School Touchstones	Whole School Focus	Leadership- Lead measures *What actions will the leadership team take to achieve this priority?*	Teacher- Lead measures *What actions will teachers take to achieve this priority?*	Student – Lead measures *What will students be able to do to achieve this priority?*	Capability Development *How will we develop staff capability to ensure this goal is achieved?*	Resources	Targets – Lag Measures *What measures (qualitative and quantitative) must be met for us to determine that this goal has been achieved?*
Deep and Engaged Learning	To develop an increased understanding of New Pedagogies for Deep Learning; Michael Fullan- to enrich the teaching and learning that teachers offer students	Explore the competencies with teachers and develop understanding Develop a shared vision of what Deep Learning looks like at Milton- short term, & long term. Develop a road map of phases/stages for implementation of Deep Learning	Continue to explore and plan to integrate the 6 global competencies for Deep Learning: Character, Citizenship, Collaboration Communication Creativity Critical Thinking within planning and teaching and learning opportunities Explore alignment with planning and integrate within teaching and learning Explore and determine ways of working (e.g. split screen and icons) Continue to explore and implement critical thinking/inquiry / design thinking in learning opportunities Further develop Project Based Learning / Maker Space / Provocations as teachers to link with NPDL Use digital planning tool & follow Action Plan	Awareness of the global competencies Create images/tools/logos for global competencies to develop a shared understanding to be used across the school Character Champions	Book Study -continue focused collegial groups that study – New Pedagogies Deep Learning- Fullan et al. Refine the suite of professional development opportunities for staff encouraging them to be researchers and refiners of their own practices Continue Facilitator led year level PODS to highlight inquiry work. Target teaching and learning needs of teachers. Develop Professional Learning opportunities for staff to lead Inquiry. Teaching & learning model focussed on Elements of Deep Learning Design and Global Competencies. Deep Learning planning sessions in year level teams.	Deep Learning Text & workbook NPDL Working Party NPDL Global Network Data (Evidence) Literacy Framework	Learning design rubric and Deep Learning Progressions (for teachers) – map out on Teacher tool Level of engagement and sharing of guided inquiries amongst teaching staff Use of Split Screens. 6Cs posters
	Continue to familiarise, plan and review Version 9 of the Australian Curriculum with a focus on English and Mathematics. Familiarise Version 9 of Australian Curriculum: Science & Technologies.	Head of Teaching and Learning (HOTL) to lead planning with teachers in reviewing units of work and assessment for Version 9 English and reviewing assessment in Mathematics. Head of Teaching and Learning to continue to lead planning with teachers in aligning and creating units of work for Version 9 Mathematics. Head of Teaching and Learning to lead planning with teachers in familiarising with Version 9 Science & Technologies.	Engage in professional development and planning sessions to continue to build understanding of Version 9 of the Australian Curriculum. Review the implementation of English and Mathematics. V9 planning with Head of Teaching and Learning. Create planning with Head of Teaching and Learning for Version 9 Science and Technologies units and assessments.	Access the curriculum and show what they know and can do.	All staff undertake and enact Individual Professional Learning Plans Professional development in staff sessions Curriculum planning sessions with individual teachers and HOTL and in year level teams Learning walks – foldback points	Australian Curriculum Metro Teaching and Learning team QCAA ACARA Curriculum Gateway Natural Maths	Three levels of planning aligned to Version 9 of the Australian Curriculum for English and Mathematics. English V9 planning (year plans, unit plans) to show a balance of modes (Speaking & Listening, Reading & Viewing, Writing & Creating).

