen** teacher capability in English through a **differentiated coaching framework** focused on the Structured Literacy Approach at Corymbia State School. This will include **consolidating a whole-school approach encompassing a consistent literacy block structure**, low-variance instructional routines, aligned scope and sequence, and rigorous monitoring and assessment processes.
- **This initiative will also embed co-teaching practices** within the Practice and Apply phase of the Structured Literacy Approach, positioning collaboration with Inclusion staff as a universal intervention strategy to support improved outcomes for all students.
- (MTSS) **Enhance** staff proficiency in catering to the diverse learning needs of students by creating a **Multi-Tiered System of Support for Students (in partnership with FamilyLinQ and other external providers)** addressing academic, social-emotional and school readiness.
- **Build teacher capability** to implement and refine **effective evidence-based differentiation processes and practices**, including Digital Inclusive Technologies embedded in universal design for learning (accessibility, barrier removal, tailored support).
- **Establish and embed** a schoolwide **National Consistent Collection of Data (NCCD) Framework** to systematically identify and address the diverse needs of all students, implementing a structured system for efficient data collection, analysis and intervention strategies.



SCHOOL PRIORITY 2: CURRICULUM - EXCELLENCE IN TEACHING AND LEARNING

Behaviours we will see from Leaders, Staff, Students and Parents & Caregivers to maximise impact.

Leaders will:

- **Maintain coherence** by protecting agreed pedagogical, curriculum and assessment approaches, **ensuring consistent expectations and implementation** across the school. They will use evidence and monitoring data to guide responsive refinement within shared frameworks, adapting practice to learner need without introducing initiative overload. This ensures change strengthens, rather than disrupts, the school's strategic direction and impact.
- Be **highly visible as instructional leaders** by actively engaging in planning meetings, Year Level Meetings and classrooms.
- **Quality-assure curriculum implementation** to ensure clear alignment between the **intended curriculum** (planned learning, achievement standards and success criteria) and the **enacted curriculum** (what is explicitly taught, monitored and experienced by students in classrooms).
- **Refine** accountability systems to foster an **inclusive and supportive learning environment** for all students.
- **Enhance** pedagogical practices by clearly articulating our school's approach and **provide tailored professional learning** (Internal & External) to all staff to improvement in all key learning areas of the Australian Curriculum.

Staff will:

- **Create a stimulating and engaging learning environment**, underpinned by high expectations, evidence-based practices and innovative teaching.
- **Implement** assessment practices that position students as leaders of their own learning.
- **Use meaningful data to reflect on practice**, track student progress and set learning goals.
- **Commit** to ongoing, collaborative learning to foster rigorous dialogue.

Students will:

- **Think creatively and critically.**
- **Communicate** ideas and thinking confidently with clarity through a variety of digital inclusive technologies.
- **Collaborate and act on feedback.**
- **Aspire to demonstrate mastery** when they apply their knowledge and skills within authentic, meaningful tasks.

MEASURABLE OUTCOMES

Annual Targets

2025

2026

Whole School

A-C	73.1%	80%
A/B	36%	50%
A	11.2%	20%

Starting Strong Phase (Prep-2)

A-C	68.2%	80%
A/B	40%	50%
A	14.8%	20%

Building on Foundations (Years 3-6)

A-C	79.3%	85%
A/B	31%	50%
A	6.8%	15%
DDA		
A-C	45.9%	55%

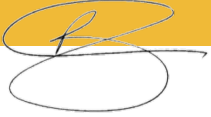
Parents & Caregivers will:

- **Actively partner with the school** to support our child's holistic growth - academically, socially, and personally - through open communication, engagement in school life, and reinforcement of shared values and high expectations.




WAYS WE CONNECT AND BELONG

School Supervisor
 Bronwyn Johnstone
 11/02/2026

27.02.2026 

Nicole Morriss
 School Principal
 11/02/2026



Tiffany Heins
 P&C President
 11/02/2026

