

2022 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	
	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	
	Continue to revise Connect scope and sequence (post-COVID)
	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	
	Maintain in AToSS positive endorsement in areas related to teacher concern (40%), respect for diversity (50%), effective classroom behaviour (59%), effective teaching time (67%) and sense of connectedness (57%)
	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 instructions
Actions	
	Re-establish our PLC processes and re-setting expectations. Work with PLC facilitators and leadership team to utilise the continuum of practice for PLC course teams to self assess and set goals, use data, identify essential learnings and have conversations based on students and progress. PLC facilitators to use tools and strategies to support their teams to fulfill their goals. Access targeted professional learning at the point of need of small-group PLCs
	Begin a school wide discussion about how we systematise and operationalise our use of developmental rubrics Provide professional learning and support to faculties to construct developmental rubrics
	Implement a student centered coaching program that supports staff to implement the differentiation framework
	Refine and implement the tutoring program for students
	Continue the MYLNS initiative to provide targeted literacy and numeracy support to identified students

	Continue the High Ability program effectively to extend identified students PLC teams to rotate through 90 minute workshops on using strategies to engage high ability learners in the classroom
	Implement the diagnostic data schedule to implement PAT and e-write testing in 2022
Outcomes	
	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 Conversations in PLCs are based around specific students and their progress
	Continue to implement Developmental rubrics within all faculties and use to monitor student 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	
	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 Survey and attendance data from PLC workshops
	Increased capacity building of staff (eg. Coaching, collaboration, team teaching, leadership development PL, etc)
	Feedback from the School Improvement Team
	Maintain in scores related to learner confidence (64%) and differentiation (59%) 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	
	Teams & Microsoft Office 365; review the use of class notebooks and identify exemplars to share as best practice across the school.
	Enhance learning partnerships between students and staff by further developing 2-way feedback mechanisms and responsiveness Introduce self-assessment of Learning Behaviour Reports in Connect Investigate use of Pivot. Provide opportunity for students to record their own reflections and feedback in Connect
	Improve a system and culture for promoting and celebrating school pride and connectedness across all year levels
Outcomes	
	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 Review of continuous reporting
	Monthly circle time about feedback occurs routinely in different student forums including Connect Circle time training for Connect teachers
	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 continued increased development and use of Central Notebooks
	Maintain in AToSS positive endorsement in areas related to teacher concern (40%), respect for diversity(50%), student voice and agency (49%) and sense of connectedness (57%) Maintain in AToSS positive endorsement in Wellbeing: Life Satisfaction (51%) and Emotional Awareness and regulation (68%)