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Innovative and Creative Teaching	Mathematics- To continue to embed the Natural Maths philosophy across the school through- • Goal setting - Top 5 • Alignment of curriculum planning with Australian Curriculum Version 9	Provide induction sessions about Natural Maths practices to new staff, including sessions with HOTL and Mathematics SAG chair.	New staff to engage in Induction sessions with HOTL and Mathematics SAG chair.	Students will be able to articulate their learning goals in each maths cycle (learning walks).	New and returning staff participate in induction sessions.	Induction sessions with new teachers to the school and graduates	All Students regardless of their achievement level, to have at least one year of academic growth in Mathematics
		HOTL to continue to lead planning with teachers in aligning Natural Maths philosophy with Australian curriculum version 9, developing units of work (2-week cycle planning- Top 5, vocabulary, mental routines, problematised situations, strategy lessons) and assessment.	Ongoing curriculum development with 2-week cycles, Top 5, problematised situations and assessment aligning with Version 9 of the Australian Curriculum. Engage in planning sessions with HOTL.	Students will work towards learning goals from 2-week maths cycle and self-monitor their progress towards these.	Moderation sessions in Professional Learning Plan time.	Natural Maths resources – Website	Increase percentage of students achieving at or above C standard across school (current 95% Sem 2- 2025)
		Leadership team to engage in learning walks in classrooms (T1) to hear student understanding of learning intentions and goal setting using the Top 5. Meet with classroom teachers to share feedback and develop next steps.	Use the Top 5 for each cycle within the classroom for student learning. Top 5 to be reflected in unit planning 2-week cycle, student checklists, posters, learning walks.	Students will develop a positive disposition towards Mathematics and use mathematical vocabulary.	Staff sessions with HOTL for curriculum planning aligning to V9 Mathematics.	Online e- courses	Increase percentage of students achieving A & B results in each year level (current 78% Sem 2- 2025)
		HOTL to lead moderation processes for Mathematics with year level teams.	Send home Top 5 for parents – consistent practice for the year level.	Students will use the STAR model to solve problematised situations (Yr 1-6).	Planning release for teachers to work with HOTL on Mathematics planning.	Posters	Monitor alignment with NAPLAN year 3 & 5
			Use the STAR model for mathematical modelling with students (Yr 1-6) and flipped questions for students to develop mathematical vocabulary.			A3 Anchor Chart	Top 5 goal setting tracking
			Evidence analysis - NAPLAN, PAT, A – E, pre/ summative.			Journals	Mathematics Learning walks – evidence of conversations captured on iPads -students' understanding of learning intent and their next steps, teachers' reflections
			All families to have parent handbook- Natural Maths.			Parent book	Moderation recording tools
			Participate in learning walks and reflect on practice.			Purchased resources on G drive	School Opinion Survey
			Participate in moderation with year level teams.			Mathematics non-negotiable practices one pager	Evidence Discussions
						Maths SAG	PAT M Data
						Data (Evidence) Literacy Framework	
						Maths Framework	
	English- Goal Setting - Big Ticket Items and Success Criteria	HOTL to provide Induction sessions and mentoring/coaching for new and graduate teachers for student goal setting for English in the classroom.	New staff to undertake English induction sessions and mentoring/coaching with HOTL to ensure student goal setting supports student learning.	Engage in goal setting throughout the teaching and learning cycle of English units.	Induction sessions and coaching/mentoring for new staff.	Learning Walls document	All Students regardless of their achievement level, to have a least one year of academic growth in English
		Head of Teaching and Learning and teachers to continue to review Learning Wall resources, including Bump it up samples aligned to success criteria in the marking guide for Version 9 English. Continue to promote and ensure consistency in the creation of Big tickets and success criteria aligned to the marking guide.	All other teachers to continue Student Goal Setting practices within their Teaching and Learning Sequence and to co-construct Big tickets/success criteria and goals with students.	Be able to identify the Big-Ticket Items and articulate and review their English Learning Goal and the next steps in their learning, evident in learning walks.	Learning walks.	Goal setting flowchart – to support teachers	Increase percentage of students achieving at or above C standard across school (current 92% Sem 2- 2025)
	Learning Walks focus	Leadership team to engage in learning walks in classrooms (T3) to hear student understanding of learning intentions and goal setting using the Top 5. Meet with classroom teachers to share feedback and develop next steps. Continue to embed a supportive and growth-focused approach to Learning Walks across all classrooms.	Planning with HOTL of English learning wall resources including a shared understanding of the discernible differences on the 5-point scale.	Engage in Learning Walks to assist in improving feedback practices within their classroom.	Focus students.	Learning Walk document	Increase percentage of students achieving A&B results in each year level (current 67% Sem 2- 2025)
			Engage in feedback through Learning Walks, focused on the teaching and learning of English, specifically student goals.			PLD (Prep-Year 6)	Monitor alignment with NAPLAN year 3 & 5
			Engage in professional development sessions.				English Goal Setting- Learning walks – evidence of conversations captured on iPads -students' understanding of learning intent and their next steps, teachers' reflections
							Visible student goals

