School Priorities

Educational Excellence

School Priority 1

Implement the Australian Curriculum Version 9 in English and Math in all classrooms by the end of the year.

1.1 Implement Australian Curriculum English V9

- *Continue supported whole school implementation of Structured Synthetic Phonics (SSP).*
  a. Establish whole school APDP goal aligned to a common approach to the implementation of SSP.
  b. Align formal observations and feedback protocols to implementation of SSP.
  c. Develop and implement Pedagogical Checklist aligned to common implementation of SSP to support formal observations.
  d. Implement targeted capability building via establishment of dedicated SSP coaches and collegial mentors.
  e. Invest 1.0FTE into delivery of Tier 1 coaching and Tier 2 & 3 interventions aligned to SSP.
  f. Review Home Learning processes, communication and resources to strengthen parent partnerships in consolidating SSP.
  g. Establish the inclusion of SSP in formalised student feedback processes and Performance and Learning Walls.
  h. Build staff capability in utilising formative assessment to drive teaching and learning in SSP.
  i. Target moderation processes to ensure consistent practice in assessment and reporting of application of SSP within V9.
  j. Identify and implement key digital resources / pedagogies to enhance implementation of SSP.

Observable Behaviours / measurable outcomes

Students
- Interacting daily with learning of SSP – Learning Walks and Talks
- English: P-2 94% students achieving A-C; 64% students achieving A-B – Oneschool Data
- English: 3-6 95% students achieving A- C; 60% students achieving A-B – Oneschool Data

Teachers
- 100% teachers implementing common approach to delivering Structured Synthetic Phonics. – observations and feedback / LW&Ts
- 100% of teachers utilising formative assessment to inform teaching and learning. – PLT cohort conversations
- Timetabled cohort coaching and targeted mentoring occurring– Professional Learning Week Timetables

Leaders
- Learn alongside staff to ensure common approach to delivering Structured Synthetic Phonics
- Enact formal observations and feedback on the delivery of SSP across the whole school aligned to pedagogical checklist
- Undertake LW&Ts with a focus on understanding the success of implementation of SSP across the whole school

Artefacts
- SSP Pedagogical Checklist
- Home Learning processes documentation
- SSP inclusion on Performance and Learning Walls and Feedback Folders

1.2 Implement Australian Curriculum Mathematics Version 9

a. Partner with key knowledgeable other to build capability of staff to implement a consistent whole school approach to the teaching of differentiated daily number routines and warm-ups aligned AC V9 and informed by formative assessment.
b. Build capability of staff to utilise quality hands on resources aligned to whole school pedagogical approaches.
c. Collaboratively define the Elimbah SS Mathematics High Yield Pedagogical Approaches including how these are delivered within a Numeracy Block.
d. Build capability of staff to utilise Digital Literacies in the delivery of AC V9.

Observable Behaviours / measurable outcomes

Students
- Interacting daily with quality hands on resources supporting the delivery of daily number routines and warm-ups – LW&Ts
- Math: P-2 93% students achieving A-C; 60% students achieving A-B – Oneschool Data
- Math: 3-6 97% students achieving A-C; 58% P-6 students achieving A-B – Oneschool Data

Teachers
- 100% of teachers teaching, assessing and reporting on AC V9 Mathematics. – LW&Ts
- 100% of teachers enacting a daily number routine – LW&Ts
- 100% of teachers enacting numeracy blocks in line with ESS Math HYPE. – LW&Ts
- 100% of teachers utilising formative assessment to inform teaching. – LW&Ts

Leaders
- Learn alongside staff to ensure common approach to delivering differentiated daily number routines and warm-ups.
- Undertake LW&Ts with a focus on understanding the success of implementation of differentiated daily number routines and warm-ups.

Artefacts
- Collaborative refined ESS Mathematics HYPE document
- Suite of diagnostic assessment aligned to AC V9

See Educational Excellence Action Plan for resources, budget and timelines

Engagement and Wellbeing

School Priority 2

Enhance classroom engagement and student / staff wellbeing in all settings by the end of the year.

