



# 2023 Annual Improvement Plan

## TRUST – CONNECT – GROW

### through English & Engagement

<b>TRUST: Engagement</b>	<i>Students and staff want to come to school (attendance and engagement) and feel safe and supported (behaviour)</i>	<b>Timelines</b>	<b>Responsible officer(s)</b>
	Establish partnerships, build community trust in the new team, and grow the sense of connectedness in the 'Darra Family'	Ongoing	Principal
	Review and refine Positive Behaviour for Learning (PBL) framework and processes including the development of a PBL handbook	Sem 1	PBL Team
	Build capability of behaviour processes, essential skills for classroom management and trauma informed practice	Sem 1	Principal and Guidance officer (GO)
<b>Targets</b> <ul style="list-style-type: none"> <li>Maximise learning days through attendance (increase from <u>85%</u> to <b>90%</b>) and engagement (reduction in school disciplinary absences)</li> <li>Increase the school-wide implementing of PBL processes to ensure consistency (Effective Behaviour Support Survey results from <u>85%</u> to <b>90%</b>)</li> <li><b>100%</b> of students can name the school's behaviour expectations and explain the reinforcement system</li> <li><b>100%</b> of staff receive PD on functional behaviour, trauma and trauma informed practices and PBL</li> <li>Wellbeing: increase in staff morale from <u>88%</u> to <b>95%</b> and</li> <li>Increase parent opinion data from <u>86%</u> to <b>95%</b> 'This school asks for my input.'</li> </ul>			
<b>CONNECT: Equity</b>	<i>Early and ongoing intervention – connecting students and staff to the right kind of support at the right time</i>	<b>Timelines</b>	<b>Responsible officer(s)</b>
	Teachers understand and implement adjustments to teaching and learning plans that support all students to access curriculum and demonstrate knowledge and understanding.	Ongoing	Inclusion, GO, Speech language pathologist
	Document and capture adjustments and differentiation using school-wide processes for all students (improve tracking for students on Nationally Consistent Collection of Data (NCCD) and First Nations students)	Term 3	Inclusion teachers
	Review and refine transition processes	Term 4	Inclusion, Prep teacher, Chaplin and Principal
<b>Targets</b> <ul style="list-style-type: none"> <li>100% of students who require adjustments (<i>academic, behaviour and social-emotional</i>) will have them documented in Personalised Learning Plans</li> <li>Continue the work on closing the gap for students on NCCD and First Nations students</li> <li>Increase from <u>33%</u> to <b>40%</b> of students on NCCD achieving a C or above in English</li> <li>Increase from <u>50%</u> to <b>60%</b> of First Nations students achieving a C or above in English</li> </ul>			
<b>GROW: English achievement</b>	<i>Deepen understanding of Australian Curriculum through consistent school-wide pedagogical practices</i>	<b>Timelines</b>	<b>Responsible officer(s)</b>
	Build teacher capability in the systematic curriculum delivery	Ongoing	HOD-C and Principal
	Use case management practices each term to improve student outcomes	Ongoing	HOD-C and Principal
	Align curriculum and assessment	Ongoing	HOD-C
	Review and refine learning wall pedagogy	Sem 1	HOD-C and Principal
	Develop school data plan and data analyses capabilities	Term 1	HOD-C and Principal
	Develop a collaborative approach to improve pedagogical practices by reviewing and refining the collegial engagement framework	Term 4	HOD-C and Principal
<b>Targets</b> <ul style="list-style-type: none"> <li>100% of teachers implement improvement strategies and track progress of case management students</li> <li>100% of teachers have visible learning walls in classrooms with marking guides and annotated samples of work</li> <li>P-2 increase from <u>71%</u> to <b>76%</b> A-C English</li> <li>Y3-6 increase from <u>79%</u> to <b>84%</b> A-C English</li> </ul>			

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

Principal:

President of Parents and Citizens' Association: