



Aligned to EQ: Brighter Futures and PRSHS: 21st Century Sustainable Futures 4 Year Strategic Plan



High Priority: All staff and leaders will lead, implement, observe, build capacity, monitor and quality assure the complete and consistent **baselines** for curriculum planning and pedagogical practice as outlined in the *PRSHS Bookmark*

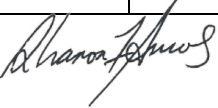
Coulour Key: **Blue** Quantitative data, **Green** First Nations, **Purple** EALD

Priority: Strategy			AIP/Measurable Outcomes: 2 Year Cycle		T1	T2	T3	T4
P1: Communication and Collaboration (CC) <i>An ongoing commitment to develop students as expert communicators and collaborators to prepare them for the 21st Century community and workforce: 4th year of focus</i> • Explicit teaching of communication and collaboration skills in every classroom, utilising innovative online platforms and digital pedagogies -Adoption of pilot programs across whole school, identification of 5 must-haves (CC) expected in every classroom -Utilisation of experienced teachers (knowledgeable others) and targeted PD to share best practice and build staff capacity -CC Task Force, to develop in consultation, key whole school strategies – build in positive competition and reward points • Embed collaboration and communication rubrics with the view to report on skill acquisition at each reporting juncture -Adapt current CC rubrics to align with identified faculty and subject assessment expectations (task force term 1) -Develop student owned and peer reviewed CC target setting and goal attainment process, to be added to Learning Profile (student representation on CC Task Force) • Enhance authentic and cross-curricular learning opportunities, seeking connections with businesses, universities and TAFE -Inclusion of no less than one cross curricular project in each year level, across all faculties as part of Faculty AIP: clear articulation of beyond school partners • Support student voice and peer feedback opportunities, building on student conferencing -Pilot student conferencing for Jet and Set planning (move to whole day student led conferencing), explicit teaching of conferencing techniques -Adopting accountable talk strategy across all faculties (detail in assessment priority) -Utilise UQ workshops and trainers to build staff capacity in purpose and utilisation of <i>accountable talk</i> as common classroom practice -include Indigenous approaches to communication and collaboration, embed yarning circles as a regular communication tool along with group sharing routines LINK to 2022 EIB School Review Identify the high-yield pedagogical approaches, through the deep learning project, that promote and sustain impact on student engagement and learning outcomes, with a view to systematically enact the strategic focus of 21st century learning. Research informed: <i>New Pedagogies for Deep Learning</i>- Michael Fullan, Joanne Quinn, Joanne McEachen <i>Art and Science of Teaching</i>-Robert Marzano <i>Digital Deep Learning skills in teacher training programs</i>: A Malaysian Experience Australian Curriculum – General Capabilities			Collaboration and Communication: Lead Indicator (LD), Lag Indicator (LG) <u>Classroom</u> • (LD)Classroom environments reflect a culture of CC utilising research-based layouts, resources & visual stimulus: Agreed must have evidenced in every classroom <u>Student</u> • (LD)Students can talk explicitly the language of CC and its benefits in developing a team ethos toward improved learning outcomes • (LD)Students operate in CC teams with ease and a sense of purpose • (LD)Students directing parent teacher conferencing, using accountable talk and targets • (LG)CC strategies impact on student achievement: >92% pass rate- >50 A/B, 15% increase in senior retention rates • (LD) Dynamic, confident learners who have experience communicating both within and outside of the school environment • (LD) Skilled digital learners who drive divers and innovative communication platforms • (LG)10% increase in SOS-we communicate well to our school and broader community • (LG)First Nations and Out of Home students increased attendance rates by 10% and LOA rates by 15% • (LD)Targeted/routine opportunities to embed Indigenous perspectives from 7-10 across all years and faculties • (LD)EALD students feel comfortable collaborating and communicating in multiple ways in the classroom <u>Teacher: (LD)</u> • CC explicitly taught in every unit and every classroom • Teachers feel confident to support students to develop sophisticated CC skills • Teachers take the role of the facilitator, providing system of timely feedback • Students provided multiple CC opportunities at a learning and assessment level • CC reported on termly and recorded on PRSHS School/Learner Profile • Teachers feel confident to deliver across a range of traditional and non-traditional CC platforms, digital communication is innovative and commonplace <u>Leader/Community (LD/LG)</u> • Leaders provide time for continual upskilling of staff, routinely profiling collaboration at a small teams and line-management level – setting clear targets for improvement • Formalised assessment and reporting of collaboration efficacy • Digital Badging of teacher accreditation (Griffith University) • Learner Profile supported by business and further study institutes • Whole school community feel confident that ‘together we are better’ (SOS/surveys/focus groups)		Ongoing Work	Ongoing Work	Embedded Work	Embedded Work
P2: Authentic Assessment – Critical and Creative Thinking <i>Utilising assessment to support innovative and authentic learning experiences, underpinning deep engagement and the growth of critical thinking and creativity</i> • Authentic, real-world links are evident providing opportunities for student choice and clarity of expectation -review of all units in line with version 9 AC and QCAA, opportunities for real-world links identified -learning partnership with Marsden SHS/ARD/SER and UQ Critical Thinking team providing targeted capacity building/‘critical friend’ supports (‘walking in each other’s school’) -explicit and co-designed moderation process within and outside of the school – link to Enable Network Moderation/Marsden learning partner • 6 Cs are explicitly included in criteria and front-ended -inclusion of 2024 unit/assessment review focused on 6C explicit criteria focus to be actioned in 2025/26 in all criteria tasks -term 2 audits of assessment tasks, sharing of assessment tasks with MSHS- UQ independent audit targeted at personalised staff/faculty support • Students assessed every day, every lesson, aligned to the LD Explicit Teaching and Data Cycles -reviewed monitoring process and line of sight to quality assure PRSHS Data and Pedagogical Cycles are in place and enacted – strong focus on ‘how do we know?’ • Skills development is preferred over content where peer assessment and feedback are routine -co development, with students, peer assessment tools – explicit focus in line management and faculty staff meetings. Routine audit of processes and artifacts • Promotion of student agency through accountable talk, encouraging self-assessment and self-reflection -creation of assessment task force (student membership), identification of 5 expected accountable talk routines, building of staff capacity through UQ training and utilisation of pilot team as knowledgeable others LINK to 2022 EIB School Review Cultivate student agency across the school by collaboratively exploring the dimensions of engagement and implementing strategies to build students’ self-efficacy and aspirations across all classes Research Informed: Authentic Assessment of Teaching in Context – L Darling Hammer. UQ Critical Thinking Project			Authentic Assessment: Year 2 of 2 Year Cycle: Lead Indicator (LD), Lag Indicator (LG) <u>Classroom</u> • (LD)Students engaged in meaningful learning experiences where assessment is a genuine measure of the skills acquisition at multiple junctures in the learning. Student learning is continuously assessed and adaptations made to support student learning and understanding, aligned to Explicit Teaching Cycle. • (LD)Vibrant co-learning spaces that happen in and outside of the classroom and linked to real world experiences, peer reflection and assessment is evident <u>Student</u> • (LG) authentic assessment impact on student achievement: >92% pass rate - >50 A/B, 100% QCE/QCIA • (LG)100% students receive accreditation in certificate II IT by completion for year 10 • (LG) >15% First Nations and Out of Home students increased LOA • (LD)Students routinely reflect on feedback and use this feedback to set future learning goals • (LD)Students can articulate the purpose of assessment in progressing their learning and how it links to