2.1 Behaviour

a. Develop and enact an effective model of whole school support for tiered learning and behaviour intervention.
b. Implement a whole of school approach to the delivery of Age-Appropriate Pedagogies (AAP) via a data informed, termly common focus.
c. Implement targeted capability building via coaching and collegial mentors in the delivery of ESCM (profiling & WOW).
d. Reinvigorate whole school implementation of data informed fortnightly Positive Behaviour for Learning focus areas engaging staff voice.
e. Research and trial pedagogical approaches and strategies aligned with the engagement of male students both within and outside of the classroom.
f. Utilise Student Council platform to obtain and act upon student voice (in particular boys) in playground and learning engagement.
g. Strengthen use of WHS data to inform the establishment and delivery of quality RMPs and IBSPs embedding trauma-informed practice.

Observable Behaviours

Students
- All students more fully engaged in the classroom. – engagement walks and talks
- Male students are more fully engaged both inside and outside of the classrooms. – engagement walks and talks
- Student voice actively sort and acted upon. – student council feedback
- All students can articulate the fortnightly PBL focus. – engagement walks and talks
- 10% reduction in all classroom incidents - target 496. – Oneschool Data
- 10% Reduction in SDAs – target 35. – Oneschool Data
- 0 SDAs in Prep and Year 1 cohorts. – One school Data
- 10% reduction in boys' physical aggression (misconduct) incidents in targeted classrooms - target TBC. – Oneschool Data
- 10% reduction in student initiated occupational violence – target TBC. – WHS Data
- Student SOS: I am interested in my school work 80% School Opinion Survey

Teachers
- Identified staff undertaking ESCM coaching & mentoring.
- PBL team are undertaking regular, routine data analysis to identity next steps for effective student engagement.
- 100% staff explicitly teaching fortnightly PBL / Reboot focus. – engagement walks and talks
- 100% staff enacting AAP termly focus in classrooms. - engagement walks and talks
- Targeted staff trialling approaches and strategies aligned with the engagement of male students. - engagement walks and talks

Leaders
- Supporting implementation of ESCM coaching & mentoring.
- Undertaking engagement walks and talks to determine uptake of PBL focus.
- Present in classrooms and at breaktimes to determine uptake of engagement strategies.
- Leading PBL fortnightly focus introduction via assemblies and modelling AAP termly focus.

Artefacts
- PBL team Roles and Responsibilities reflective of teacher voice and participation
- Documented model of whole school support for tiered learning and behaviour intervention including roles and responsibilities.
- Consistent quality RMPs and IBSPs embedding trauma informed practice.

2.2 Attendance

a. Research trends in student attendance data, identify marker cohorts and targeted whole school strategies to address non-attendance.
b. Enact recently developed processes for the identification of chronic absenteeism and associated actions to mitigate this.

Observable Behaviours

Students
- Increased levels of student attendance in all marker cohorts – target 93%.
- Reduction in chronic absenteeism (> 20% absence) – target 4%.

Teachers
- Students identified as Chronic non-attenders being actively monitored and have a documented plan in place that is being actioned.
- Support Team monitoring chronic absenteeism in sectors including enactment of Chronic Non-attendance Action Plans

Leaders
- Closely monitoring absenteeism data and being response to trends in data.

Artefacts
- Chronic non-attenders action plans accessible in Oneschool.

See Engagement and Wellbeing Action Plan for resources, budget and timelines

Elimbah State School

2025 Annual Improvement Plan – *The best players are a product of…* Getting the Basics Right

Partnerships for Learning	Developing Capability	Governance and Management

Key Driver 1

Strengthen partnerships between school clusters and community networks

Reconciliation Action Plan (RAP)
- Embed Staff and Parent Advisory group governance structures
- Embed student First Nations Group governance structures – including FN student leaders
- Finalise RAP actions and timelines informed by staff feedback survey.
- Enact 2025 RAP actions.

Critical Friend Network
- Establish a CFN with local cluster schools.
- Establish a CFN Protocol.

Glass House early Years Hub
- GHEYH re-invigorated and meeting termly.

Observable Behaviours
- CFN active and reciprocal school visits being undertaken termly.
- Staff Reconciliation Team meeting termly and progressing 2025 RAP actions.
- Student and parent groups meeting routinely.
- GHEYH meeting termly.

