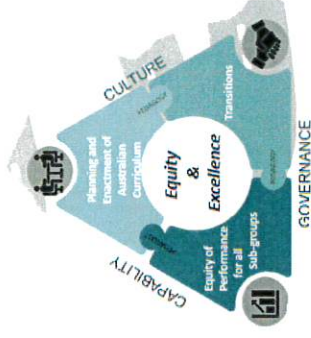
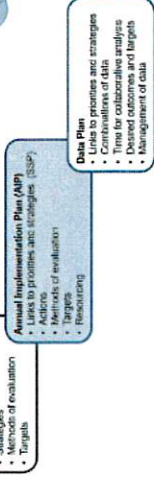




Every Student Succeeding

Amamoor State School Annual Improvement Plan 2024

School performance planning: Annual implementation plan



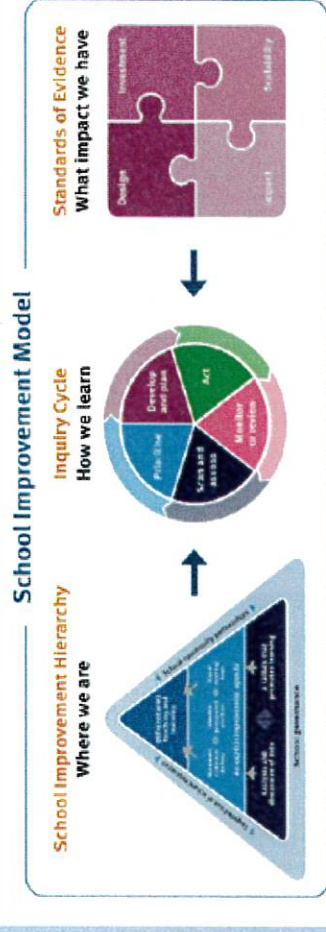
Our Improvement Priority is to develop, lead and monitor an explicit improvement agenda focused on:

- Collaboratively developing a whole-school approach to pedagogy and to build and enhance staff capability to engage all students in the systematic delivery of the Australian Curriculum

12 Month Success Criteria

- **90% of students from Prep – 6 are achieving a 'C' or better in English and Mathematics**
- **50% of students achieving U2B in English and 60% in Maths**
- **All teachers engaged in aligned professional development focusing on Version 9 of the Australian Curriculum**
- **Alignment of our school CARP to support curriculum delivery**
- **Differentiated, targeted explicit and focused learning**
- **Improved community partnerships**
- **No Student Disciplinary Absences**

Leading School Improvement



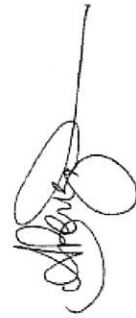
Planning and Enacting the Intended Curriculum	Baseline (2023)	6 Month progress	12 Month progress
<p>Domain 6: Systematic curriculum delivery Implement a review of the school's CARP to ensure it is up-to-date, aligned, centrally accessible and supports systematic curriculum delivery to all students</p> <p>Domain 7: Differentiated teaching and learning Build capability of teachers to consistently implement differentiated, focused and intensive learning opportunities to support all students</p> <p>Domain 8: Effective pedagogical practices Collaboratively develop coaching opportunities for all teaching staff</p> <p>Domain 5: An expert teaching team Develop the autonomy of teachers to take lead roles in guiding aspects of the school improvement agenda</p>	<p>English Achievement P-2 – 94% A-C 68% A-B 3-6 - 94% A-C 67% A-B</p> <p>Mathematics Achievement P-2 - 100% A-C 83% A-B 3-6 - 100% A-C 76% A-B</p>	<p>English Achievement P-2 - --% A-C --% A-B 3-6 - --% A-C --% A-B</p> <p>Mathematics Achievement P-2 - --% A-C --% A-B 3-6 - --% A-C --% A-B</p>	<p>English Achievement P-2 - --% A-C --% A-B 3-6 - --% A-C --% A-B</p> <p>Mathematics Achievement P-2 - --% A-C --% A-B 3-6 - --% A-C --% A-B</p>
<p>Driving successful transitions and meaningful pathways</p> <p>Engagement – All students engaged in differentiated, focused and intensive learning opportunities</p> <p>Wellbeing – Ensure programmes are in place to support all student and staff wellbeing</p> <p>No SDAs – Improve community partnerships and communication to ensure support for ‘at risk’ students</p>	<p>Baseline (2023)</p> <p>Prep SDAs 0 P – 6 SDAs 1</p> <p>Attendance 87% Staff Morale 100%</p>	<p>6 Month progress</p> <p>Prep SDAs - P – 6 SDAs -</p> <p>Attendance -% Staff Morale -%</p>	<p>12 Month progress</p> <p>Prep SDAs 0 P – 6 SDAs 0</p> <p>Attendance % Staff Morale %</p>
<p>Driving Equity of Performance for all Sub-groups</p> <p>No group outperforming another</p> <p>Regular monitoring of all disaggregated data sets</p> <p>Learning support provisions regularly monitored and updated</p> <p>Collaborative development and monitoring of IBSPs to support engagement</p> <p>Collaborative development and monitoring of PLPs to support engagement</p> <p>Personalised tailoring of curriculum access for students ‘at risk’</p>	<p>Baseline (2023)</p> <p>English Achievement ATSI P-2 - 100% A-C 75% A-B ATSI 3-6 - 100% A-C 50% A-B</p> <p>SWD P-2 - 100% A-C 100% A-B SWD 3-6 - 100% A-C 1000% A-B</p> <p>OOHC Nil</p> <p>Mathematics Achievement ATSI P-2 - 75% A-C 75% A-B ATSI 3-6 - 100% A-C 80% A-B</p> <p>SWD P-2 - 100% A-C 100% A-B SWD 3-6 - 50% A-C 100% A-B</p> <p>OOHC Nil</p>	<p>6 Month progress</p> <p>English Achievement ATSI P-2 - --% A-C % A-B ATSI 3-6 - % A-C % A-B</p> <p>SWD P-2 - --% A- % A-B SWD 3-6 - --% A-C % A-B</p> <p>OOHC Nil</p> <p>Mathematics Achievement ATSI P-2 - % A-C % A-B ATSI 3-6 - % A-C % A-B</p> <p>SWD P-2 - % A-C % A-B SWD 3-6 - % A-C % A-B</p> <p>OOHC Nil</p>	<p>12 Month progress</p> <p>English Achievement ATSI P-2 - % A-C % A-B ATSI 3-6 - % A-C % A-B</p> <p>SWD P-2 - % A-C % A-B SWD 3-6 - % A-C % A-B</p> <p>OOHC Nil</p> <p>Mathematics Achievement ATSI P-2 - % A-C % A-B ATSI 3-6 - % A-C % A-B</p> <p>SWD P-2 - % A-C % A-B SWD 3-6 - % A-C % A-B</p> <p>OOHC Nil</p>

The 2024 Improvement Priority: Collaboratively develop a whole-school approach to pedagogy and to build and enhance staff capability to engage all students in the systematic delivery of the Australian Curriculum

Key strategies to address Improvement Priority	Evidence of Impact	Resources (financial, human, physical)	Responsible officer	Artefacts
<p>Collaboratively develop a whole school approach to pedagogy and to build and enhance staff capability to deliver the Australian Curriculum with fidelity</p> <ul style="list-style-type: none"> - Release of principal to perform 'walk and talks' to assess current practices - Collaborative review of school CARP - All teaching staff upskilled with Reading Portal resources - Professional development of all teaching staff around Version 9 of the Australian Curriculum (focusing on English and Mathematics) 	<p>At 3 months:</p> <ul style="list-style-type: none"> All teachers receive professional development around Version 9 of the AC in English Principal commences 'walk and talks' <p>At 6 months:</p> <ul style="list-style-type: none"> All teachers receive professional development around V9 of the AC in Mathematics All teachers familiarised with Reading Portal resources All teachers analyse results of 'walk and talks' <p>At 9 Months:</p> <ul style="list-style-type: none"> All teaching staff collaboratively review the school's Curriculum, Assessment and Reporting Plan (CARP) to ensure that it is up-to-date, aligned, centrally accessible, and supports systematic curriculum delivery to all students. All teachers participating in 'walk and talks' 	<p>Targeted funding for teacher release in budget</p>	<p>Principal</p>	<p>PD participation documents</p>
<p>Engage all students in the systematic delivery of the Australian Curriculum</p> <ul style="list-style-type: none"> - Implement differentiated, focused and intensive learning opportunities in English and Mathematics - Systematic curriculum delivery across the entire school - Continuation of 'walk and talks' to assess impact of curriculum delivery - Improvement of feedback processes between students, teachers and parents - CASW regularly conducted by teaching staff for identified students 	<p>At 3 months:</p> <ul style="list-style-type: none"> Differentiated learning groups to provide targeted learning in English and Mathematics Commencement of CASW process and identify students 'at risk' Familiarisation of AC V9 Mathematics from P – 6 for all Teacher Aides to support <p>At 6 months:</p> <ul style="list-style-type: none"> Analysis all of data sets Monitor and adjust differentiation as required Review progress of CASW identified students Review of differentiated learning sequences <p>At 9 Months:</p> <ul style="list-style-type: none"> Continue to review implementation progress Analyse data trends Align to CARP to ensure that it is up-to-date, aligned, centrally accessible, and supports systematic curriculum delivery to all students. 	<p>Teacher Aides upskilled to support curriculum delivery – targeted funding</p>	<p>Principal</p>	<p>Differentiated groups Data Plan CARP</p>
<p>Planning and Enacting the Curriculum</p>	<p>Targeted funding to support release of teaching staff for data analysis</p>	<p>Principal</p>	<p>Principal</p>	<p>Longitudinal Data CARP</p>
<p>Planning and Enacting the Curriculum</p>	<p>Targeted funding to provide release for analysis of data trends</p>	<p>Principal</p>	<p>Principal</p>	<p>Longitudinal data CARP</p>

Governance and Management					Term 1	Term 2	Term 3	Term 4
Governance & Management								
SAR								
AIP								
I4S								
Budget								
Data Plan								
Annual Safety Assessment								
Evacuation Drill								
Lock Down Drill								
WHS Meeting Minutes								
Emergency Response Plan								
Enrolment Management Plan								
P & C Executive								
P & C Financial								
Internal Audit								
Mandatory Training								
Finance Actual/Planned								

Endorsement: This plan was developed in consultation with the school community and meets school needs and systemic requirements.



Principal
Tony Benzie



P&C President
Sharni Beck

School Supervisor
Martin Leach