



Equity and
Excellence

A progressive, high performing education system
realising the potential of every student.

Annual Implementation Plan 2025 (EIA)

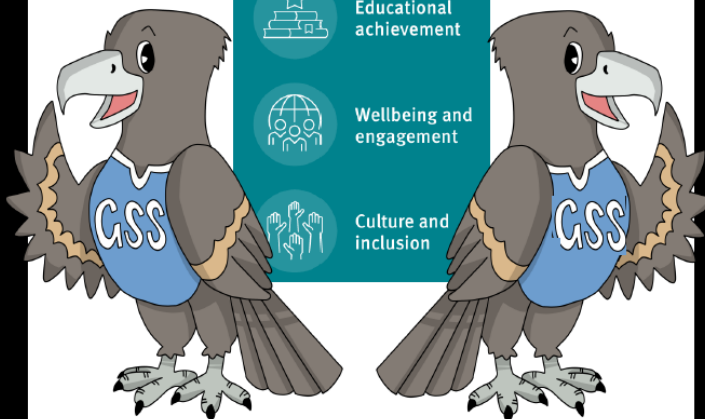
'Culturing a Curriculum Garden of Engagement and Growth'



School Priorities

1 CURRICULUM

Planning
Teaching
Assessing
Differentiation
Pedagogy



Working together, we can realise the potential of every student

2 ENGAGEMENT

Students
Staff
Families
Community
Partnerships
Educational

Priority 1 Facilitate opportunities to build staff capabilities to deepen knowledge and understanding of the Australian Curriculum (V9) (planning, teaching, assessing, differentiation, pedagogy), to raise educational outcomes and boost engagement and wellbeing for all!

Priority 2 Collaboratively enhance and unify staff culture and teamwork through shared accountability of an explicit improvement agenda, supported through effective action planning and communication to: consistently implement and monitor multitiered systems of support (Academic, Behavioural, Social and Emotional), and implement Collaborative Capability Development Framework, to raise educational outcomes and boost engagement and wellbeing for all!

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P-2 (Starting Strong): Increase the percentage of students achieving a C or above in English to a minimal 80%
Maintain 80% & above in Maths

3-6: (Building on Foundations): Increase the percentage of students receiving a C or above in English to minimal 80%
Maintain 80% and above in Maths

- Increase the percentage of students in P-6 receiving an A/B (equivalent rating) for English: P-2: 45% & Yrs. 3-6: 35%
- Minimal 10 marker students achieve a C or better in English (D to C and above)
- Minimal 10 marker students achieve an A/B in English (C to B/A or B to A)

NAPLAN

- 100% of year 3 and 5 students meet National Minimum Standards and/or personal learning goals
- 45% of year 3 and 35% of year 5 students in the upper two band proficiency levels in Reading

Attendance and Behaviour

- Increase whole school attendance to an aspirational 95%, reduce number of students attending less than 85% by 10%
- Reduce the number of SDAs by minimal 10%

School Opinion Survey (SOS)

- Increase the satisfaction of stakeholders (parent /carers, staff, students), that behaviour is well managed at the school

Staff – 100% of staff engage in ongoing professional learning



Guiding questions for data-informed practice

<p>Purposeful:</p> <ul style="list-style-type: none"> • What are we investigating? • What questions do we have? • Which data will help develop our understanding? • What are our intended outcomes? • What are our priorities for improvement? 	<p>Collaborative:</p> <ul style="list-style-type: none"> • Who can help evaluate and interpret this information accurately? • When will this information be discussed and used? • Where will we share our achievements and ongoing questions? 	<p>Solution focussed:</p> <ul style="list-style-type: none"> • What is working well? How can we apply our strengths to new situations? • What potential issues could we prevent by responding to what we can learn from this data? • What practices are we willing to keep, adapt, stop or start as a result of what we learn together from conversations informed by data? • What are our targets for improvement? How will we know what progress is being made? 	<p>Ethical:</p> <ul style="list-style-type: none"> • Who should access this data? • What other data do we need in order to take action from this information? • What are the limitations of this data? • How is prior experience and bias influencing our interpretations and communication? 	<p>Inclusive:</p> <ul style="list-style-type: none"> • For whom is it working well? • Who could benefit from another approach? • Where could we be making more impact? • What haven't we seen yet? • Who aren't we talking about?
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