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	Literacy Blocks (Literacy skills) • Reading (word reading) • Spelling • Grammar & Punctuation	HOTL and English SAG chair to lead teachers in a shared understanding of effective evidence-based practices and consistent pedagogical routines for teaching systematic synthetic phonics to develop word reading, spelling and word study. To continue to develop a bank of resources with teachers to support the consistent teaching and learning of Grammar (Language Features). Continuation of a Literacy Block timetable to support the development of literacy skills (Prep-2). The review and creation of components of a Literacy Block (Yr. 3-6).	Refer to PLD Teaching Sequence Manual for year level tier 1, 2 & 3 structured synthetic phonic lists. Use decodable readers that align with phonics scope and sequence for beginning readers and older struggling readers. Daily review of phonic concepts. Paired fluency reading. Tracking student progress of reading and spelling by using Year 1 Phonics Check, PLD tracking tools (all year levels), and Dibels Maze for reading comprehension (Yr2-6). Continue to adapt resources from the Grammar Project to ensure consistency of teaching grammar for each year level aligned to AC V9. Continue to align G&P resources with content to the teaching and learning sequence on the unit plan. To plan and deliver literacy block components using identified column in unit planning.	Access the range of resources within the classroom to support their learning and next steps. Utilise the Learning Walls within the classroom. Engage within literacy blocks to develop their understanding of literacy skills. Students familiar with phonic and word study instructional routines and can demonstrate their understanding.	Collaboration between HOTL & English chair for providing professional development for teaching staff with literacy skills including spelling, vocabulary, grammar & punctuation, shared-dialogic reading, and fluency reading pairs. Teacher staff sessions for building learning with PLD (structured synthetic phonics)	PLD Action Plan – Yr3-6 PLD Integrated kits – physical & digital resources PLD Teaching Sequence Manual PLD Screening and Tracking Manual	Pre & Summative assessment moderation to show distance travelled NAPLAN (Yr 3 & 5) PAT (Spelling Yr 2-6) PAT Reading Evidence from focus student tracking PLD tracking tools per class Year 1 Phonics check School collected data Literacy Continuum Moderation recording tools Students to become skilled readers and spellers
	Shared dialogic reading	Leadership team to support teacher planning for shared and dialogic reading routines to build students' language comprehension skills. HOTL to lead moderation processes with year level teams and city cluster.	Use high quality texts as identified in English unit plans. Use planning tool for shared dialogic reading by considering background knowledge, vocabulary, text structure, grammar/syntax, inferencing and comprehension monitoring. Plan prompts, 'think alouds' and questions for text-based discussions. Engage in moderation sessions to develop consistency of judgements.	Students actively participate in text discussions to build language comprehension.	Year level planning sessions for planning for shared dialogic reading with English texts Teacher PD on Dibels (Maze).	Shared dialogic reading planning tool Dibels (Maze reading comprehension) Reading portal-Reading Position statement Reading online modules	Dibels (Maze)
	A Whole school approach to pedagogy To continue to adopt appropriate pedagogical approaches that match learning area and intent, and developmental stage, and current research	Pedagogy – PP4L Continue to engage teachers in a Whole School approach to Pedagogies (learner, learning, curriculum) – determine, review and monitor how effectively the pedagogies employed are working to support student achievement, well-being and engagement. - Focus on Age-Appropriate Pedagogies & New Pedagogies Deep Learning Lead pedagogical practices which align to the digital non-negotiable practices. Continue to progress teachers' digital capabilities. Continue incorporating digital practices in planning.	Intervention and extension for targeted students. Evidence analysis - NAPLAN, PAT, A – E, pre/ summative Pedagogy Develop a shared understanding and language about pedagogy, use data to inform, determine most effective pedagogies, employ pedagogies to meet diverse learners & monitor and measure the impact for improvement. Understand and use the pedagogical practices for learning and high yield strategies Continue to use the Goal Setting and Learning Walls teaching sequence Understand and use Age-Appropriate Pedagogies, implement Responsive planning actions, P-2 Teams to develop action plans and implement Incorporate and use digital practices in teaching and learning. Use skills checklist to ensure students' digital skills are developing	Pedagogy Engagement and achievement in learning across all learning areas, Increase in student well being Participation in intervention, provide feedback and student voice Competency in using technology, feedback and student voice Student Perception Survey	Pedagogy Professional development in staff sessions and engagement in understanding the range of pedagogical approaches to enhance teaching. Building metacognition to use in planning. Coaching, modelling, planning sessions Professional development, executive coaching, collaborative teams and meetings, external specialists and current research, evidence discussions and tracking	Pedagogy A whole school approach to pedagogies Non-Negotiable One Pagers Learning walls 2 pager Age-Appropriate Pedagogies Action Plan Responsive planning cycle and template Transition statements- Prep – 6 (school developed) ONE note evidence collection	Pedagogy Learning Walks Teacher reflection tool School Opinion Survey All students requiring intervention/highly capable support are identified and catered for through differentiation and/or ACCESS programs and processes. Year 1 – 6 Transition statements

