

Annual Improvement Plan 2023



Deep Understanding of the AC

Precision in Pedagogy

Responsive to learners



through

Professional Learning

Collegial Engagement

underpinned by

Intentional Collaborative Planning

Professional Learning Plan

Collegial Engagement Framework

Annual Improvement Plan 2023



Vision



Clarity



Action



Impact

<i>Establish a culture of shared commitment</i>	<i>Build shared staff understanding, commitment and ownership</i>	<i>Strategies to support and enable staff to collectively implement school priorities</i>	<i>Measuring progress and resourcing against precise and meaningful student outcome targets and success measures that are regularly monitored</i>
<p>Deep Understanding of the Australian Curriculum</p>	<p>Develop 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)</p>	<p>Curriculum planning</p> <ul style="list-style-type: none"> • Work Collaboratively to build clarity of the demands of the Australian Curriculum in English units of work • Unpacking the marking guide to build clarity and consistency of what is being taught and assessed to inform success criteria • Rigorous academic case management process to identify high yield teaching strategies for academic lift in English • Data driven enactment of the four phases of moderation • Familiarise AC English and Math V9.0 • Use a Synthetic Phonics approach, in the early years, to develop literacy skills (aligned to the Australian Curriculum V9) 	<ul style="list-style-type: none"> • Planned Collaborative Planning Framework enacted with a focus on the four phases of moderation evident through Guides to Making Judgements and A-E outcomes • Quadrant data strategy to improve learning for all students • Case management strategy identified, shared & enacted. Academic impact analysed a shared with whole staff, celebrating successes. • Learning Walks data demonstrates students understanding of success criteria, feedback and how to make improvements to their work. • Collegial Engagement Framework aligns to school priorities and provides teachers with formal observations and feedback with a focus on improving student outcomes
<p>Precision in pedagogical decision making and implementation</p>	<p>Build teacher capability in understanding and selecting and applying the appropriate school identified pedagogical approaches to meet the needs of all students (School Review 2022)</p>	<ul style="list-style-type: none"> • Develop clarity on what pedagogy is within the Australian Curriculum in alignment with state wide expectations • Consolidate and refine the use of Visible Learning (Bump it up Walls and Learning Walls) • Build capability to use ICT (across all areas of the curriculum) to positively impact student access and learning • Collaboratively develop an Early Years Framework (P – 2). 	<ul style="list-style-type: none"> • Visible Learning focus evident in the professional Learning Plan • Students actively engage with Visible Learning (Bump It Up Walls and Learning Walls) and can articulate their next steps (Evident in Learning Walks) • Teachers actively engaged in Watching Others Work to improve precision in pedagogical decision making • ICT Professional Learning audit conducted resulting in the development of an informed Professional Learning Plan • ICT 4 year Strategic Plan developed & shared
<p>Responsive to learners</p>	<p>Develop 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)</p>	<ul style="list-style-type: none"> • Continue to refine Student Support aligned to state wide expectations • Develop a consistent approach to differentiation, tailored supports and making reasonable adjustments within our multi-tiered system of support (P-12 CARF) • Designing data informed intervention / extension that is flexible and responsive to support students' needs • Consolidate whole school SEL practices (embed P-6) • Explore Trauma Aware Education to support staff and student well-being • Collaborate develop an attendance strategy including a focus on Aboriginal and Torres Strait Islander students 	<ul style="list-style-type: none"> • Quadrant data strategy applied to ensure improved learning for all students • Case management strategy identified, shared & enacted. Academic impact analysed a shared with whole staff, celebrating successes. • Tailored Supports and Reasonable adjustments are intentionally planned for identified students and impact rigorously analysed • Zones Tool Kits, Check Ins evident through Walk Throughs and Learning Walks • Trauma Aware professional development evident in Professional Learning Plan • Support provisions detail start, mid, end • Attendance strategy enacted to improve student attendance

