



*Reward for Effort*

# Currumbin Valley State School




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## 2025 AIP

Goals	Targets	Strategies
 <p>Educational achievement</p> <p>V9 Implementation for English &amp; Mathematics</p>	<ul style="list-style-type: none"> <li>Full mathematics implementation by Semester 2, 2025</li> <li>English LOA data improvement in A – E achievement across the school <ul style="list-style-type: none"> <li>P – 2 English 65% B or above</li> <li>3 – 6 English 67% B or above</li> </ul> </li> <li>Maths LOA data improvement in A – E achievement across the school <ul style="list-style-type: none"> <li>P – 2 Maths 74% B or above</li> <li>3 – 6 Maths 79% B or above</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Access SER and EFI support and for V9 Maths &amp; English implementation</li> <li>Establish collegial opportunities to cross moderate within our school and beyond our school.</li> <li>Facilitate cluster visits within networks to share best practice to build capability.</li> <li>Allocate staff meeting time to calibration of assessment tasks to support decision -making about student achievement guided by Year Level Achievement standards.</li> </ul>
 <p>Culture and inclusion</p> <p>Alignment of Pedagogical Practices to the Science of Reading (V9)</p>	<ul style="list-style-type: none"> <li>Agreed CVSS literacy block structure enacted P-6.</li> <li>Improvement in: <ul style="list-style-type: none"> <li>Reading and Writing data NAPLAN,</li> <li>CTC Reading Assessment A-E Improvement</li> <li>Sparkles/DIBELS data sets</li> </ul> </li> <li>Improvement in SOS Teacher responses.</li> </ul>	<ul style="list-style-type: none"> <li>Access PL opportunities to develop expertise across the school in the application of CL theory to the teaching elements incorporated into a structured literacy block. Apply this to the collaborative development and implementation of literacy blocks at CVSS.</li> <li>Work with regional Teaching &amp; Learning Team – supporting V9 Australian Curriculum</li> <li>Create a Collegial Engagement Framework that clearly defines a teaching &amp; learning feedback process including watching others work, peer mentoring and coaching.</li> <li>Set Professional Goals – <ol style="list-style-type: none"> <li>1. Reflection and goal setting</li> <li>2. Professional practice and learning</li> <li>3. Feedback and review.</li> </ol> </li> </ul>
 <p>Wellbeing and engagement</p> <p>Whole school Wellbeing and Engagement Framework created</p>	<ul style="list-style-type: none"> <li>Increase in student attendance from 87% to 93%</li> <li>Reduce major behaviour incidents</li> </ul>	<ul style="list-style-type: none"> <li>Refocus school to PBL Framework (Term 2-4)</li> <li>Review of Attendance policy and processes (Term 1)</li> <li>Implement recommended Attendance Policy and Processes changes (Term 2-4)</li> <li>Introduce Tier 2 intervention - supporting social emotional development of students – PBL coach and Support staff</li> </ul>

A/Principal

Andrew Williams

P & C President

Fiona Alexander

School Supervisor

Susan Dalton