



2023 Annual Improvement Plan

A learning community achieving success for every child

School Motto - Aim High School Values - Safe, Responsible and Respectful



Focus Areas	Our Strategies & Actions	Baseline Data	6 Month Progress	12 Month Progress	
Successful Learners (Educational Achievement)	<ul style="list-style-type: none"> *Teachers will engage in Professional Learning Teams (PLTs) to inform next steps in teaching *Teachers will engage in 3 stages of internal moderation practices (pre, mid and post) across curriculum learning areas and extend this in 2023 to include external cluster moderation (CASW) *Implementation of learning walls to make learning visible through use of bump it up walls, writing exemplars, success criteria and feedback *Embed the research based early literacy practices of 'Initial Lit' across Prep to Year 2 *Introduce PLD in years 3 – 6 *Leadership team to familiarise and prepare for implementation of AC Version 9 Curriculum in English and Maths in 2024 – outwork with teachers through Professional Learning Team's (PLT's) *Building capability of teachers to utilise appropriate pedagogies to lift student achievement. 	English Ach Sem 2 2022 P-6 – 78% P- -% A-C 1 -87% A-C 2 - 85% A-C 3 – 80% A-C 4 – 62% A-C 5 -80% A-C 6 – 69% A-C	English Achievement P-6 – 80% A-C P- 85% A-C 1 -90% A-C 2 - 87% A-C 3 – 82% A-C 4 – 75% A-C 5 -82% A-C 6 – 80% A-C	English Achievement P-6 – 85% A-C P – 95% A-C 1 - 92% A-C 2 - 90% A-C 3 – 85% A-C 4 - 85% A-C 5 – 85% A-C 6 - 85% A-C	
Capable and Confident Staff (Educational Achievement and Culture and Inclusion)	<ul style="list-style-type: none"> *All staff engage in Crossing Cultures Intelligences to embed indigenous perspectives and a culture of inclusion *Close the achievement gap for diverse learners in English by 'knowing the learner' and 'using the data' *Implementation of Head of Department (Curriculum) position to build capacity of teachers (IFS funded) *Build staff capacity to implement Positive Behaviour for Learning strategies and processes – engagement with Regional PBL coach and State School Student Engagement & Retention Team *Complex case management approach *Develop teacher capacity to differentiate for learners needs so all students can access the curriculum *Develop a sustainable plan for coaching and mentoring new staff, incorporating an aspirant's program for experienced teachers *Leaders conduct learning walks and talks 		*Staff have increased and deepening understanding in embedding indigenous perspectives in curriculum and pedagogy *Whole school approach to differentiation – documented *Teachers can answer Sharrett questions *Students will be able to identify where they are at and what they require to improve in their learning	SWD – 50% ATSI – 65%	SWD – 60% ATSI – 75%
Student and Staff Wellbeing and Engagement (Wellbeing and Engagement)	<ul style="list-style-type: none"> *Continue to foster positive school culture with parents through Learning Celebrations and opportunities for teachers and parents to connect throughout the year *Further embed PBL approach and elements including values, rewards, expectations matrix and purposeful use of data *Implement social emotional program to improve student self-regulation and increase resilience and emotional literacy (ie; Berry Street Education Model and ACARA personal and social capability). *Maximise learning days/opportunities through social emotional strategies and trauma informed practices *Utilisation of HR to support attendance and engagement of students through additional middle leadership and administration officer positions (IFS funded) *Implement a sustainable program that supports pre-prep and year 6 to year 7 transition programs that encompasses student engagement, wellbeing and connection for families *engage with Regional Wellbeing Team in collaboration of staff wellbeing plans *collaborative review of progress of AIP – end of Semester 1. 		*Staff have increased knowledge of inclusive practices to support school wide practices/including consistent language and processes *Students able to self-identify ways to regulate/de-escalate based on environment and new knowledge School Opinion Survey Targets – Staff This school's culture supports people to achieve a good work-life balance – 2022 – 55.6% – 2023 – 75% Student behaviour is well managed at this school 2022 – 21.4% - 2023 – 75% The expectations and rules are clear at this school 2022 – 50.9% - 2023 – 80% Decrease in SDA 2021 – 149, 2022 – 107, 2023 – Less than 100		

Endorsement - This plan was developed in consultation with the school community and meets school needs and systemic requirements. (SS- Starting Strong + BoF – Building on Foundations)

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