



2025 TREVALLYN PRIMARY SCHOOL IMPROVEMENT PLAN

The [School Improvement Planning Guide](#) provides instructions for completing the School Improvement Plan, including how to use the template. Please read this guide carefully. For more information about the Improvement Planning process visit the [Our Approach to School Improvement Intranet Hub](#).

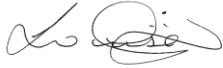
Scan and Assess	Priorities and Targets	Key Actions	Monitoring
<p>Scan</p> <ul style="list-style-type: none"> NAPLAN – 2024 achievement and growth All PAT Reading (including EY) – 2024 achievement and growth Cohen D Effect Size Measure – PAT Reading KDC Triangulation of Data monitoring using GradeXpert – assessments include FELA, Year 1 Phonics Check, SWST, Monitoring reading (accuracy, fluency comprehension), Evidence of Learning share in Collaborative Planning, Professional Learning Teams and Moderation, PROBE, PATR (including EY), ACF over time and NAPLAN. 2024 - Learning Walks (including student responses) ACF Report (Power BI) – 2024 mid-year and end of year Teacher Questionnaire – Teacher Voice School Improvement (2024 T1, T3 & T4) Staff perception Survey Staff Wellbeing Parent Perception Survey 2024 Parent Focus Group – School Association and open invitation (NB limited participation) <p>Assess –</p> <p>Strengths – Analysing the quadrant data two areas of school improvement have been a real stand out:</p> <ol style="list-style-type: none"> Student Wellbeing (and wellbeing overall) Parent Satisfaction 	<p>Priority 1</p> <p>Learner Agency through Inquiry – Pedagogical Framework</p> <p>Learners are provided with deliberate opportunities to co-design, co-construct, collaborate and work together to develop agency, dispositions and skills to learn and share with peers, teachers and the community. This involves learners actively participating, negotiating and communicating.</p> <hr/> <p>Target 1</p> <p>Student Wellbeing Survey – Cognitive Engagement</p> <p>Maintain or increase above 91% medium to high wellbeing</p> <hr/> <p>Target 2 – EOY (P-6)</p> <p>Science ACF achievement maintain above 90% at or above.</p> <p>Science Annual Growth above 65%</p> <p>Change in rating (decrease) to 30% or less</p>	<p>Focus Area/s – ACTIONS by students, staff, leadership and community are by the end of the year we will see...</p> <p>Domain 8:</p> <p>Deep learning is enabled through shared understanding of learning intentions (split screens) and what quality looks like, progressively building students’ conceptual understanding, effective questioning to gauge and stimulate student thinking, and feedback informed dialogues.</p> <p>Student Actions:</p> <ul style="list-style-type: none"> All students use the language of the learner assets. Students demonstrate how they are learning and what it looks like through the assets. All students participating in ‘Tuning In’ so they contribute to the direction of Inquiry. All students develop questioning skills showing curiosity. Co-develop new learning with teachers for challenge and engaging in new learning (what they don’t know). All students show first thinking and new learning using the Inquiry Learning Journey. <p>Teacher Actions:</p> <ul style="list-style-type: none"> All Teachers participate and plan Inquiry using the documented processes including Trevallyn Curriculum Maps, Collaborative Planning Inquiry and aligning to the Explicit Instructional Model. All teachers plan for and implement split screens for all Inquiry Lessons. All teachers and/or teams communicate student learning through updates on Inquiry in the classroom, open classrooms, regular communication home, including and not limited to class updates, newsletters and Breaking News @ Trevallyn. Participate in a structured review of the Curriculum and Assessment Maps to adjust/ refine for 2026. <p>Leadership Actions:</p> <ul style="list-style-type: none"> Instructional Specialist and Team Leaders - Provide opportunities for teams to access Kath Murdoch PL to deepen understanding of delivering content through Concepts using team representative model and opportunities to connect with Riverside and West Launceston Primary Schools. Team Leaders facilitate and develop teacher capacity through collaborative planning to ensure the Cycle of Inquiry is delivered through a “Gradual Release” explicit instructional model, including the use of Split Screens. 	<p>Term 1:</p> <ul style="list-style-type: none"> All staff - Collaborative Planning Tuning in, Finding Out and Reflecting as per PL schedule All staff – Participate in classroom learning walks in a staff meeting to identify student voice in Cycle of Inquiry Learning Journey Principal - Collect number of parents who participated in Welcome Afternoon and Open Classrooms <p>Term 2:</p> <ul style="list-style-type: none"> All Leadership - Classroom Learning Walks focused on evidence of utilising split screens and student responses <p>Term 3:</p> <ul style="list-style-type: none"> All Leadership - Monitor HASS and SCIENCE ACF results, analyse in staff meeting using Visible Learning Assessment quadrant

<p>Wellbeing across the school has had outstanding results and improvement over 2024.</p> <p>Maintain/ Improve – Our Literacy and Numeracy results have maintained a high at and above achievement. Growth in ACF English has dipped 3.7 percentage points, however reading results have continuously improved, showing writing needs to be a focus again this year while maintaining high levels of reading attainment.</p> <p>Gaps – Primary ACF Data, after examining and triangulating a range of academic data, it is clear there is a disconnect of up to 2.7 percentage points between diagnostic, progressive assessment and effect size and ACF results. This demonstrates a high need for shared agreement of student achievement across the 9 point scale. Deeper understanding of teacher judgement and connection to student achievement needs to be developed and supported.</p> <p>Next Steps – Discussions in collaborative planning should focus on shared understanding of student work that meets and exceeds the achievement standards using the 9-point scale. Moderation and use of assessment quadrants in collaborative planning to develop assessments and planning of lessons.</p> <p>Monitor – The impact of PLTs, collaborative planning and learning walks to support improvement and growth from Pre-Kinder to Transition to High School.</p>	<p>Target 3 – EOY (P-6) HASS ACF achievement maintain above 90%</p> <p>HASS Annual Growth above 65%</p> <p>Change in rating (decrease) to 30% or less</p>	<ul style="list-style-type: none"> • Team Leaders facilitate and develop teacher capacity through collaborative planning to ensure consistency and continuity of curriculum delivery is achieved through the Trevallyn Inquiry/ English Maps. • Principal, Instructional Specialist and Team Leaders establish structures and routines for staff to engage in modelling, observing and providing constructive feedback on colleagues’ inquiry practices. Develop teacher-to-teacher learning walks. • Assistant Principal and Team Leader to establish a 5-week Curriculum and Assessment Map review using the Sprint Model. Input from staff, students and parents. Curriculum and Assessment Maps version 2.0 ready to be ratified for 2026. <p>Professional Learning Plan</p> <ul style="list-style-type: none"> • At least 3X per term collaborative planning sessions to support Framing the Inquiry, Tuning In and Finding Out/Going Further. • At least 2X a year learning walks with colleagues and monitoring of Inquiry implementation. • At least 1X either Term 2 or Term 3 Trial peer learning walks. • Continue partnership with Riverside Primary School and professional learning with Kath Murdoch: <ul style="list-style-type: none"> ~ Leadership ~ Representative from each team (to support each team with new learning) • PDP – Staff choose a School Improvement goal to develop as their main goal. Leadership chooses one School Improvement goal, one leadership goal. (NB: Monitored in One on One PDP conversations with Principal, and shared in Staff Meeting or PLTs Terms 1, 2, 4). <p>Parent and Community Actions:</p> <ul style="list-style-type: none"> • Engage with Inquiry Learning when attending open classrooms. • Parents participate in Inquiry by contributing to ideas through messaging from classrooms, Topics and other communication. • The School Association continue to support student requests and promoting Inquiry as part of the next phase of strategic planning 2026 – 2029. 	<ul style="list-style-type: none"> ☐ All Staff – Participate in classroom learning walks in a staff meeting to identify student voice in Cycle of Inquiry Learning Journey ☐ Principal - Collect data around number of parents who participated in Student Led Conferences ☐ Assistant Principal and Team Leader - Curriculum Map Review Team formed <p>Term 4:</p> <ul style="list-style-type: none"> ☐ Curriculum Map - Review team share findings ☐ Leadership and all staff - Annual Review analyse Targets