Artefacts
- RAP documented and communicated to staff and community
- CFN Protocol

See Partnerships for Learning Action Plan for resources, budget and timelines

Key Driver 2

Build capability of middle leaders and aspirants
- Formalise processes for the identification of aspirants, champions, knowledgeable others and develop formalised approach to building capability of these staff.
- Incorporate clear processes for the Senior Teacher Agreement Plan
- Formalise processes for the delivery of profiling, mentoring & coaching across the school.

Observable Behaviours
- Aspirants, Champions and knowledgeable others within the school are identified and undertaking capability building within a structured model of delivery.
- Profiling, mentoring & coaching is being undertaken within a structured model of delivery.

Artefacts
- Documented plan for the identification and capability building of aspirants, champions, Knowledgeable others
- Documented processes for the delivery of profiling, mentoring & coaching

Outcomes
- Coaching model identified and trialled.
- 'Knowledgeable others' identified and leading learning across the school.
- Current aspirants identified and supported via leadership support model.
- 'Staff Champions Model' documented and embedded.

See Partnerships for Learning Action Plan for resources, budget and timelines

Key Driver 3

Prioritise staff & student safety and wellbeing via strong governance and management
- WHS team formalised to include WHS Advisor, WHS Representative, Principal
- Occupational Violence Action plan being enacted championed and monitored by WHS team.
- Establish a student and staff wellbeing framework

Observable Behaviours
- WSH team comprises above memberships - WHS minutes
- Occupational Violence Prevention Action Plan being enacted and monitored. - WHS minutes

Artefacts
- Process documented for the routine analysis and actions of WHS data.
- Staff and Student Wellbeing Framework

Outcomes
School Opinion Survey
- The school supports staff after an occupational violent/aggressive incident 90%
- I am supported to manage the pressures of my workload. 90%
- Staff are treated fairly 90%
- I feel safe at my school. 90%
- Teachers at my school treat students fairly.85%

See Governance and Management Action Plan for resources, budget and timelines

Desired outcomes – Getting the basics right

2025 ENGLISH AND MATHS A-C, A-B IMPROVEMENT TARGETS

Year Level	Total Enrolment	English						Mathematics					
		2024 Sem 1	2024 Sem 2	Targets 2025 Semesters 1 & 2				2024 Sem 1	2024 Sem 2	Target 2024 Semesters 1 & 2			
		% A-C	% A-C	% A-C	Students A-C	% A-B	Students A-B	%A-C	%A-C	% A-C	Students A-C	% A-B	Students A-B
Prep	71	96	90	92	66	70	50	92	94	95	68	76	54
1	76	92	93	92	70	70	54	87	81	95	73	76	58
2	75	88	94	95	72	60	45	90	94	90	68	63	47
3	82	84	95	95	78	64	53	96	97	95	78	75	62
4	75	98	96	96	72	57	43	99	98	97	73	55	41
5	85	98	99	96	82	50	43	95	99	98	84	50	43
6	69	100	100	96	67	69	48	100	98	99	68	74	51
P - 2	222	92	92.3	94	209	64	142	89.6	89.6	93	207	71	158
3-6	311	95	97.5	95	296	60	186	97.5	98	97	302	62	193
First Nations	50		96.2	98	49	62	31		94.4	96	48	61	31

ESS staff are committed to no sub-group outperforming another

Elimbah SS marker sub-groups:
- *Students who identify as Indigenous
- *Students identified within DDA data
- *Students in out of home care
- *Students for whom English is an additional language

Engagement targets:
Student Engagement
- Increased levels of student attendance in all marker cohorts – target 93%
- Reduce chronic absenteeism (> 20% absence) – target 4%
- 10% reduction all classroom incidents – target 496
- 10% Reduction in SDAs – target 35
- 0 SDAs in Prep and Year 1 cohorts
- 10% Reduction in all boys' physical aggression (misconduct) incidents in targeted classrooms - TBC

Wellbeing targets

Staff Opinion survey	*Student Opinion survey*
I am supported to manage the pressures of my workload. 90%	I feel safe at my school. 90%
Staff are treated fairly 90%	Teachers at my school treat students fairly.85%
The school supports staff after an occupational violent/aggressive incident 90%	I am interested in my school work 80%

Approvals

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

Shelley Butcher Principal 25/02/2025	Dee Crocker P&C President 25/02/2025	Martin Leach School Supervisor 25/02/2025