



# ANNUAL IMPROVEMENT PLAN 2022

## Our Vision

### 'Engaging young minds to influence and shape a better world'

**Mission: create a caring, dynamic and connected community that inspires all students to be creative, curious thinkers who grow, achieve and succeed**

<b>Improvement Priority 1: Safe, Healthy, Caring Environment</b>	<b>Improvement Priority 2: Excellence in Learning and Inspired Teaching</b>	<b>Improvement Priority 3: Inclusive and Connected Community</b>
Analysing and evaluating school data to inform decision making to effectively respond to student and staff engagement, behaviour and wellbeing.	Ensuring that curriculum, pedagogy, and assessment are aligned to the Australian Curriculum and moderation is authentic	Embedding positive collaborative relationships between schools, local education providers, secondary schools, community groups, Indigenous Elders and other potential partners, contributing to a more powerful integrated support system
Explicitly teaching social and emotional skills using evidence informed practices related to personal safety, resilience, self-regulation, help-seeking and protective behaviours across the curriculum	Creating a stimulating and engaging learning environment underpinned by high expectations, evidence-based practices, and innovative teaching. While using meaningful data to reflect on practice, track students' progress and set goals	Students engaged in sharing of learning goals and schoolwork with families to demonstrate their growth and achievement, building their sense of responsibility and accountability for their own learning

### Improvement Priority 1: Safe, Healthy, Caring Environment

**Strategy** - Positive relationships and wellbeing within a safe, inclusive, and connected learning community

Action	Targets	Timelines	Who – Key Staff Members
Create a positive approach towards student wellbeing. Embed school values CARING and STAR expectations throughout the school language.	Develop a consistent approach across the school around responding to student wellbeing and behaviour. Improving School Opinion Survey (Students).	OneSchool behaviour data captured and shared with key stakeholders for analysing each term.	<b>Principal, Deputy Principal Guidance Officers</b>
Student wellbeing data collected and a review of school processes through the student wellbeing committee. Use research and effective practices to form next steps.	Whole school review of behaviour systems in align with Student Wellbeing Framework. Processes realigned to form consistency and positive outcomes for students.	Student wellbeing programs clearly aligned across the school and articulated in all school documentation.	<b>Year Level Leaders Student Wellbeing Committee</b>
Develop a deep understanding of student wellbeing and trauma informed practices through a SAFE Minds approach.	All staff receive PD on SAFE Minds.	Professional development for all staff by Sem 2.	<b>SAFE Minds trained staff – Guidance Officer</b>
Develop a positive culture of staff wellbeing by reviewing and reflecting on feedback from staff and school community. Create a Staff Wellbeing Committee.	Improve staff morale and wellbeing School Opinion Survey (Staff) Respond to staff survey around providing a healthy and safe working environment. Staff Wellbeing action plan created and implemented.	Ongoing Ongoing meetings – Fortnightly and staff surveys Action plan created– by Term 2 Enact action plan – Term 2 – Term 4	<b>Principal Leadership Team Staff Wellbeing Committee All staff</b>

<p>Explicit teaching of social and emotional skills – CARING values, Zones of Regulation, and the use of the Grand Avenue STAR ladder.</p> <p>Staff and Parents engaged in and understand the positive behaviour approach – Grand Avenue CARING values, Zones of Regulations approach and the STAR ladder being implemented throughout the school.</p>	<p>All staff and students are engaged in understanding how they can regulate emotions in a variety of situations. Using resources explicitly taught – zones of regulation and the STAR ladder.</p> <p>Families invited to attend workshops on Zones of Regulation and STAR ladder.</p>	<p>Ongoing Professional development with all staff and lessons created for explicit teaching.</p> <p>Values explicitly taught in classrooms and whole school focus across the school community throughout the 2022 year.</p>	<p><b>Principal Leadership Team, GO and Student Wellbeing</b> <b>All staff</b></p>
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***Improvement Priority 2: Excellence in Learning and Inspired Teaching***

***Strategy*** - Empowered learners and innovative and reflective teachers and leaders

<b>Action</b>	<b>Targets</b>	<b>Timelines</b>	<b>Who – Key Staff Members</b>
<p>Curriculum alignment P-6 ensuring all units of work and assessment meet the requirements of the Australian Curriculum.</p> <p>Engage in professional development supporting for all staff to develop a clear understanding for planning of student connected units, assessments and marking guides to align to the Australian Curriculum.</p>	<p>Ensure all leaders and year level leaders have a clear understanding of the processes of curriculum development and implementation.</p> <p>Ensure all staff engage in planning and implementation of the Australian Curriculum.</p>	<p>Term 1 - Leadership team and Regional Teaching and Learning Team co-construct and action plan</p> <p>Term 2- 4 – Enact action plan of alignment</p>	<p><b>Leadership Team</b> <b>Year Level Leaders</b></p> <p><b>Leadership Team</b> <b>Teaching Staff</b></p>
<p>Providing year level planning sessions for all staff to engage in curriculum development and student engagement.</p> <p>Weekly cohort/sector meetings for analyses of data and sharing of pedagogy, curriculum, and engagement in moderation.</p> <p>Implement BAAE (before, after, after and end) moderation process with a focus on English.</p>	<p>Opportunities given for all staff to be released for planning session.</p> <p>All staff engaged in and timetabled to attend meetings.</p> <p>Staff professionally developed around BAAE moderation process Moderation to occur across the term with a focus on English.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Term 1 and ongoing</p>	<p><b>Leadership Team</b> <b>Teaching Staff</b></p> <p><b>Leadership Team</b> <b>Teaching Staff</b></p> <p><b>Leadership Team</b> <b>Teaching Staff</b></p>

Develop a model for monitoring and tracking students 'well above' and 'well below' year level standard in English.	Develop a case management process.	Ongoing	<b>Leadership Team</b>
Implement intervention strategies to support students who are not achieving 'C' or above in English.	Identify students and implement immediate plans for support and intervention.  Lift our English A-C to 95% and lower the results for D-E.	Ongoing	<b>Leadership Team</b>



**Improvement Priority 3: Inclusive and Connected Community**

**Strategy** - A positive school community through effective family and community partnerships

<b>Action</b>	<b>Targets</b>	<b>Timelines</b>	<b>Who – Key Staff Members</b>
Enact Community Hub action plan– support through community partnerships, playgroup, TAFE courses and visiting professionals.	Community engages in the Community Hub opportunities.  Connections with families to provide support and networks.	Ongoing	<b>Hub Coordinator</b> <b>Leadership Team</b> <b>Community – Community Hubs QLD</b>
Engage with Indigenous Elders in the Grand Avenue Community and Develop RAP (Reconciliation Action Plan).	Make connections and form a RAP plan.	Ongoing	<b>Leadership Team</b> <b>Aboriginal and Torres Strait Islander Committee</b>
Sharing of student work and goals set by students with families.	All students have English and Maths goals. Families be invited to open classrooms, parent teacher interviews and culminating events.	Ongoing	<b>Leadership Team</b> <b>All students</b>

**Endorsement**

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

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