<p>Refocus on Mathematics using Stepping Stones. Monitor the implementation and student growth in mathematics.</p>	<p>Priority 2 Good Readers to Great Writers - Improving Literacy</p> <p>Evidence-based systematic, structured and explicit approach to the teaching of reading and writing for all students.</p> <p>Target 1 PAT Reading (Prep – 6) 85% - 90% Medium to High Growth</p> <p>Target 2 – EOY (P-6) ACF Overview – Ratings by Year ENGLISH 85% - 90% at or above</p>	<p>Focus Area/s – ACTIONS by students, staff, leadership and community are by the end of the year we will see...</p> <p>Domain 2: A systematic plan for the ongoing collection, analysis, and use of multiple sources of data across all levels of the school is being rigorously actioned. The collaborative use of data is deeply embedded as a school practice. All staff access and use data effectively and consistently to evaluate and enhance their impact.</p> <p>Domain 5: Teachers regularly spend time together planning for and assessing learning, engaging in collective professional learning inquiries (Teaching Sprints) as well as participating in and learning from collaborative professional learning, mentoring and coaching opportunities.</p> <p>Domain 7: Clear expectations and agreed ways of working to differentiate teaching in every classroom using the Trevallyn Explicit Instructional Model for Literacy and Data Plan. Ensuring our MTSS model focuses on our Tier 2, and Tier 3 students are getting more time and support to meet Tier 1 Teaching and Learning.</p> <p>Domain 8: Instruction is differentiated and students are provided with timely opportunities for feedback to guide next steps and learning progress.</p>	<p>Term 1:</p> <ul style="list-style-type: none"> ☐ Student Support and Wellbeing Team identify all students who require additional Literacy adjustments Tier 2, Tier 3 using Power BI ☐ PLTs use 2024/2025 GradeXpert Handover Maps to set goals to support classroom differentiation <p>Term 2:</p> <ul style="list-style-type: none"> ☐ All teaching staff upload classroom data by end of week 8 onto GradeXpert

	<p>Target 3 ACF Overview Change by Year (End of Year compared to 1 Year Ago) ENGLISH 69% - 73% Maintained or increased</p>	<p>Student Actions:</p> <ul style="list-style-type: none"> All students will participate in structured literacy blocks which include; Teaching with Intent (TWI) rich literature, UFLI or Word Origins, Reading Fluency/ practice, Writing Fluency/ practice. All students use the language of learning reflecting Split Screens for reading and writing. All students in Prep to Year 6 co-develop a reading and writing growth goal with their classroom teacher. All students in Kinder have an Early Years Learning Framework Outcome 5 - Communication Goal. <p>Teacher Actions:</p> <ul style="list-style-type: none"> All teachers implement TWI as part of the Literacy Block using the Trevallyn Explicit Instructional Model (Tier 1 Instruction). All teachers participate in on-going TWI PL by directly working with Dr Bronwyn Parkin, directly working with the Instructional Specialist and/or Team Leader. All teachers and Teacher Assistants access and complete DECYP Quali-Teach to support ongoing Literacy alignment to “Lifting Literacy”. All teachers collaboratively plan – text analysis, questioning scaffold (cue, question, answer, reframing) in team meetings and Professional Learning Teams (PLT). All Teachers have the option to trial UFLI and Word Origins as part of the development of the Trevallyn Structured Literacy Block. All teachers participated in reviewing and refining the Trevallyn Literacy Block/ Explicit instructional model to ensure it continues to be student-centred and based on most current evidence-based practice. <p>Leadership Actions:</p> <ul style="list-style-type: none"> Principal and Instructional Specialist coordinate professional learning with Dr Bronwyn Parkin, both online and face to face. Principal, Instructional Specialist and Classroom Teacher, participate in Word Origin Spaced Learning with Emina McLean. Instructional Specialist and Team Leaders support classroom teachers to trial UFLI and Word Origins. Principal and Leadership Team develop 2025 Data plan and create GradeXpert data collection maps for classrooms. Team Leaders complete MacqLit PL and conduct intervention targeted at students’ needs using WARPS (MacqLit assessment). Team Leaders support the Moderation of writing at least 3X (Term 2, Term 3, Term 4), including across school moderation. Leadership trial and collect DIBELS data and triangulate to identify students at risk as part of the data plan and student support and wellbeing meetings. Leadership team as the Student Support and Wellbeing Team plan and implement intervention Multi-Tiered System of Support for Tiers 2 and 3 (using the data wall – supporting teachers through PLT to access/use data wall). Leadership team will analyse data such as FELA, PAT, WARPS, WASP, GAPS, DIBELS, PROBE to develop plans using MTSS to identify students in Tier 1,2 & 3 for both Reading and Writing (encoding). <p>Professional Learning Plan:</p> <ul style="list-style-type: none"> At least 2X (this year) face-to-face 3-day in class professional development with Dr Bronwyn Parkin. Principal, Instructional Specialist and Team Leaders ongoing coaching and consult online (TEAMS) with Dr Bronwyn Parkin. 