Our Vision: We encourage every child to develop their potential in a safe, secure and happy environment, which nurtures a positive self concept and desire to learn.

1. Differentiated CURRICULUM via high yield pedagogy	2. INCLUSIVE and engaging education practices	3. PARTNERSHIPS for learning

All Staff

1. Differentiated CURRICULUM via high yield pedagogy

Key Deliverables

Moderation Practices
- Maintain strong moderation practices aligned to school improvement cycle

Curriculum Development
- Explore and prepare for 2023 implementation of Version 9 Australian Curriculum English and Mathematics,
- Audit and review Respectful Relationships Education.

High Yield Pedagogical Practices
- Implement new whole school synthetic phonics learning via:
  - ✓ whole school capability building,
  - ✓ establishment of whole school monitoring systems aligned to whole school data plan.
- Continue to research and build a whole school approach to the provision of quality feedback to students via:
  - ✓ Research – Sharratt and Dylan Williams,
  - ✓ Implementation of feedback from Critical Friend Network.
- Embed a targeted approach to catering for the needs of 'A-B and high C students in order to increase the number of students attaining A and B via
  - ✓ Explicit unpacking of 'A' exemplars at the beginning of units,
  - ✓ Targeted professional learning of pedagogy catering to A-B students via PLTs and marker students,
  - ✓ Individual student goals targeting the top of the writing triangle,
  - ✓ Review GtMJs and teaching to ensure students are provided the opportunity to demonstrate an 'A' grade in all learning areas.
- Support and monitor the consistent delivery of pedagogical practises outlined in the ESS CARP through documented and enacted literacy and numeracy blocks via:
  - ✓ professional learning and coaching opportunities in key numeracy and literacy pedagogical approaches,
  - ✓ Establishment of clear expectations for and monitoring implementation of components of Literacy and Numeracy blocks,
- Continue to embed data informed Tier 2 and 3 literacy and numeracy interventions.
- Research and implement strategies to enhance digital literacy aligned to the Australian Curriculum across the whole school.

Outcomes
- 100% of classrooms implementing version 9.0 AC English and maths.
- 100% of classroom teachers enacting literacy and numeracy blocks inclusive of ESS pedagogical approaches.
- 100% of teachers providing quality feedback to students.
- 100% teachers implementing new whole school approach to the delivery of synthetic phonics.
- Quality Tier 2 / 3 interventions embedded and monitoring processes in place to measure impact.
- Targeted approach to delivery of digital literacies implemented for years 3 – 6.
- 52% students achieving A-B; 97% students achieving A-C in English
- 60% P-2 students achieving A-B; 96% students achieving A-C in Math
- 62% P-2 students achieving A-B; 98% students achieving A-C in Math

2. INCLUSIVE and engaging education practices

Key Deliverables

Inclusive Education – knowledge and understanding
- Communicate the school inclusion position statement to students, staff and wider school community with clarity around what enactment looks like.

Embed whole school positive behaviour for learning practices
- Continue investment in partnership with a regional PBL Coach.
- Continue to refine analysis of classroom and non-classroom data to collaboratively develop and implement targeted responses to identified trends (including Tiers 2/3).
- Re-invigorate PBL universals and actively promote values and expectations to staff, students and community.
- Continue to embed 'Classroom PBL' via Effective Classroom Management (ECM) with the expectation of increased student engagement.
- Continue to build staff knowledge of student social and emotional needs and strategies to cater for these via re-invigoration of Reboot and PBL lessons.
- Empower Student Support Team to support staff in catering for the social and emotional needs of students via profiling, coaching and mentoring.
- Embed Australian Curriculum Personal and Social Capabilities continuum into PBL explicit teaching.

Student Voice and Engagement
- Implement routine data analysis of chronic absenteeism and implement whole school strategies to improve student attendance.
- Research and implement strategies to more successfully transition students with social and emotional challenges between years levels / teachers.
- Undertake termly wellbeing pulse checks for students to inform a greater understanding of wellbeing needs in order to action appropriate strategies.
- Re-invigorate the student leadership and student council concepts to more fully engage student voice.
- Research and trial strategies to engage male students in:
  - ✓ teaching, learning and assessment
  - ✓ appropriate playtime activities / behaviours

Outcomes
- Whole school inclusion position statement communicated and enacted within the school.
- PBL data analysis processes being used effectively to identity next steps for student management.
- Monitoring processes in place to ensure 100% staff are successfully implementing Effective Classroom Management.
- Monitoring processes in place to ensure 100% staff are delivering PBL lessons.
- Increased levels of student attendance in all marker cohorts – target 94%.
- Reduction in chronic absenteeism (> 20% absence) – target 3%.
- 10% reduction in major physical misconduct incidents – target 171 Incidents.
- 10% reduction in SDAs – target 18 SDAs.
- Maintain 0 SDAs in Prep and Year 1 cohorts.

3. PARTNERSHIPS for learning

Key Deliverables

Partnering with key stakeholders
- Maintain and grow the 'Glasshouse Early Years Hub' as a vehicle for delivery of community professional learning with a view to improving early intervention and transitions across the wider community.
- Partner with our local indigenous community to deepen student and staff connection with and understanding of local indigenous history and perspectives.
  - ✓ Continue to build staff knowledge and understanding of local indigenous culture via a partnership with local indigenous elder Aunty Christine.
  - ✓ Open a dialogue with Elimbah State School first nations families,
  - ✓ Establish a First Nations student group to encourage student voice.

Strengthening staff and community voice
- Research and implement alternative modes of delivery of parent / carer learning opportunities to increase participation.
- Analyse staff wellbeing survey to inform professional learning for 2023.
- Undertake termly wellbeing pulse checks for staff to inform a greater understanding of wellbeing needs in order to action appropriate strategies.
- Maintain delivery of 'Coffee with the Principal' to enhance community voice.

Establish Outside of School Hours Care
- Collaborate with Helping Hands to establish a viable OSHC service for the Elimbah SS community.

Outcomes
- Local indigenous perspectives routinely recognised and actively taught to all children.
- Local indigenous community member connection maintained.
- First Nations student group established.
- Communication with Elimbah SS First Nations families established.
- Membership growth noted in Glass House Early Years Hub including local external early years stakeholders and support agencies.
- Increased participation in Parent Learning Weeks.

Staff Opinion survey
- ✓ This is a good school. 100%
- ✓ I enjoy working at this school. 100%
- ✓ I feel staff morale if positive at this school. 96%
- ✓ I am supported to manage the pressures of my workload. 96%

Student Opinion survey
- ✓ I feel safe at my school. 95%
- ✓ I feel accepted by other students. 80%
- ✓ I like being at my school. 80%
- ✓ My school takes students opinions seriously. 80%

Parent Opinion Survey
- ✓ This school takes parents' opinion seriously. 90%
- ✓ This school asks for my input. 90%
- ✓ I understand how my child is assessed at this school. 90%

Developing Capability of Middle Leaders	Governance and Management	Investing for Success

Some Staff

Developing Capability of Middle Leaders

Key Deliverables
- Embed Annual Professional Learning Plan including capability building for middle leaders' in conjunction with School Improvement Cycle with a view to implementing mentoring and coaching opportunities.
- Research and embed a coaching model to be consistently utilised across the school.
- Clearly identify home grown 'knowledgeable others' in key areas and actively utilise these staff to drive the school EIA via professional learning weeks.
- Establish 'knowledgeable others' as mentors for new and beginning staff.
- Identify aspirant middle leaders within the school community and continue to develop a model for the delivery of enhanced leadership capability and support including attendance in external Professional Learning Communities.
- Continue to strengthen leadership density by growing and refining the staff champion model.

Outcomes
- Annual Professional Learning Plan embedded into school improvement cycle and routinely delivered across the year.
- 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.

Governance and Management

Key Deliverables
- Facilities improvement undertaken to cater inclusively for students with a physical disability.
- Indigenous perspectives represented and valued via facilities projects including Year 6 legacy project – yarning circle.
- Strengthen routine WHS data analysis processes and action appropriate responses.
- Support the continued delivery of high standards in School Internal Audit results via implementation of internal control self-audit each term in following focus areas:
  - ✓ Term 1: Student Safety
  - ✓ Term 2: WHS
  - ✓ Term 3: Information Security
  - ✓ Term 4: Workforce management
- Support establishment of OSCH – actioning required improvements to and sharing of facilities.

Outcomes
- All students can equitably access all areas of the school for educational purposes.
- Process documented for the routine analysis and actions of WHS data.
- 100% compliance with regional governance and management schedule.
- 100% compliance with internal control self-assessment checklist focus areas.
- Reduction in WHS incidents.

Investing for Success

Actions	Investment
Implement Curriculum Development Days (M1-4) 1 day x 21 teachers x 4 terms	$ 45 103
Implementing Professional Learning Weeks • ½ day x 25 teachers x 4 terms (teachers)	$ 25 000
• 2 hours x 10 TAs x 4 terms (teacher aides)	$ 3 000
Implementing External Professional Learning • Sharratt Network (CFN) 3 teachers x ½ Day x 4 terms	$ 3 000
School purchase of a Speech Language Pathologist 0.1FTE for 12 months	$ 13 000
School purchase Support Teacher 0.7 FTE for 12 months	$ 90 000
Purchase of permanent school funded Teacher Aide hours	$ 15 000
Carry forward of $2 088 Total	$194 103

*does not represent entire cost. Additional cost resourced via school budget.

Desired outcomes – RAISING THE BAR

2022 ENGLISH AND MATHS A-C, A-B IMPROVEMENT TARGETS

Year Level	Total Enrolment	English 2022 Sem 1 % A-C	English 2022 Sem 2 % A-C	English Target 2023 % A-C	English Target 2023 Students A-C	English Target 2023 % A-B	English Target 2023 Students A-B	Maths 2022 Sem 1 %A-C	Maths 2022 Sem 2 %A-C	Maths Target 2023 % A-C	Maths Target 2023 Students A-C	Maths Target 2023 % A-B	Maths Target 2023 Students A-B
Prep	75	100	88	97	73	60	45	92	92	96	72	60	45
1	78	95	89	97	76	61	48	97	87	96	75	72	56
2	71	94	92	97	69	52	37	96	99	96	68	60	43
3	83	97	98	97	81	58	48	97	95	98	81	60	50
4	65	95	97	99	64	68	44	94	98	98	64	70	46
5	65	100	100	99	64	55	36	100	99	100	65	62	40
6	75	88	86	100	75	65	49	100	98	100	75	70	53
P - 2	224	96.3	89.4	97	217	52	116	95	93	96	215	60	134
3-6	288	95	95.2	97	279	52	150	98	97.5	98	282	62	179
First Nations	41	100	89	100	41	75	31	94.3	92.3	100	41	75	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:
- *Increased levels of student attendance in all marker cohorts – target 94%
- *Reduce chronic absenteeism (> 20% absence) – target 3%
- *10% reduction in major physical misconduct – target 171 incidents
- *10% reduction in SDAs – target 18 SDAs
- *Maintain 0 SDAs in Prep and Year 1 cohorts

Wellbeing targets

Staff Opinion survey	*Student Opinion survey*
*This is a good school. 100% *I enjoy working at this school. 100% *I feel staff morale if positive at this school. 96% *I am supported to manage the pressures of my workload. 96%	*I feel safe at my school. 95% *I feel accepted by other students. 80% *I like being at my school. 80% *My school takes students opinions seriously. 80%

ENDORSEMENT: This Annual Improvement Plan, and associated budget, was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.

Shelley Butcher
Principal
10/03/2023

Bree Glatzer
P&C President
3/02/2023

Martin Leach
Assisstant Regional Director
9/02/2023