NUMINBAH VALLEY STATE SCHOOL
2024 ANNUAL IMPLEMENTATION PLAN

Educational achievement · Wellbeing and engagement · Culture and inclusion

School priority 1:	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Continued focus on improving student literacy abilities in both reading and writing -Develop capability of the teaching team in pedagogical alignment and high impact teaching strategies identified in the school review improvement strategies	*Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*				**All students achieving a C standard or above in English** *-enhance the units of work that reflect the local culture and environment as well as student interests* *-develop agreed upon high impact and research based teaching strategies relevant to student needs*	**A school based data plan** **Evidence students have achieved C standard or above in English** **Clarity around high yield teaching strategies that support all students' learning across the school**
	Term 1	Term 2	Term 3	Term 4		
Strategies: Employ learning support teacher to assist in assessing and monitoring student progress in literacy Prepare a data plan that outlines a whole school approach to collecting and using data Develop a common understanding of the purpose of collecting data and how it aligns with the school's improvement strategies Provide ongoing professional learning to build capability and confidence in collecting, discussing, analysing and using data to inform classroom practice Collaboratively develop explicit targets for improvement in students' reading and writing practices Clarify the steps for teaching reading and writing across the school Strengthen differentiation practices according to individual needs in literacy					*All students achieving reading targets at or above year level expectations* *-with the assistance of the learning support teacher develop a school data plan that is relevant and clearly reflects reading benchmark expectations* *Increase in staff ability to interpret student data and reflect on current teaching and learning practices* *Embedding of an inquiry approach in ascertaining students' engagement and improvement in learning*	**Evidence of an inquiry approach in staff in understanding and planning for student improvement** **Continue and refine collaborative professional learning practices with other schools (what we need next)**
Actions: *Review of student literacy data including C2C assessments for 2023* *Develop a data plan that is relevant and used to full impact for student improvement* *Investing time in strengthening staff data literacy* *Develop a template for recording conversations and decisions ('chain of evidence') around literacy practices* *Work toward a whole school approach to the teaching of reading* *Implement:* *Daily shared and guided reading across the school explicitly teaching students how read and interpret a variety of genre* *Regular shared writing practice in the genre being explored in reading – 'what I read I can write'* *Implementation of explicit teaching practices that scaffold students effectively-'I do, We do, You do' (Anita Archer)* *Explore the possibility of a mentoring relationship with a larger school to enhance and improve our teaching routine and approaches to literacy*	Responsible officer: **Principal**					Resources: *School funded Learning Support teacher one day per week* *Funding for school visits to Worongory SS and other schools* *Inclusion of data discussion in regular fortnightly staff meetings* *Allocated funds to develop specific resources for shared and guided reading* *Allocated funding for staff release to attend suite of reading capability sessions through the updated Australian Curriculum*

School priority 2:	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Creating a learning culture that focuses on the wellbeing of all staff and students - School to commit to Wellbeing and Engagement with a sustainable focus - Establish a wellbeing approach that is informed by the data gathered from staff, students and parents - Prioritise and develop an action plan for our wellbeing framework that is relevant to the school context and aligned to our AIP	*Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*				**Leadership commitment to Whole School Wellbeing Framework** **Wellbeing and engagement action plan** **Implementation of plan over time**	**Data informed practice, well evidenced, well informed, leading to an intentional targeted approach to student wellbeing & learning** **Increased student and parent engagement with the school and school goals**
	Term 1	Term 2	Term 3	Term 4		

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Strategies:	More meaningful engagement with families, care givers and the community	Maximising learning days with student attendance at 93% or above
Reflect on the Numinbah's whole school approach to student learning and wellbeing and identify opportunities to build staff capabilities to support our students' wellbeing and its connection to learning Action changes that strengthen our approach to supporting students' wellbeing and engagement Seek regional advice and support to implement identified actions Enhance the capability and confidence of teachers in digital teaching and learning for future focused learning opportunities and student engagement Support students to access help and feedback for their learning needs Seek opportunities to include collaborative pedagogical approaches in school activities Clarify the school's anti bullying policy and encourage safe and respectful social interactions amongst students and towards staff Engage parents to build positive beliefs about their child's learning and foster a value for education Enhance the appearance of the learning environments in the school and streamline resources	Basic understanding of the parts of the brain that impact wellbeing, engagement and learning Brain based strategies for student learning and wellbeing Increase in student attitude to school re attendance and feelings of inclusion and connection -evaluation and review	Increased staff engagement with students' learning journey- greater classroom support Resources: QEW survey SORD data Member of the Wellbeing and Engagement Network Partnership and mentoring with iDesignIT Upgrade of IT equipment Wellbeing funding directed to classroom and grounds appearnace
Actions: QEW survey: evaluating & interpreting data Interpreting SORD data for wellbeing Membership in Regional Wellbeing Network Digital mentorship and guidance with teacher focused technology professionals (I DesignIT) Greater use of technology to increase student motivation and engagement and enhance social interactions and learning e.g.Homework Hound online – feedback and rewards Parent and Community Engagement Framework	**Responsible officer:** **Principal** **Learning Support Teacher**	

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

Principal _(signature)_   P&C/School Council _(signature)_   School Supervisor

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