



# Annual Implementation Plan 2023

*Equity and Excellence*

Throughout 2023, we will implement the first stage of the Strategic Plan for 2023-2026, with our work based around **Equity and Excellence**. We will build depth in the three major focus areas of **Educational Achievement; Wellbeing and Engagement; and Culture and Inclusion** through two major priorities:

1. Effective pedagogy and practice for the deep implementation and differentiation of the Australian Curriculum
2. Rigorous school systems and quality assurance of leadership, wellbeing and engagement.

1. Effective pedagogy and practice for the deep implementation and differentiation of the Australian Curriculum			
Focus	Major Strategies	Timeline	Staff
Curriculum (V8-V9) and moderation	<ul style="list-style-type: none"> <li>Refine and embed Academic Case Management processes through Team Meetings fortnightly, utilising moderation processes</li> <li>Deep understanding of AC V8 within planning for effective teaching, learning and assessment, with familiarisation of V9.</li> <li>Continued release of Year Level Teams to engage in purposeful collaborative planning and shared learning.</li> <li>Embed intentional before, after, after, end internal moderation processes in English and Maths</li> <li>Explore options for re-introducing external moderation at DP/HOD level with local schools</li> </ul>	Ongoing	D Dempsey L Jared K Roche A Johnson A Mulcahy S Everton
Whole School Approach to Pedagogy	<ul style="list-style-type: none"> <li>Transition to a Whole School Approach to Pedagogy - reviewing current pedagogy; sharing purpose and data; aligning mental models.</li> <li>Continued Heggerty and AAP focus in P-2 and introduction to AAP framework in 3-6. This includes strategic movement of staff in the school with AAP experience to help increase shared understanding.</li> <li>Continued allocation of HOD-Pedagogy</li> <li>Continued development of informal formative assessment practices/data literacy to guide next steps in planning, teaching and learning.</li> <li>Research, explore and model practices for including digital pedagogies and innovation and provide PD snacks to upskill teachers.</li> </ul>	Ongoing	D Dempsey S Everton A Mulcahy TLCs
Student Support	<ul style="list-style-type: none"> <li>Purposeful collaboration and planning with Enrichment Team and support staff for whole school approach to differentiation and reasonable adjustments, including SSS processes for Tier 2 and 3 support.</li> </ul>	Ongoing	A Johnson Enrichment
2. Rigorous school systems and quality assurance of leadership, wellbeing and engagement practices.			
Focus	Major Strategies	Timeline	Staff
Instructional Leadership	<ul style="list-style-type: none"> <li>Review of current instructional and strategic leadership practices and moderation of key models for walkthroughs, observation, feedback and coaching. This includes a shared book study and alignment of mental models.</li> <li>Facilitate revised roles and responsibilities for leadership - breakdown of line management, accountability and responsibility</li> </ul>	Ongoing	D Dempsey L Jared K Roche A Johnson
Student engagement and wellbeing	<ul style="list-style-type: none"> <li>Continue to revise, refine and embed consistent application of PBL processes; You can Do It; Zones of Regulation; Trauma Informed Practice. Liaise with P and C about options for bullying / social skills program for aligned implementation between school and OSHC.</li> <li>Employment of Teacher Aide support for proactive implementation of Tier 2 strategies and Tier 2/3 behaviour support</li> <li>Continue daily attendance/action plan processes for improving, following up and supporting attendance concerns, including support from P, DP, GO, YW, Chaplain, Attendance officer.</li> <li>Complete a scan and assess of current and proposed practices/initiatives/programs that form part of a formalised wellbeing framework.</li> </ul>	Ongoing	A Mulcahy S Everton D Sunley B Hyslop PBL Team Enrichment WHS
Community Partnerships	<ul style="list-style-type: none"> <li>Provide open and transparent opportunity for purposeful consultation and feedback across all community stakeholders (digital platforms and surveys; parent drop in sessions; events; newsletter; Facebook).</li> <li>Pursue grants, funding and upgrade opportunities for improving outdoor learning spaces, facilities and nature play.</li> <li>Continued employment of Transition Teacher for successful Prep and Early years transition through relationships and networks with ECEC, as well as connection with local feeder high schools for Year 6 Transition.</li> <li>Continued focus of First Nation Focus Group to embed Indigenous Perspectives.</li> </ul>	Ongoing	D Dempsey L Jared K Roche A Johnson A Mulcahy S Everton K Walker J Herron





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Our whole school aspirational targets are:

School Performance Indicators		
Students	<ul style="list-style-type: none"><li>• 85% of students achieve A-C in English and Mathematics.</li><li>• 50% of students achieve A-B in English and Mathematics.</li><li>• 100% of students know what they are learning and understand their next steps</li><li>• Year 3 and 5 students achieving NMS in NAPLAN is similar to/exceeds the nation and similar schools.</li><li>• Year 3 and 5 students achieving U2B in NAPLAN is similar to/exceeds the nation and similar schools.</li><li>• Student attendance is at or above 95%</li><li>• Decreasing PBL trend data for major/minor behaviour referrals, as well as decreased SDA data.</li></ul>	<ul style="list-style-type: none"><li>• Report Cards</li><li>• NAPLAN</li><li>• Learning Walls</li><li>• Walkthroughs</li><li>• Observation, feedback and coaching</li><li>• Oneschool data</li><li>• PBL data / charts</li></ul>
Staff	<ul style="list-style-type: none"><li>• Teaching and learning is student centered - 100% of students supported to succeed through student support, enrichment and case management practices</li><li>• 100% of teaching staff engage in regular case management and formative assessment practices to provide key information for next steps in individual student's learning</li><li>• 100% school-wide engagement with the Student Code of Conduct, PBL, engagement and student/staff wellbeing initiatives.</li><li>• 100% of teaching staff engage consistently in school moderation processes - before, after, after, end.</li><li>• School leadership team models and embeds high performing and aligned instructional leadership which drives school improvement and student outcomes.</li><li>• All relevant school teams have agreed protocols, roles and responsibilities and model collaborative practices.</li></ul>	<ul style="list-style-type: none"><li>• Case management and team meeting minutes</li><li>• Wellbeing Framework</li><li>• Moderation feedback</li><li>• Team protocols</li></ul>
School / Community	<ul style="list-style-type: none"><li>• All members of the community understand and promote agreed inclusive practices and respect for diversity.</li><li>• Levels of agreement in relevant components of the SOS (student, staff, parents) at or above similar schools and state averages.</li><li>• Consistent school-wide wellbeing and social/emotional actions support growth, development and engagement of all stakeholders.</li><li>• Regular community consultation occurs through P and C engagement; newsletter and social media; community surveys; parent drop-in sessions; community events; and teacher-parent communication.</li><li>• School facilities and learning spaces are regularly improved and maintained.</li></ul>	<ul style="list-style-type: none"><li>• School Opinion Survey</li><li>• Community feedback and engagement</li><li>• School improvement plan (SSIP)</li></ul>

## Endorsement

This Plan was developed in consultation with school staff and community stakeholders and meets system requirements and school needs.

Daniel Dempsey  
Principal  
February 2023

Richard Shackel  
P and C President  
February 2023