



# ANNUAL IMPROVEMENT PLAN

2024

Educational Achievement

Wellbeing and Engagement

Culture and Inclusion

I4S - Target Teachers, Teacher Aides and Guidance Officer

## Annual Improvement Plan

## Our School's Performance Indicators

## Our Teachers' Performance Indicators

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|---|--|---|
| <ul style="list-style-type: none"> <li>Continued improvement in <i>all</i> students' learning outcomes in Reading, Writing and Mathematics across <i>all</i> year levels.</li> <li>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.</li> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>All students show continued measurable improvement in achievement in Reading, Writing and Mathematics— as per Assessment Schedule and Equity and Excellence performance dashboard.</li> <li>Continue review and renewal of Mathematics and Unit English Curriculum Plans aligning to A.C.V.9. Focus on integration with other Learning Areas developed and used by all teachers— <b>differentiation</b> focus in Reading, Writing and Mathematics in each year level.</li> <li>100% engagement of teachers in peer mentoring program and 100% participation in professional observation/feedback cycle.</li> <li>Teachers reviewing the success of <b>differentiated</b> instruction in Reading and Writing and Mathematics on fortnightly cycles.</li> </ul> | <ul style="list-style-type: none"> <li>I use evidence to track individual student progress in Reading, Writing and Mathematics and analyse data each fortnight to determine successful strategies.</li> <li>I, together with my year level team, analyse our student's data fortnightly to determine areas of focus.</li> <li>I participate in data conversations with my supervisor each semester.</li> <li>I collaboratively plan all of the AC cross-curriculum priorities and general capabilities with a focus on critical and creative thinking in my year level team and deliver <b>differentiated lessons that challenge my students at appropriate levels.</b></li> <li>I deliver <b>differentiated</b> Reading, Writing and Mathematics lessons using <b>RSS Agreed Practices.</b></li> <li>I provide explicit and precise feedback to each of my students about where to next.</li> <li>I reward and recognise student progress and engagement.</li> </ul> |
| <ul style="list-style-type: none"> <li>Refine and implement our Whole School Social and Emotional Wellbeing Program.</li> </ul>   | <ul style="list-style-type: none"> <li>Every classroom sharing learning through various communication methods</li> <li>Provide PD in regard to Staff wellbeing and develop a staff wellbeing team.</li> </ul>  | <ul style="list-style-type: none"> <li>I participate in sessions conducted by the staff wellbeing team.</li> <li>I communicate with my parent body on a weekly basis, (including personal notes in relation to learning, to parents about individual students).</li> </ul>  |
| <ul style="list-style-type: none"> <li>Continue Celebration of Learning Days and extend invitations to Parents to attend fortnightly assembly celebrations.</li> </ul>  | <ul style="list-style-type: none"> <li>Every student receiving Social and Emotional Wellbeing lessons and understanding and using common language in developing our school's <b>Positive Culture for Learning.</b> Increase in school wide implementation to 95% as evidenced by SET.</li> </ul>   | <ul style="list-style-type: none"> <li>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.</li> </ul>  |



# ANNUAL IMPROVEMENT PLAN 2024

## TARGETS ALIGNED TO THE ANNUAL IMPROVEMENT PLAN 2024

Annual Improvement Plan Focus	Target as measure of success Our students' performance indicators	Data Source
Improvement in all student learning outcomes in Reading, Writing & Mathematics	<ul style="list-style-type: none"> <li>◆ Increase % students <b>A</b> English 32%      Mathematics 35%</li> <li>◆ Increase % students <b>B</b> English 38%      Mathematics 45%</li> <li>◆ Maintain students in <b>D/E</b> English at or below 8%      Mathematics at or below 8%</li> <li>◆ Increase in percentage of students in upper 2 Bands in NAPLAN: <ul style="list-style-type: none"> <li><b>Year 3</b> <ul style="list-style-type: none"> <li><b>Reading</b> Maintain or increase by 5 points MSS</li> <li><b>Numeracy</b> Increase by 5 points MSS</li> <li><b>Writing</b> Maintain or increase by 5 points MSS</li> </ul> </li> <li><b>Year 5</b> <ul style="list-style-type: none"> <li><b>Reading</b> Maintain or increase by 5 points MSS</li> <li><b>Numeracy</b> Increase by 5 points MSS</li> <li><b>Writing</b> Increase by 5 points MSS</li> </ul> </li> </ul> </li> <li>◆ 85% Indigenous students achieving C or higher in English</li> <li>◆ Raise Mean Score in Reading and Writing in Yr 3 and 5 by &gt;30 scale score points</li> </ul>	A-E assessment and NAPLAN aligned to the Australian Curriculum
Increase Attendance rate	<ul style="list-style-type: none"> <li>◆ Improve the attendance rate at &gt; 90% by 6% to 70%</li> <li>◆ Decrease the % attendance rate &lt; 18.29 by 5% in 80-85% range</li> </ul>	SORD Equity to Excellence Performance Dashboard
Decrease SDA	<ul style="list-style-type: none"> <li>◆ SDA:    Prep - Year 2 0%              Year 3-6 Below 1%</li> </ul>	

Principal

President of P&C Association

Assistant Regional Director