1X Term all staff have time to continue Quali-teach. 3X (Term 2, Term 3 and Term 4) whole school moderation – writing. 	<ul style="list-style-type: none"> All Leadership participated in 2X Learning Walks focused on structured literacy block and use of split screens All teachers – Participated in moderation for writing <p>Term 3:</p> <ul style="list-style-type: none"> Leadership and PLTs - Monitor ENGLISH ACF results, analyse in staff meeting using Visible Learning quadrant Student Support and Wellbeing Team identify all students who require additional Literacy adjustments Tier 2, Tier 3 PLT use 2025 GradeXpert Maps to monitor and set ongoing goals to support classroom differentiation <p>Term 4:</p> <ul style="list-style-type: none"> All staff review - Explicit Instructional Model Leadership and all staff - Annual Review analyse Targets
--	---	--	--

		<ul style="list-style-type: none"> PL Day Term 4 – Review Structured Literacy Block – Explicit Instructional Model – whole staff. <p>Parent and Community Actions:</p> <ul style="list-style-type: none"> Support the school's Reading and Writing events – including Reader Leaders and developing a community writing event. Participate in Parent /Teacher conferences promoting students' reading and writing goals. 	
	<p>Priority 3 Learner Agency through Wellbeing</p> <p>Being loved, safe and valued</p> <p>Children and young people have positive relationships and connections with others, feel safe, and are respected in their learning environments.</p> <p>Having a positive sense of culture and identity</p> <p>They have a positive sense of identity and belonging and are optimistic about their future and success in learning.</p>	<p>Focus Area/s – ACTIONS by students, staff, leadership and community are by the end of the year we will see...</p> <p>Domain 1: The improvement agenda reflects the school's vision for high-quality teaching and learning, and a relentless focus on continuously improving student outcomes. Improvement plans are based on systematic analyses of a range of relevant evidence, including student engagement and wellbeing.</p> <p>Domain 2: The school's strategies to engage students, families and the wider community reflect a clear commitment to regular use of stakeholder feedback. Students routinely engage in discussions with peers and staff to reflect on their learning using a range of data.</p> <p>Domain 3: Student voice is actively sought and acted upon and the school values and celebrates a wide range of students' successes. Evidence-informed, impactful strategies are rigorously implemented to optimise wellbeing. There is a happy and optimistic feel to the school and all school community members express a strong sense of belonging and pride.</p> <p>Student Actions:</p> <ul style="list-style-type: none"> All students use the language of Zones of Regulation to describe feelings and ways of getting their brain 'ready to learn'. All students co-create and use 'Ready to Learn Plans' with their classroom teacher. All students participate in Morning Circles to support a positive learning environment and great start to every day. Through the Morning Circle all students articulate and engage with how to demonstrate the values of Connection, Courage, Growth, Respect and Responsibility daily. Students identify how the classroom and school environment support their regulation every day this includes and is not limited to regulation tools, routines, regulation track, resilience and strengths-based approaches. <p>Teacher Actions:</p> <ul style="list-style-type: none"> All teachers and staff explicitly teach the Zones of Regulation and use every day with students across all learning experiences. All staff create a positive learning environment that reflects the BSEM curriculum and classroom strategies domains – Body, Relationship, Stamina/ Engagement and Character. All teachers in every classroom, every day facilitates BSEM Morning Circles, regular brain breaks and positive primers. Every teacher co-constructs ready to learn plans with students (at least 5-7 per term). Visual and clear expectations using the Trevallyn behaviour management flow chart are displayed in every classroom and discussed throughout the school year. All teachers work with the Student Support and Wellbeing Team to use NME data and recommendations to support students (focused on Tier 2 and 3 students) <p>Leadership Actions:</p> <ul style="list-style-type: none"> Team Leaders support all teachers to deliver the BSEM learning environment, Morning Circles, regular brain breaks and positive primers through team teaching, modelling, PLTs and learning walks and feedback. 	