Yarraman P - 9 State School AIP 2022

Priority - Build a positive culture of teaching and learning

Target - 100% of teaching staff continue to contribute to 3 levels of planning to enact an engaging Prep – Year 9 multi-age and straight teaching context that implements the Australian Curriculum, C2C assessment and articulates the sequence of teaching.

Target: 100% of teaching staff participate in term-based local and cluster moderation processes to ensure accuracy of student achievement, teacher judgement and consistency.

Target: 80% of students receive a C or higher in English. 85% of (primary) and 80% of (secondary) receive a C or high in Mathematics

Target: School Opinion Survey: Satisfaction - 80% staff, students and Parents 90%

Target: Student Attendance – Overall 92%, 30% less than 85%, Primary 92% Primary Indigenous 90%, Secondary 90% and Secondary Indigenous 92%.

Strategies	Targets	Timelines	Responsible Officer/s
Continue to enact Inquiry Cycle to drive the school's AIP, whole-school initiatives and priorities to ensure quality assurance and measure of impact.	100% of staff contribute to Inquiry Cycle through Primary/Secondary, PLC and whole staff meetings	Twice per term	Principal, HOD JS, HOD C
Embed and review school process for data analysis and discussions to monitor student progress over time and to support teachers to make targeted adjustments to their teaching practice.	100% of staff can articulate a greater knowledge of how to support targeted students	Ongoing	Principal, HOD JS, HOD C
Embed Student Code of Conduct within and outside the school community.	Students, Staff and Parents/Carers have a greater understanding of the Student Code of Conduct	Ongoing	Principal, HOD JS, HOD C
Embed by reinforcement, secondary "I am ready to learn" statements through staff collaboration and delivery.	100% of secondary staff enact agreed "I am ready to learn" statements that are evident in daily practice	Ongoing	Principal, HOD JS, HOD C
Embed Tier 2 Positive Behaviour for Learning whole school strategies and processes.	Tier 2 PBL whole school strategies are embedded, visible in classrooms and success is reviewed	Ongoing	Principal, HOD JS, HOD C
Employ a Youth Support worker to assist with student engagement in the secondary school.	Youth Support worker visits weekly, connects with students and student support team regarding student development	Ongoing	Principal & HOD C
Assign Attendance Officer (AO) to assist the tracking and rewarding of student attendance and implement strategies for improvement.	AO contributes to the attendance team and connects with student support teams regarding students with low attendance	Ongoing	Principal, HOD JS, HOD C
100% staff participate in Annual Performance Development Plan – (APDP)	100% staff complete (APDP) through discussion with their line manager to ensure continual review and targets for professional growth	Semester 1 and 2	Principal, HOD JS, HOD C
Build staff capacity to differentiate and support staff, according to their capacity to carry out their desired work.	Develop whole school professional development plan that aligns to staff needs, development and succession planning	Semester 1 and 2	Principal, HOD JS, HOD C
Build capacity of staff to further develop their ability to manage student behaviour through collaboration and shared communication.	100% of teaching and teacher aide staff demonstrate greater understanding of essential classroom skills	Ongoing	Principal, HOD JS, HOD C
Provide staff with professional development to build capacity in supporting students through trauma-informed practice that improves the teaching and learning culture of the school	100% of teaching and support staff participate in trauma-informed practice professional development	Term 2 - 4	Principal, HOD JS, HOD C
Ensure unit resources are stored on local drives to support teacher resource for future teaching, differentiation and transient staff	100% of teaching staff ensure unit resources are stored on local drives to support teacher resource for future teaching, differentiation and transient staff	Term 2 - 4	Principal HOD C

Priority – Life-long, agile and aligned curriculum

Target: 90% of Students at or above NMS in Year 3, Year 5, Year 7 and Year 9 Naplan Reading. (excluding ICP students)

Target: 80% of students receive a C or higher in English. 85% of (primary) and 80% of (secondary) receive a C or high in Mathematics 100% of ICP students A – C English and Maths.

Target: 80% of Prep – Year 2 students demonstrating age appropriate clusters on the literacy continuum (Reading)

Target: 100% of Prep – Year 3 students below age appropriate indicators are identified and supported through intervention.

Target: 65% of Prep – 6 students are meeting reading benchmarch standards

Target – 100% of Secondary students below age appropriate Reading standards are supported through targeted intervention.

Target – 100% of teachers show ICP documentation: evidence of support & differentiation with the support of inclusion teacher

Target: Implementation of the AC – 100% of unit plans are complete, enacted, aligned and resources shared to support tracking of achievement standards & reviewed

