



ANNUAL IMPROVEMENT PLAN

2023

| | Annual Improvement Plan | Our School's Performance Indicators | Our Teachers' Performance Indicators |
|---|--|---|--|
| Improving Learning and Performance 14S - Target Teachers, Teacher Aides and Guidance Officer | <ul style="list-style-type: none"> Continued improvement in <i>all</i> students' learning outcomes in Reading, Writing and Mathematics across <i>all</i> year levels. Strengthen teachers' planning processes to effectively implement all of the Australian Curriculum cross-curriculum priorities and general capabilities with a focus on critical and creative thinking and ATSI Histories and Culture. Continue the use of peer mentors to build teacher capacity to analyse student data to determine where each student is in their progression of learning and inform their differentiated teaching and learning, to provide explicit and precise feedback and set individual learning goals to move forward. | <ul style="list-style-type: none"> All students show continued measurable improvement in achievement in Reading, Writing and Mathematics— as per Assessment Schedule and OneSchool Data. Whole School Curriculum Plans in English and Mathematics developed and used by all teachers— differentiation focus in Reading, Writing and Mathematics in each year level. 100% engagement of teachers in peer mentoring program. Increase % teachers who are confident with embedding Indigenous Perspectives in the curriculum. 70% to 90% Teachers reviewing the success of differentiated instruction in Reading and Writing and Mathematics on fortnightly cycles. | <ul style="list-style-type: none"> I use evidence to track individual student progress in Reading, Writing and Mathematics and analyse data each fortnight to determine successful strategies. I, together with my year level team, analyse Oneschool Data fortnightly to determine areas of focus. I participate in data conversations with my supervisor each semester. I collaboratively plan all of the AC cross-curriculum priorities and general capabilities with a focus on critical and creative thinking and ATSI Histories and Culture in my year level team and deliver differentiated lessons that challenge my students at appropriate levels. I deliver differentiated Reading, Writing and Mathematics lessons using RSS Agreed Practices. I provide explicit and precise feedback to each of my students about where to next. I reward and recognise student progress and engagement. |
| | <ul style="list-style-type: none"> Review and refine our Whole School Social and Emotional Wellbeing Program Recommence Celebration of Learning Days and extend invitations to Parents to attend fortnightly assembly celebrations. | <ul style="list-style-type: none"> Every classroom sharing learning through various communication methods Provide PD in regard to Staff wellbeing and develop a staff wellbeing team. Every student receiving Social and Emotional Wellbeing lessons and understanding and using common language in developing our school's Positive Culture for Learning. Increase in school wide implementation to 90% as evidenced by SET. | <ul style="list-style-type: none"> I participate in sessions conducted by the staff wellbeing team. I teach my students proactive strategies to develop their Social and Emotional Wellbeing and enhance their interactions with other students and members of the school community. I use the Student Wellbeing Journal to support this work each week. I communicate with my parent body on a weekly basis, (including personal notes in relation to learning, to parents about individual students). |
| | <ul style="list-style-type: none"> Strengthen parent and community engagement by providing access to classroom practices and performance information to promote student success in Reading, Writing and Mathematics. Further develop our Student Leadership Program. | <ul style="list-style-type: none"> Continue to expand the online learning space to promote the Teaching of Reading and parental support for their child's Reading development, including oral language. Every Year 5 student accessing Student Leadership training course during Year 5. | <ul style="list-style-type: none"> I keep parents well informed about their child's Literacy and Numeracy progress and share evidence of improvement in Reading, Writing and Mathematics. I provide my students with multiple opportunities to develop leadership capability both within the classroom and in the wider school community. |

Building a Relational Culture

Developing a Stronger Community

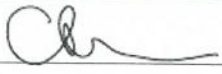



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TARGETS ALIGNED TO THE ANNUAL IMPROVEMENT PLAN 2023

| Explicit Improvement Agenda Focus | Target as measure of success | Data Source |
|--|---|--|
| Improvement in all student learning outcomes in Reading, Writing & Mathematics | <ul style="list-style-type: none"> ◆ Increase % students A English 20% Mathematics 23% ◆ Increase % students B English 36% Mathematics 42% ◆ Maintain students in D/E English 8% Mathematics at or below 5% ◆ Increase in percentage of students in upper 2 Bands in NAPLAN: <ul style="list-style-type: none"> Year 3 Reading Maintain 100% >NMS Increase from 60% to 65% U2B Numeracy Maintain 100% > NMS Increase 32% to 45% U2B Writing Increase from 48% to 55% U2B Year 5 Reading Maintain 100% > NMS Increase from 47% to 52% U2B Numeracy 98% to 100% >NMS Increase from 31% to 35% U2B Writing Increase from 22% to 30% U2B ◆ 64% Indigenous students achieving C or higher in English (5 out of 14 receiving 0) ◆ Raise Mean Score in Reading and Writing in Yr 3 and 5 by >30 scale score points | A-E assessment and NAPLAN aligned to the Australian Curriculum |
| Increase Attendance rate | <ul style="list-style-type: none"> ◆ Maintain the attendance rate at > 95% Indigenous students 89% to 95% ◆ Decrease the % attendance rate < 15.2% by 5% in 80—85% range | OneSchool Performance Dashboard |
| Parent Communication | <ul style="list-style-type: none"> ◆ Teachers providing parents with regular updates on Curriculum and class activities through the promotion and use of Skool Bag ◆ Celebration of Learning sessions with formal invitations issued to parents inviting them into classrooms for a session to share the students' learning. | Parent Feedback SOS |


Principal


President of P&C Association


Assistant Regional Director