



School priority 1:	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Teaching and Learning: To increase the proportion of students achieving a C or higher in English from Prep – Year 6 by 5% at the end of 2024.	Term 1	Term 2	Term 3	Term 4	English LOA continue an upward trend between 2024 – 2027. Students will be able to articulate what they are learning and their next steps for improvement. Students can successfully complete their adjusted assessment tasks. Teachers will identify the effective differentiation, adjustments and supports individual students require and effectively implement these to impact student achievement. Leadership team will clearly see the link between the intended curriculum and the enacted curriculum through visible learning, student work samples and LOA.	Increase the number of P-2 students achieving an A or B in English from 47% to a minimum of 60%. Increase the number of 3-6 students achieving an A or B in English from 58% to a minimum of 65%.
Strategy					Responsible officer(s):	Resources:
This will be achieved by developing the capability of current and new staff to effectively plan for the delivery of the Australian Curriculum: English and implement differentiated teaching and learning sequences using effective pedagogical choices.						
Actions:					Responsible officer(s):	Resources:
<ul style="list-style-type: none">• Refine Level 1-3 planning and the M1 and CASW moderation processes to open the ‘A’ level thinking and support teachers and students to identify the next steps in their learning for improvement. (4YSP)• Review and refine anchor charts to include efficient differentiated, focused and intensive teaching as elements of QDTP.• Implement, review & refine AC (Australian Curriculum) Version 9 Mathematics from Prep to Year 6 and familiarise & plan with AC Version 9 English as resources are released from central office. (4YSP)• Review and refine the Collegial Engagement Framework to ensure effective feedback is provided to all staff, including a focus on pedagogy and visible learning, linked to the APDP system and PD plan for the school. (4YSP)• Collaboratively review and refine the minimum expectations of visible learning to ensure all students can enhance their learning. (4YSP)• Implement a consistent Literacy approach in P-2 using current evidence-based strategies and to ensure consistency of practice.• Coaching and staff capability development: APDP system including professional development plan aligned to individual goals; Watching Others Work (WOW) refinement and alignment; review induction program; learning walk & talks.• Review and refine the school's data plan.• Development of staff data literacy to allow for effective data informed decision making to impact teaching and learning. (4YSP)• Review and update the school's teaching and learning handbook to ensure alignment to contemporary practice.						
School priority 2:	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Wellbeing & Engagement: Implement effective case management strategies, targeted approaches and universal supports to positively impact attendance and behavioural data trends creating a sense of belonging for all students.	Term 1	Term 2	Term 3	Term 4	Students will enact the school rules of Being Safe, Being Respectful and Being a Learner; and engage in a broad range of learning experiences resulting in a decrease in Major and Minor behavioural data. Teachers will implement PBL (Positive Behaviour for Learning) lessons on a fortnightly basis and embrace the school’s pedagogical approaches to enhance student engagement. Leadership Team will implement a rigorous case management approach, ensuring all diverse learners and Tier 2 and 3 students receive effective support and adjustments supporting them to reach their individual goals.	Increase the proportion of P-2 students captured in the NCCD that achieve a C or higher in English from 28.6% to a minimum of 35%. Increase the number of 3-6 students captured in the NCCD that achieved a C or higher in English from 54.6% to a minimum of 60%. Maintain an attendance rate of 91% or greater.
Strategy					Responsible officer(s):	Resources:
This will be achieved utilising research-based approaches to student wellbeing, utilising a case-management approach to respond to student educational and wellbeing needs and implementing multi-tiered levels of support to enhance students' attendance and engagement.						
Actions:					Responsible officer(s):	Resources:
<ul style="list-style-type: none">• Review and refine the Student Intervention Meeting (SIM) referral process to ‘close the loop’ on reviewing student progress and identifying effective differentiation and support strategies for students captured in the NCCD. (4YSP)• Continue the implementation of Positive Behaviour for Learning with a focus on tier 2 fidelity and consistency. (4YSP)• Explicit teaching of Zones of Regulation (ZoR) within classrooms, creating a common language used throughout Prep – Year 6 to support students' emotional regulation.• Continue implementation of Respectful Relationships (DoE) to support student wellbeing.• Continue to promote critical and creative thinking and promote student engagement through STEAM initiatives and experiences.• Establish a Diverse Learners Committee to case manage individual students and cohorts, promoting academic success, engagement and/or wellbeing. (4YSP)• Review and refine the process for identifying and capturing effective differentiation, targeted and intensive supports for individual students within the Personalised Learning Record functionality in One School.• Data informed service delivery model implemented to meet the needs of the changing student body. (4YSP)• Develop the capability of all management team members in preparation for holding inclusion portfolio items in 2025. (4YSP)						