real world experiences <u>Teacher: (LD)</u> • Assessment is aligned to learning, real world and curriculum is targeted at the 21st Century Global Learner • Assessment routines explicitly align to Data Cycles and expectations as outlined in PRSHS Colour Coded DC/Explicit Teaching Cycle • Multiple and varied assessment routines are evident and linked to real world applications • Teaching and non-teaching staff feel confident to deliver across a range of assessment platforms and innovation is commonplace. Teachers negotiate assessment where possible, student choice/voice <u>Leader/Community (LD/LG)</u> • Outside agencies, educational institutes, families and businesses routinely advise and impact on assessment practices • Parents/guardians are provided multiple opportunities to be involved with their student’s assessment routines and outcomes • Parents/guardians are provided multiple opportunities to be involved with their student’s assessment routines and outcomes • PRSHS LOA and Attendance targets are met in every faculty		Beginning Work Accountable Talk	Ongoing Work	Ongoing Work	Ongoing Work
Roles	Responsibilities	Deadlines						
Teachers Faculty HODs HOD of T a L – Curriculum Hod of T & L – Pedagogy Deputy Innovation & School Improvement Sativus Education – Authentic Assessment Design UQ Critical Thinking Project – Cognition audit Accountable Talk	Early adopters ongoing – PD cover for assessment design Faculty HOD day out – Cognitive explicit Faculty HOD day out – Accountable Talk HODs T & L - Ongoing Coaching -Early Careers - Exemplars and assessment artefacts Outside experts – Ongoing Coaching and Support, foundational critical thinking workshop, Instructional rounds – accountable talk	- Term One – Sem 1 - Term One – Sem 1 - Term One – Sem 1 - Term Three – Sem 2 - Instructional Rounds – week 3 T4 - SFD presentations						



Priority: Strategy		AIP/Measurable Outcomes: 2 Year Cycle				T1	T2	T3	T4
Priority 3: Learning Together – Character and Citizenship <i>Building a culture of community through character and citizenship</i> • Culture of positive relationships and reward for positive behaviour aligned to the Functional Behaviour Model -Shift the focus of Parky Points (PP) from frequency to intentionality: use as a tool to recognise and reinforce key character traits and high-leverage TLAC behaviours (e.g. Strong-Start, No Opt-Out, Precise Praise and Positive Framing). Use Focus of the Week (FOTW) to reinforce TLAC behavioural routines while explicitly linking to key 6Cs—particularly <i>Character, Citizenship, Collaboration, and Communication</i> (e.g. ‘Resilience’ week aligned with Do It Again and No Opt-Out) -Develop student-led recognition pathways, such as peer-nominated Parky Points or Student shout-outs, to increase ownership. -Ensure Parky Points and FOTW language are embedded into student messaging, parent communication, student conferencing and teacher feedback -Use behaviour data trends (e.g. PP distribution, minor/major incidents) in line management and PLT cycles to drive responsive adjustments. • Consistent language and research based behavioural routines to engage and encourage learning connection -Leverage key TLAC techniques (e.g. Strong Start, no-opt-out, exit-tickets and precise praise) to ensure classrooms are safe, predictable and warm/strict. -Collaboratively develop consistent routines across the school utilising small team targeted capacity building -Develop faculty walkthrough tools aligned to TLAC indicators. -Expand common language utilisation to support routines through staff scripting guides ensuring language is inclusive and culturally responsive. -Build relational capacity through restorative frameworks, explicitly taught alongside correctional routines. • Embedding of PP and FOTW in all classrooms, every day, every lesson -Audit and strengthen the visibility and intentionality of PP and FOTW in all learning spaces and year levels. -Incorporate FOTW into lesson starters, and ‘Do Now’s teaching values across the curriculum. -Ensure Parky Points are tracked and reflected in student conferencing, goal setting, and formalised awards events. -Celebrate consistency and creativity in PP/FOTW implementation via internal showcases, Principal’s Briefing, and student leadership forums. -Provide short reflection tasks aligned to the FOTW (e.g. student exit tickets or peer shout-outs) to deepen