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		Continue tiered intervention/extension support and inclusive practices to ensure engagement and improvement of all.	Utilise ACCESS Program referral process, team support, co teaching and coaching - including Highly Capable processes to ensure student engagement and reaching potential	Engage in learning, reduction in support over time. Be confident independent learners.	Case management, referrals and reviews, Team support, coaching, mentoring, co teaching, Intervention/ extension programs and interventions.	APSMO Challenge – Yr 5&6 Maths QVA STEM Enrichment program Mini Festivals High Achievers ACCESS Program and resources – SharePoint eMagazine One Note One school	A – E ISP/PLP goal tracking NCCD evidence Attendance & engagement in school activities
Active Global Digital Citizens	To develop an increased understanding of the touchstone Active Global Digital Citizens by strengthening students' capability to participate safely, ethically, creatively, and responsibly in a rapidly evolving digital world. Focus areas include Artificial Intelligence, Digital Literacies and Cyber Safety.	Explore what it means to be an 'Active Global Digital Citizen' with teachers. Identify external partnerships that could foster active global digital citizens Curate whole-staff learning experiences on AI literacy, including understanding safe, ethical, and age-appropriate uses of AI tools for learning. Investigate ACARA version 9 digital literacies to guide digital pedagogy and Cyber Safety. Support implementation and growth of DoE's QLearn as a digital learning platform. Review and refine the school's Cyber Safety curriculum. Provide staff and students clear guidance on ethical online behaviour, intellectual property, and the responsible creation and sharing of digital content.	Look for opportunities in planning where active global digital citizenship can be maximised Identify external partnerships that could foster active global digital citizens, e.g., virtual exchanges, collaborative projects, authentic communication with experts beyond the school. Introduce learnings about AI aligned to AC v9 Digital Literacies. Experiment with the use of QLearn. Model ethical and safe use of digital platforms, including AI, and explicitly teach students how to question, critique, and evaluate digital information and tools. Use digital skills checklists to track progression in ICT capability across the school. Teach explicit Cyber Safety lessons aligned with the school's framework and AC v9 (privacy, passwords, digital footprints, safe communications, media balance).	Explore what it means to be an 'Active Global Digital Citizen' with students Demonstrate an understanding of what it means to be an Active Global Digital Citizen and apply this knowledge in learning. Use digital tools, including emerging AI tools (e.g., Adobe Express), safely, responsibly, respectfully, and with purpose. Apply critical thinking to online information (credibility, bias, source checking). Understand and apply key cyber safety practices, including managing passwords, protecting personal information, and seeking help when something online feels unsafe.	Professional development focused on future-ready learners, AI in education, and NPDL Citizenship. Cyber safety professional development using eSafety educator resources and Queensland DoE guidelines. Coaching and modelling by digital technology coach and other champions. Learning Lounge sessions for teachers to informally share and learn more about AI, QLearn and Digital Literacies.	Tony Ryan (Futurist provocateur) NPDL eSafety Commissioner educator resources School digital literacy and cyber safety frameworks Community feedback from 2021 forums DoE Digital Learning and AI-in-Education guidelines	Evidence of student understanding through work samples, digital artefacts, and learning wall representations. Feedback from staff, students, parents, and community demonstrating improved awareness and alignment with the touchstone. Established partnerships with external experts and community organisations supporting digital citizenship. Integration of AI, digital literacies and cyber safety in planning across all year levels.
Culture of Wellbeing	Maintain a culture that embraces personal growth and wellbeing as the cornerstone to strong mental health Continue to implement	Continue to develop and implement the Milton specific Wellbeing Curriculum Framework -STRONGER TOGETHER Continue to lead Wellbeing & Learning Engagement Working Party Well-being officer, Rosa-Kindness Corner	Enrich the quality of supportive conversations and promote culture with active listening and consideration to promote wellbeing, reassurance, and clarity for others Further develop a mindset with staff and students where challenges provide opportunities to grow and learn practices that enable self-regulatory behaviour to be seamless include mindful moments and brain breaks	Understand the foundation pillars Contribute positively to their school and class culture Use strategies to self-regulate and access their thinking brain	Wellbeing working party offering regular workshops and professional learning opportunities Webinars and professional development sessions facilitated by DoE	Stronger Together - Milton SS Wellbeing & Learning Engagement Curriculum Staff Wellbeing Framework	Rumble's Quest data set Meditation – Research connection – Dr Peta Stapleton Maintain high levels of school wellbeing, culture, staff morale and management of behaviour evidenced through School Opinion Survey, 'Fireside Chats' and staff collaboration

