

2021 Annual Implementation Plan – Summary



Goal 1	Strengthen student engagement, wellbeing and connectedness to school and peers.
KIS 1 Empowering students and building school pride	Improve staff consistency in implementation of school-wide curricular, processes and programs.
Actions	<ul style="list-style-type: none"> • Implement revised Connect curriculum with a focus on respectful relationships and careers and pathways • Re-connect and re-build structures and consistency with a focus on the implementation of our learning and relationships framework • Focus on wellbeing of staff and students through engagement in character and strength based interventions
Outcomes	<ul style="list-style-type: none"> • Revised Connect scope and sequence • Whole school community support and engagement in respectful relationships curriculum • All teachers and school leaders promoting a consistent and everyday approach to implementing our learning and relationships framework • Positive regard for all • Visibility of wellbeing and strength based language being used in classrooms and around the school • Careers portfolios are implemented • Whole leadership team are taking restorative conversations, not just the student management team
Success Indicators	<ul style="list-style-type: none"> • Increase in AToSS positive endorsement in areas related to teacher concern, respect for diversity, effective classroom behaviour, effective teaching time and sense of connectedness • Student, family & staff feedback on Connect is positive • 100% of students in uniform or wearing a uniform pass • No bags or phones in class • Reduced incidence of escalated situations between staff and students due to disrespectful behaviour or language
Goal 2	Maximise the learning growth of every student
KIS 1 Building practice excellence	Refine and embed PLC and intervention practices to ensure all teachers provide high quality, differentiated instruction
Actions	<ul style="list-style-type: none"> • Work with PLC facilitators and leadership team to develop a continuum of practice for PLCs that help us to use data, identify essential learnings and have conversations based on students and progress • Provide targeted professional learning at the point of need of small-group PLCs

	<ul style="list-style-type: none"> • Provide professional learning and support to faculties to construct developmental rubrics • Refine and operationalise our differentiation framework across the school • Design and implement the tutoring program for students • Implement the MYLNS initiative at year 8 and 10 to provide targeted literacy and numeracy support to identified students • Implement the High Ability program effectively to extend identified students
Outcomes	<ul style="list-style-type: none"> • PLC facilitators and leadership team develop a greater range of tools and resources to help PLCs be effective • PLCs can articulate what effective PLCs look like and move their PLCs towards that • Continuum of practice has been developed and refined • Developmental rubrics are created by faculties and used to monitor student progress • Conversations in PLCs are based around specific students and their progress • There is a school wide language to discuss differentiation • Teachers are supported to differentiate learning for their students • Students are provided with targeted individual and small group support to catch up their learning
Success Indicators	<ul style="list-style-type: none"> • PLC teams will measure their effectiveness on a continuum of practice and demonstrate improvement across a twelve month period • Positive observations from PLC facilitators and members of the leadership team • Increased capacity building of staff (eg. Coaching, collaboration, team teaching, leadership development PL, etc) • Feedback from the School Improvement Team • Survey and attendance data from PLC workshops • Increase in scores related to learner confidence and differentiation in the AToSS
Goal 3	Improve student agency
KIS 1 Intellectual engagement and self-awareness	Build the capacity of all students to become active, self-regulating learners who are proud of their contribution to school.
Actions	<ul style="list-style-type: none"> • Transition to Teams & Microsoft Office 365 as our mechanism for teaching and learning and school community building • Enhance learning partnerships between students and staff by further developing 2-way feedback mechanisms and responsiveness • Improve a system and culture for promoting and celebrating school pride and connectedness across all year levels
Outcomes	<ul style="list-style-type: none"> • Communication between teachers and students and students and students takes place in Class and Co-curricular "Teams" spaces • Teachers work collaboratively to build Central Notebooks for student learning and share these with their classes • Parents can access learning tasks information through Compass • Monthly circle time about feedback occurs routinely in different student forums including Connect • The student leadership framework is used to provide feedback about year level experiences, classroom climate and school environment to the broader school leadership team and school council

Success Indicators

- Staff and student engagement data with Teams and Microsoft 365
- Audit of teaching and learning materials shows increased development and use of Central Notebooks
- Increase in AToSS positive endorsement in areas related to teacher concern, respect for diversity, student voice and agency and sense of connectedness