

ANNUAL IMPROVEMENT PLAN

2025



Annual Improvement Plan

- ▶ Continued improvement in *all* students' learning outcomes in Reading, Writing and Mathematics across *all* 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.
- ▶ 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.
- ▶ Refine and implement our Whole School Social and Emotional Wellbeing Program.
- ▶ Continue Celebration of Learning Days and extend invitations to Parents to attend fortnightly assembly celebrations.

Our School's Performance Indicators

- ▶ All students show continued measurable improvement in achievement in Reading, Writing and Mathematics— as per Assessment Schedule and Equity and Excellence performance dashboard.
- ▶ 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— **differentiation** focus in Reading, Writing and Mathematics in each year level.
- ▶ 100% engagement of teachers in peer mentoring program and 100% participation in professional observation/feedback cycle.
- ▶ Teachers reviewing the success of **differentiated** instruction in Reading and Writing and Mathematics on fortnightly cycles.
- ▶ 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 95% as evidenced by SET.

Our Teachers' Performance Indicators

- ▶ 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 our student's data fortnightly to determine areas of focus, particularly in Reading and Writing.
- ▶ I participate in data conversations with my supervisor each semester with a focus on Reading, Writing and Mathematics.
- ▶ 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 **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.
- ▶ I participate in sessions conducted by the staff wellbeing team.
- ▶ I communicate with my parent body on a weekly basis, (including personal notes in relation to learning, to parents about individual students).
- ▶ 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.

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TARGETS ALIGNED TO THE ANNUAL IMPROVEMENT PLAN 2025

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"> ◆ Increase % students A English 30% Mathematics 38% ◆ Increase % students B English 40% Mathematics 42% ◆ Maintain students in D/E English at or below 5% Mathematics at or below 5% ◆ 80% Indigenous students achieving C or higher in English ◆ Increase in exceeding proficiency level in NAPLAN: <table style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th colspan="2"><u>Year 3</u></th> <th colspan="2"><u>Year 5</u></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>Reading</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>Numeracy</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>Writing</td> <td>22%</td> </tr> </tbody> </table> ◆ Decrease in needs additional support proficiency level in NAPLAN: <table style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th colspan="2"><u>Year 3</u></th> <th colspan="2"><u>Year 5</u></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td><5%</td> <td>Reading</td> <td><3%</td> </tr> <tr> <td>Numeracy</td> <td><5%</td> <td>Numeracy</td> <td><3%</td> </tr> <tr> <td>Writing</td> <td><5%</td> <td>Writing</td> <td><3%</td> </tr> </tbody> </table> 	<u>Year 3</u>		<u>Year 5</u>		Reading	30%	Reading	35%	Numeracy	15%	Numeracy	25%	Writing	15%	Writing	22%	<u>Year 3</u>		<u>Year 5</u>		Reading	<5%	Reading	<3%	Numeracy	<5%	Numeracy	<3%	Writing	<5%	Writing	<3%	A-E assessment and NAPLAN aligned to the Australian Curriculum
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Increase Attendance rate	<ul style="list-style-type: none"> ◆ Improve the attendance rate at > 90% by 3% ◆ Decrease the % attendance rate < 85% by 10% 	SORD Equity to Excellence Performance Dashboard																																
Decrease SDA	<ul style="list-style-type: none"> ◆ SDA: Prep - Year 2 0% Year 3-6 Below 1% 																																	

Principal

President of P&C Association

School Supervisor