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	Signature practices and mindfulness routines & Wellbeing & Learning Engagement Curriculum to enhance mental health and wellbeing Align, plan and further teach Health curriculum, including respectful relationships education	Continue to enact 'Stronger Together' the Milton Wellbeing Curriculum Framework including aspects of Health and Respectful Relationships Buddies Character champions & year level assemblies	Adopt a positive class culture with regular classroom meetings and structures that develop warm, responsive relationships and high trust with students Enact all core lessons from the Milton SS Wellbeing & Learning Engagement Curriculum Develop lessons that are specifically designed for your class based on needs Read & Reflect on The Teacher's Guide to Self-Care by Sarah Frost use Bullet Journals and Reflective writing to focus on personal self-care Professional development sessions	Understand challenges, a growth mindset and the learning pit Understand the parts of the brain Understand how to develop and maintain positive relationships		Grow your Mind Resources and Classroom Kits The Teacher's Guide to Self-Care text Bullet Journals Stronger Together – Respect Program Respectful Relationships Hub True Education (Year 3-6)	Transition to School Plan Maintain high level of student attendance
Community Collaboration and Partnerships	Maximise the learning potential of the whole child, by working collaboratively to achieve authentic active citizenship. Develop & continue connection with external partnerships	Enact Strategic Plan 2026-2029 with community engagement process Explore concept of Milton Learning Village Progress NPDL Progress sponsorship opportunities and support from external providers to enhance the learning of students to develop a real -world focus and connection Continue collaboration with City Collective (relationships with high school, moderation – teachers, high achievers, mini festivals) Early years network Entrepreneurship	Continue to explore opportunities to engage with the local and wider community in authentic and meaningful ways Engage with external experts to build on pedagogical practices within classrooms	Make purposeful and meaningful connections to enhance learning and forefront active citizenship	Continued professional learning with all staff in conjunction with external experts and community groups	Dr John Edwards – Schools That Deliver Network Tony Ryan – Futurist Chris Rider- Leadership Challenge and LPI – Leadership Team- coaching Dr John Barletta- Clinical and Organisational Psychologist Ann Baker – Natural Maths consultant School Advisory Council P&C Assoc	Ann Baker – feedback on Mathematics planning in virtual sessions with teachers School Opinion Survey Anecdotal feedback from staff regarding engagement with external research facilitators and experts Professional conversations and reflection through line management and leadership meetings

Endorsed by-

Paul Zernike – Principal

20 February 2026

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Evan Willis

Evan Willis - Metropolitan North School Supervisor