metacognition and social-emotional learning. Embedding of 3 Tier layers of support to ensure differentiation for all -Strengthen the precision and responsiveness of Tier 2 and 3 supports, audit IBSP implementation. -Refine the menu of evidence-based Tier 2 support strategy (e.g. check-in/check-out, Chill-out social emotional coaching,) supported by Wellbeing and Engagement Hubs. -Faculty and wellbeing teams routinely engage in data cycles to track Tier 2/3 progress and embed culture of support into team-level planning. -Clarify referral pathways and responsibilities inline with expanded teams across the three tiers through updated flowcharts, and guiding documents.		Learning Together/Character and Citizenship: Year 2 of 2 Year Cycle: Lead Indicator (LD), Lag Indicator (LG) <u>Classroom</u> • (LD)PP and FOTW embedded in daily routines. • (LD)Consistent application of TLAC-aligned routines and behavioural language across all classrooms. • (LD)Classrooms are warm, predictable, and high-expectation environments, supported by walkthrough data. • (LD)Classrooms are calm spaces with engaged students bell-to-bell <u>Student</u> • (LG)90% of students report feeling safe, recognised, and respected (SOS). • (LG)80% of students report behaviour is well managed in this school (SOS) • (LD)Students can articulate school values and link behaviour to PP and FOTW themes. • (LG)10% reduction in Tier 2/3 referrals across focus cohorts. • (LD)Students demonstrate metacognition and self-regulation through routine reflection and goal setting. <u>Teacher:</u> • All Teachers assign PP every lesson • Teachers utilise behaviour specific feedback when assigning PP • Teachers intentionally reinforce character traits and TLAC-aligned routines within all lessons. • Teachers explicitly model school values, teaching behaviour as a skill. • Teachers confidently use restorative dialogue and recognition strategies to strengthen relationships. <u>Leader/Community</u> • Leaders model and monitor consistency in Learning Together language and expectations. • PP and FOTW data are routinely analysed and used to inform faculty, wellbeing, and leadership decisions. • Families and community partners recognise alignment between school values and student behaviour systems. • 10% increase in SOS parent item “This school asks for my input.” Strong alignment between Learning Together, TLAC, and Learning Life frameworks is evident across all documentation and practice.				Ongoing Work	Ongoing Work	Embedded Work	Embedded Work
Priority 4: Year 2 of The Year of Reading <i>Cultivating competent and agile readers and writers who both understand and enjoy texts in all their forms in a culture where all teachers are teachers of literacy</i> • Reinvigoration of DRTA aligned to EQ Reading Through the Australian Curriculum -DRTA embedded school-wide; focus on consistent language to support metacognition. Teachers model metacognitive thinking during reading; students articulate how understanding changes. -Faculties develop and use common DRTA prompts and sentence stems to support thinking aloud. -Use TLAC techniques (Cold Call, Stretch It, Turn and Talk) to embed accountable reading talk. • Explicit Vocabulary Instruction and Annotation of Texts for Comprehension -Provide school-wide and targeted capacity building to embed Explicit Vocabulary Instruction (EVI) as a non-negotiable routine across all faculties -Establish vocab walls, student-friendly definitions, and word tracking embedded in lesson design- develop annotation protocols across faculties (symbols for questioning, clarifying) -Vocabulary and annotation directly linked to DRTA phases to support meaning-making. -TLAC strategies such as Right is Right, Check for Understanding, and Cold Call are used to support real-time comprehension monitoring. • Aligning PRSHS Signature Practices to Reflect Reading Routines -Audit and refine PRSHS Signature Practices to incorporate high-impact reading routines: Reading objectives and tasks are explicitly framed in Learning Intentions and Success Criteria. Modelling of reading processes becomes routine using ‘Think Alou’s’. Use of Turn and Talk, Show Call, and Everybody Writes to enable reflective, accountable reading and discussion. Ensure Reading for Purpose and Reading for Understanding are embedded across assessment and unit planning. • On-Demand Writing: 7 Minutes Weekly in Core, 