<p>Term 1:</p> <ul style="list-style-type: none"> All staff and volunteers (at point in time) complete Safeguarding requirements <p>Term 2:</p> <ul style="list-style-type: none"> Principal and Team Leaders - Collect Student Voice across wellbeing domains, what is important, strengths and what is missing. Share with Staff Teachers share ready to learn plans at least once a term All staff review PDP Wellbeing Goals and share reflections with teams <p>Term 3:</p> <ul style="list-style-type: none"> All staff create PDP Wellbeing Goal based on Berry Street Education Model – Teacher self-care Teachers share ready to learn plans at least once a term Analyse and discuss Student Wellbeing as part of the SSWT and share with staff <p>Term 4:</p> <ul style="list-style-type: none"> Leadership and all staff - Annual Review analyse Targets
	<p>Target 1</p> <p>Student Attendance:</p> <p>P-Y6 Attendance Level % with 9/10 Days – Maintain or Increase 60 – 65%</p> <p>P-Y6 Attendance Rate – Maintain or increase 90%</p>		
	<p>Target 2</p> <p>Student Wellbeing (SWES):</p> <p>All – Maintain or Increase 90%</p> <p>Cognitive Engagement – Maintain or Increase 90%</p> <p>Emotional Engagement with Teachers – Maintain or Increase 95%</p> <p>School Belonging – Maintain or Increase 85%</p> <p>School Climate – Maintain or Increase 90%</p>		

	<p>Target 3 Satisfaction All – Maintain or Increase 92% - 95%</p>	<ul style="list-style-type: none"> • Assistant Principal and Team Leaders provide professional learning opportunities and time for every teacher to co-construct ready to learn plans with students (at least 5-7 per term). • Student Support Coordinator and Team Leaders provide opportunities and resources for classroom staff to develop and use the language of Zones of Regulation. • Leadership Team model and use clear expectations of the Trevallyn Behaviour Management flow chart and provide the resources to ensure it is displayed in every classroom and discussed throughout the school year. • Student Support Lead and Student Support Coordinator complete classroom functional maps with classroom teachers for Tier 2 and Tier 3 students. • Student Support and Wellbeing Team and Team Leaders support case meetings with teachers, parents/carers, allied health and other support staff based on student attendance and wellbeing. • Principal, Student Support and Wellbeing Team and School Social Worker meet at least 2X a term to identify student attendance and monitoring. <p>Student Support and Wellbeing Team:</p> <ul style="list-style-type: none"> • Team Leaders monitor and support classroom teachers and students at risk to refer to SSWT. • Principal, Student Support Coordinator, Student Support Lead and Team leaders meet at least 4X a term. • Student Support Coordinator and Student Support Lead redevelop Kitchen Garden for Wellbeing • Student Support Coordinator (Safeguarding Lead) review and refine Safeguarding Risk Management and gain endorsement from School Association 2025. <p>Professional Learning Plan:</p> <ul style="list-style-type: none"> • All TA and new teaching staff complete BSEM introduction 4-day PL • Staff meeting schedule includes at least 1X focused BSEM (optional TAs) • Staff meeting schedule includes at least 1X Student Support Meeting (optional for TAs) <p>Parent and Community Actions:</p> <ul style="list-style-type: none"> • The School Association support Safeguarding and Volunteer Workshops. • All parents access the Growing Up Program parent session (physical and emotional wellbeing) • The School Association support launching “Community Regulation Track”, and garden reopening (in Spring). • School Association create and develop new iteration of the Fathering Project through – Parents and Caregivers Community Resilience Project. 	
--	--	---	--

Signed by Principal		Signed by Improvement Consultant	
Name of Principal	Louise Corrigan	Name of Improvement Consultant	Marcus Cramp
Date	29 April 2025	Date	