Strategies	Targets	Timelines	Responsible Officer/s
Embed 3 levels of planning and alignment that develops teachers understanding of the AC and articulates what teachers should teach, what students need to know and do.	100% of Units articulate what teachers should teach and what students need to know and do.	Ongoing	Principal, HOD C
Enact a whole school approach of unit planning that articulates the differentiation for all students while articulating what students need to know and do for each unit of work	100% of planning documents articulate what teachers teach and students need to know/do	Ongoing	Principal, HOD C
Develop staff capacity to track and utilise P-10 Literacy continuum (reading) to monitor progress and plan for next steps	100% of English Teachers create and track student reading goals	Ongoing	Principal, HOD C
Develop staff capacity to unpack, track and utilise P-10 Literacy continuum (writing) to monitor progress and plan for next steps in high impact teaching and student learning.	100% of English Teachers create and track student writing goals	Term 2 -4	Principal, HOD C
Develop 1 targeted reading goal per term, that aligns to the literacy continuum, supported by staff's explicit teaching of the skill aligned by staffs learning through the science of reading	100% of students can articulate their reading goal, progression and how to apply when reading	Term 1-4 Review & rewrite	Principal, HOD C
Enact EI as signature pedagogy for the teaching with a focus on gradual release of responsibility phases and consolidation episodes	Walkthroughs provide feedback explicit to of EI	Ongoing	Principal, HOD JS, HOD C
Develop visible learning in classrooms through the "3rd Teacher" that provides students with a visible representation of "what students need to know/do", with students' ability to discuss the representation	100% of teachers choose 2 KLA's per term to create a learning wall & students discuss the learning progression	Term 1 - 4	Principal, HOD C
Embed "Speech Sound Pics" in the Prep - 2 classroom as a strategy to target phonemic awareness development	80% of P students demonstrate appropriate growth in oral & phonemic awareness	Term 2 - 4	Principal, Early Years teacher
Embed moderation practices through school and cluster opportunities.	School to participate in local and cluster moderation experiences specific to English / Literacy	Term 2 - 4	Principal, HOD C
Provide support for teaching staff through the position of HOD Curriculum to drive the alignment of a whole school curriculum plan and lead curriculum priorities	Embedding 3 levels of planning through across the school	Ongoing	Principal, HOD C
Build teachers and teacher aides understanding of phonemic awareness to support the delivery of oral language intervention across the early years	P – Yr. 3 below age appropriate areas are supported through targeted intervention.	Ongoing	Principal, Early Years teacher
Enact 3-way Feedback opportunities within the class to include teacher to student, student to teacher and supervisor to teacher to ensure successful reflection on teaching and learning	100% teacher has multiple examples of 3-way feedback both written and verbal	Ongoing	Principal, HOD C
Ensure unit resources are stored on local drives to support teacher resource for future teaching, differentiation and transient staff	100% of teachings ensure unit resources are stored locally	Term 2 - 4	Principal HOD C
Identify and enrol extension students specific to reading, maths and writing in local and virtual extension programs	Identified students participate in term-based programs	Term 1 - 4	Principal, HOD C
Participate in DDSW Community of Practice Early Project to support implementation Pre-Prep initiatives to enhance successful transition of students early in their learning journey	Community events are offered, supported by early year initiatives and transition experiences	Term 1 - 4	Principal, Early Years teacher HOD ECEC

Priority - Sustainable School Systems and Processes

Target: School Opinion Survey 80% believe communication in the school is effective

Target: School Finance and Systems Review 100% staff complete WHS incidences and Risk assessment processes in line with school and ACARA guidelines.

Strategies	Targets	Timelines	Responsible Officer/s
Systematically monitor, review and evaluate the effectiveness of human and financial resource allocations in priority areas, to ensure the school is maximising outcomes for all students.	Leadership team monitors indicators, feedback is provided to staff and consultation occurs with DDSW HR	Term 1 - 4	Principal, HOD JS, HOD C and BM
Ensure a clear, documented process for referral of students educationally at risk.	100% of staff can articulate and demonstrate the schools process for referral of students educationally at risk.	Term 1 - 4	Principal, HOD JS & HOD C
Establish clear role descriptions that articulate responsibilities for all members of the support team and the class teacher in relation to the development of ICPs, associated planning and assessment tasks for identified students.	100% of staff can articulate responsibilities of the various members of the support team	Term 2	Principal, HOD C, GO, Inclusion Teacher/s
Ensure all staff log WHS incidences in MyHR WHS by the next business day.	100% of WHS incidences are monitored and reviewed by the school WHS team and principal	Ongoing	Principal, BM
Excursion planners are completed in a timely manner, each occasion identifying the location, dates, costs and students attending while ensuring risks are appropriately considered and managed so as school leaders and the Principal can approve before the commencement date.	100% of Excursion planners adhere to school process	Ongoing	Principal, HOD JS, HOD C and BM

Priority - Parent and Community Engagement

Target: Satisfaction on School Opinion Survey 90% parents and 90% students
Target: Enrolment Retention/Confidence - 100% of Yarraman P – 9 Year 6 students transition to Yarraman secondary.
Target: Continued growth in confidence through cluster school Year 6 students choosing to attend Yarraman secondary.
Target: 100% of students and parents participate in transition occasions for Prep, Junior Secondary and Senior schooling at NSHS.
Target Student Attendance – Over all 92%, 25% less than 85%
Target: Community participation - Increase parent and community participation in celebration events, parent teacher interviews and cluster/feeder school events

Strategies	Targets	Timelines	Responsible Officer/s
Continue to identify and build strategic community partnerships that are sustainable and have become an accepted part of the culture of the school and community.	Increase partnerships with community stakeholders to support student opportunities including work experience and community service	Ongoing	Principal, HOD JS, HOD C and BM
Strengthen and enact partnership with feeder primary schools and like P – 9 schools	Increased participation in cluster curriculum, staff and student wellbeing events	Ongoing	Principal, HOD JS, HOD C

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

K Rose

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Principal

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P and C / School Council

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Assistant Regional Director