14 Minutes Fortnightly in Practicals - Audit On-Demand Writing focused on: routine for consolidating reading comprehension and disciplinary thinking:7 minutes per week in English, Humanities, Science, and Maths/14 minutes per fortnight in practical subjects prompts linked to subject-specific vocabulary and current units of work. -Develop tracking and moderation processes to track growth and inform feedback. • Literacy is Taught in All Subjects - Position every teacher as a teacher of reading and writing: Build staff confidence through PD on disciplinary literacy, led by internal and external experts. Use ‘Reading Tips’ as a tool for ongoing staff capacity building, showcasing how disciplinary literacy routines (e.g. skimming, topic sentences, metacognitive prompts) can be embedded into lesson design and walkthroughs. Co-develop Faculty Literacy Maps identifying how each subject approaches reading, vocabulary, and written expression. -Faculty Leaders co-plan to embed: Vocabulary walls and routines. Annotation and comprehension protocols. Genre-specific writing scaffolds. -Integrate literacy checkpoints into walkthroughs and use short-term data cycles to evaluate impact on comprehension, engagement, and written communication.		Year of Reading: Lead Indicator (LD), Lag Indicator (LG) <u>Classroom</u> • (LD)DRTA embedded in routines, alongside consistent literacy practices – at least 1 DRTA a week • (LD)Consistent application of DRTA 5 phase language across all classrooms and faculty areas. • (LD)Have visual literacy cues and DRTA hands are easily recognisable on walls. <u>Student</u> • (LG)100% of students can identify the 5 phases of DRTA and apply them in their thinking in deconstructing texts. • (LG)3% increase in U2B in NAPLAN in reading, writing and spelling and grammar (Years 9) • (LG)5% increase in boys attaining NMS reading, writing, spelling and grammar (Year 9) • (LD)Students enjoy reading and decoding texts, students’ confidence in read ‘aloud’ improves. • (LG)4% increase in First Nation students improved LOA data and NAPLAN data in reading and comprehension tasks. Students can articulate the 5 phases of the DRTA hand and apply across curriculum • (LG)10% increase in 1st Nation students’ attendance across all year levels aligned to engagement in class • (LD)EALD students articulate feeling confident in developing the skill of reading in English <u>Teacher:</u> • All Teachers develop effective DRTA’s and literacy techniques to support literacy skill development across all departments in every unit, in every classroom – front ending assessment to reflect cognitions being taught • Teachers explicitly teach and use the 5-phase language and routines of DRTA • Teachers demonstrate expertise in the use of turn and talk, show call, and everybody writes to enable reflective, accountable reading and discussion – this is evident in lesson and unit planning • Teachers build in ‘on demand writing’ routines in every lesson • Teachers work in co-curricular teams, sharing best practice models in literacy development <u>Leader/Community</u> • Literacy Team demonstrates high level of expertise in supporting, individualising and coaching staff as highly proficient in the delivery of DRTA and identified literacy techniques • Leaders model and monitor consistency DRTA/literacy language and structures proving timely feedback. • Leaders support the capacity building of staff as literacy providers, workshoping in small teams and demonstrating techniques or part of techniques in classrooms (instructional leaders) • Leaders share routines across schools, supporting the ethos of ‘walking in each other’s schools ‘and developing deep learning partnerships in literacy development				Ongoing Work	Ongoing Work	Ongoing Work	Ongoing Work
Roles	Responsibilities	Deadlines							
Teacher	-Utilise DRTA in all classes, 1 rigorous a week. Upskill to expert	Begin Semester 1, embedded Semester 2 2026							
Literacy Team	-Co-develop consistent practice – PD, mentor, and coach staff	Ongoing – termly review							
Heads of Department	-Line of sight, observations, and seek appropriate support for team								
ELT	-Line manage consistency, celebrate best practice and monitor whole-school impact through walkthroughs and data review.	Ongoing – termly review							

Principal: Sharon Amos - Signature:



School Supervisor: Bronwyn Johnston - Signature:

