

Annual Improvement Plan 2023

Equity and Excellence

OUR PRIORITIES

Teaching – Maths
Continued focus on Literacy
Inclusion and Wellbeing



STRENGTHEN OUR FOCUS

STUDENTS

Improving learning outcomes by creating assessment literate learners
Assessment Waterfall Model

- Learning Intentions > consolidate understanding
- Success Criteria > understanding
- Descriptive Feedback > develop understanding
- Self & Peer Assessment > understanding

Co-Construction Learning Walls inclusive of

- Bump It Up Walls
- Assessment Exemplars
- Marking Guides

STAFF

Creating a capable workforce through

- High Impact Planning (HIP) aligned to the Australian Curriculum
- High Impact Teaching (HIT) aligned to high yield strategies
- Our Collegial Engagement Framework
- Data informed decision making and practice
- Familiarisation of V9 Australian Curriculum (English, Maths)

IMPROVEMENT MEASURES

Achievement - Level of Achievement data
English and Mathematics

Key Learning Area	SPSS Target
English A – C%	90%
English A – B%	54%
Mathematics A – C%	92%
Mathematics A – B%	68%

Engagement and Wellbeing – above 90% overall rating in staff, parent and student School Opinion Survey

Transition – reflected in Prep attendance, behaviour and academic outcomes

- 100% of Year 6 students enrolled in high school by Week 5 Term 4
- Reduce students attending 85% or less to 12.5%

ACTIONS:

Teaching and Capability

- Embed High Impact Planning processes to plan curriculum units across Mathematics (I4S)
- Focus on aligning assessment tasks and Marking Guides to the rigour and intent of the Australian Curriculum in Mathematics
- Strengthen the link between the curriculum as the 'what' and High Impact Teaching as the 'how to' deliver high quality teaching and learning in English and Maths (I4S)
- Implement rigorous processes in English and Maths, both internal and external, for four stages of moderation – before, after, after and end
- Embed the regular use of Sharratt's 5 question for leaders, teachers and students
- Further develop teachers repertoire of practice in the effective delivery of the High Impact Teaching lesson and the Assessment Waterfall
- Strengthen the reflective culture of the school through opportunities for observation and feedback, coaching and mentoring and Watching Others Work (I4S)
- Review current reading program to ensure alignment to best practice and V9 Australian Curriculum
- Ensuring positive and connected transitions for our future Prep and leaving Year 6 students



Inclusion and Wellbeing

- Develop clear roles and responsibilities of Inclusion team members
- Strengthen staff capability to ensure NCCD is reflective of reasonable adjustments evident in teacher planning
- Embed a consistent metalanguage across the school aligned to an effective model for inclusive practices
- Enact school's Student Code of Conduct through PBL framework to promote high levels of positive behaviour
- Collaboratively develop and implement a whole school approach for student wellbeing and mental health that is supported through the PBL framework and Student Services processes
- Develop monitoring strategies to support 3 tiered approach with identified Social Emotional Learning
- Develop a holistic approach to wellbeing for staff members using the five interdependent wellbeing dimensions

