2025 ANNUAL IMPROVEMENT PLAN

Our overarching goal is to provide high quality, inclusive education that is underpinned by an unrelenting belief that every student matters

Establish a culture of shared commitment	Strategies to support and enable staff to collectively implement school priorities	Expected outcomes

Ensure our students have the best opportunity to be successful through quality and consistent teaching practice (pedagogy)
 	
Understanding and selecting and applying the appropriate school identified pedagogical approaches to meet the needs of all students (School Review 2022)
 	
Developing Quality Assurance processes to monitor the planning and enactment of the AC (starting with English), with aligned moderation practices at the four phases of moderation (School Review 2022)
 	
Developing teacher capability to enact differentiated practices and reasonable adjustments for all students, including high achieving students, to successfully engage in the AC (School Review 2022)
	Strengthen and align our whole school approach to pedagogical practices for learning (PP4L) with a specific focus on English and Maths by:
	o Aligning our language and signature teaching practises with the 'Whole School Approach to Pedagogy'
	o Designing, through our T&L teams, our pedagogical expectations in English and Maths
	o Identifying and quality assuring best practice in our agreed pedagogies
	o Ensuring the consistent implementation, across P-6, in our agreed, high yield pedagogies
		• Average student attendance is above 92%
		
		• Student achievement A-C
		  o English 92% (P-6)
		  o Maths 93% (P-6)
		
		• Student achievement A-B
		  o English 63% (P-2)
		  o English 53% (3-6)
		  o Maths 72% (P-2)
		  o Maths 62% (3-6)
		
		• Tier 1 and Tier 2 Positive Behaviour for Learning embedded (TFI and SET assessments)

Create a sense of belonging and pride in our school, through high expectations and fostering a strong, positive school culture Underpinning all our work is creating a sense of belonging for our students, staff and families Developing clarity and consistency of school wide positive behaviour/social emotional learning systems of support Developing teacher capability to enact differentiated practices and reasonable adjustments for all students, including high achieving students, to successfully engage in the AC (School Review 2022)	**Design a Multi-Tiered system of support that provides increasingly intensive support (Tier 1-Tier 3), for identified students, focused on academic, behavioural and social/wellbeing development by:** o Defining our T1-T3 supports in line with MTSS o Designing master provisions with clear purpose, targets, entry/exit points, timelines o Refining out data collection processes o Defining our whole school approach to case management o Designing a consistent approach in information management for MTSS **Ensure Tier 1 and Tier 2 PBL processes are embedded with fidelity in all learning environments by:** o Intentionally aligning our PBL practices with our whole school approach to pedagogy o Identifying and quality assuring best practice in PBL o Ensuring the consistent implementation, across P-6, in our agreed, PBL practices	• Student, parent and staff rating for 'school culture' >93% (SOS) • Student, parent and staff rating for 'this is a good school' >93% (SOS) • Student, parent and staff rating for 'Behaviour is well managed' >85% (SOS) • School Naplan results to be comparable to similar schools across the nation • Overall school data (achievement, attendance, school disciplinary absences, School Opinion Survey) indicates sustained improvement in comparison with similar schools (i.e ISCEA, student numbers)

Our school is committed to ensuring that we are aligned with our Department of Education's strategic focus on *Equity and Excellence. Equity and Excellence* is founded on the belief that 'Working together, we can realise the potential of every student' and underpinned by three key drivers: Educational Achievement; Wellbeing and Engagement; Culture and Inclusion.

Approved and endorsed through the BSS School Council 15/11/2024. Data targets updated Jan 2025.

Matthew Denzin
Principal

Brent Fewkes
School Council Chair

2025 DATA TARGETS

Attendance Targets

Overall school attendance from 90.7% (2024) to 92% by:
- Creating Positive learning environments and building strong relationships with students and their families
- Reduce the number of students with less than 85% attendance from 21% to 15% (2023 - 28%, 2024 – 15.7%)
- Increase Aboriginal & Torres Strait Islander student attendance from 84% to 90% (2023 – 82%, 2024 – 86.6%)
- Decrease Aboriginal & Torres Strait Islander students with less than 85% from 50% to 25% (2023 – 54%, 2024 – 33%)

- **Trend**

	2019	2020	2021	2022	2023	2024	2025
All students	93%	89.9%	92.7%	88.4%	89.7%	90.7%	
NCCD	90.4%	86.3%	89.6%	84.4%	84.8%	88%	
First Nation	89.8%	85.7%	85.1%	79.6%	84%	86.6%	

- **Range**

	2019	2020	2021	2022	2023	2024	2025
95%-100%	46%	37%	48%	29%	32%	37%	
90%-94.9%	31%	24%	26%	23%	28%	31%	
85%-89.9%	12%	14%	12%	20%	18%	14%	
Less than 85%	11%	25%	14%	28%	22%	18%	

A-C English and Mathematic Targets

Our English targets are:	A-C 92% (P-6); A-B 63% (P-2), A-B 53% (3-6)
Our Mathematic targets are:	A-C 93% (P-6); A-B 72% (P-2), A-B 62% (3-6)

	Sem 1, 2024	Sem 2, 2024
Prep – Year 2	English C+ 90.7% Maths C+ 89.5% English B+ 56.2% Maths B+ 61.2%	English C+ 91.6% Maths C+ 92.4% English B+ 62.7% Maths B+ 68.8%
Year 3 – Year 6	English C+ 92.8% Maths C+ 93.3% English B+ 46.4% Maths B+ 56.8%	English C+ 94.1% Maths C+ 92.4% English B+ 52.4% Maths B+ 56.8%

	Parent/Caregiver Agreement			Student Agreement			Staff Agreement		
	Your school	Your region	Qld state schools	Your school	Your region	Qld state schools	Your school	Your region	Qld state schools
Common items									
…student behaviour is well managed…	85.3	3.7	5.1	75.7	13.5	12.7	92.6	19.7	18.2
…this is a good school…	93.9	1.9	3.1	88.4	7.9	9.0	98.1	6.4	7.0
…feel safe at school…	92.2	2.6	3.8	90.5	9.2	9.1	98.1	10.7	10.5
Partnerships	90.9	3.2	3.5	87.8	8.3	8.1	95.3	10.3	10.5
School culture	93.2	2.5	3.3	89.7	9.3	9.5	98.1	8.0	8.2
Teaching and learning	89.7	0.7	0.9	90.6	5.8	6.0	98.9	6.9	7.8
Staff wellbeing							93.3	18.4	17.4
Workplace culture*							94.4	15.3	14.1

Prep Targets

	AP	MC	WW	EX	BA	A-C	A-B
English (A-C 92%, A-B 63%)							
Mathematics (A-C 93%, A-B 72%)							

Year 1 Targets

	AP	MC	WW	EX	BA	A-C	A-B
English (A-C 92%, A-B 63%)	37%	28%	24%	11%	0%	89%	65%
Mathematics (A-C 93%, A-B 72%)	38%	29%	26%	7%	0%	93%	68%

Blue is the cohorts results from their previous year (S2, 2024), Green is the current S1 or S2 results in 2025

Year 2 Targets

	AP	MC	WW	EX	BA	A-C	A-B
English (A-C 92%, A-B 63%)	41%	30%	22%	6%	1%	93%	71%
Mathematics (A-C 93%, A-B 72%)	42%	31%	19%	6%	1%	93%	73%

Blue is the cohorts results from their previous year (S2, 2024), Green is the current S1 or S2 results in 2025

Year 3 Targets

	A	B	C	D	E	A-C	A-B
English (A-C 92%, A-B 53%)	17%	37%	38%	7%	0%	93%	54%
Mathematics (A-C 93%, A-B 62%)	28%	38%	25%	8%	0%	92%	64%

Blue is the cohorts results from their previous year (S2, 2024), Green is the current S1 or S2 results in 2025

Year 4 Targets

	A	B	C	D	E	A-C	A-B
English (A-C 92%, A-B 53%)	27%	45%	23%	6%		94%	72%
Mathematics (A-C 93%, A-B 62%)	29%	37%	28%	4%	1%	95%	66%

Blue is the cohorts results from their previous year (S2, 2024), Green is the current S1 or S2 results in 2025

Year 5 Targets

	A	B	C	D	E	A-C	A-B
English (A-C 92%, A-B 53%)	27%	28%	40%	9%	1% (N)	90%	55%
Mathematics (A-C 93%, A-B 62%)	16%	36%	37%	10%	1% (N)	89%	52%

Blue is the cohorts results from their previous year (S2, 2024), Green is the current S1 or S2 results in 2025

Year 6 Targets

	A	B	C	D	E	A-C	A-B
English (A-C 92%, A-B 53%)	14%	25%	53%	8%	0%	92%	39%
Mathematics (A-C 93%, A-B 62%)	23%	36%	32%	9%	0%	91%	59%

Blue is the cohorts results from their previous year (S2, 2024), Green is the current S1 or S2 results in 2025