



2023 School Priorities

Learners Independent Friends Environment

Curriculum

Deepen understanding of
Australian Curriculum
Maths and English

Key outcomes

1. All teachers plan teaching and learning cycles from the AC English and AC Maths
2. Learning is made visible for all students through success criteria linked to the achievement standards and the provision of quality feedback.

Pedagogy

Develop consistent school
wide pedagogical
practices

Key Outcomes

1. All teachers enact evidence informed pedagogical practices - Functional Model of Language and Teaching and Learning cycle
2. Teachers intentionally plan opportunities for students to engage in Inquiry based learning

Safe Supportive Environments

Develop positive learning
environments to support
equitable outcomes for
all students

Key Outcomes

1. Adjustments for diverse learners are planned and enacted to support student success.
2. Universal Practices are embedded across the school for academic engagement and Positive Behaviour for Learning



2023 Annual Implementation Plan

Curriculum (Maths / English) – Pedagogy (Inquiry / Visible Learning) – Safe Supportive Learning Environments (Equity and PBL)

Curriculum and Pedagogy - Actions

AC English	Timeline	Responsible Officer
Use case management practices each term to improve student outcomes in writing.	Ongoing	Principal; DPs; HOD-IC
Learning intent and success criteria are made explicit to students and demonstrated through annotated samples linked to the marking guide.	Ongoing	Principal; DPs; HOD-IC
Success criteria are displayed and shared with students through “I have” statements and teachers use this to provide explicit feedback.	Ongoing	Principal; DPs; HOD-IC
Bump it up walls are used to make the progression of achievement from year level expectations to A standard visible to students.	Ongoing	Principal; DPs; HOD-IC
Targets: <ul style="list-style-type: none"> 100% of teachers implement improvement strategies and track progress of ‘marker’ student through case management. 100% of teachers co-construct annotated samples, “I have” statements and Bump It Up Walls with students. Increase from 66% - 70% of students in Prep -Year 2 achieving an A or B in English Increase from 74% - 78% of students in Year 3-Year 6 achieving an A or B in English 95% of students achieving a C or higher in English 		
AC Mathematics	Timeline	Responsible Officer
Develop a shared and consistent understanding of the AC: Mathematics sequence of content	2023	HOD-IC
Review and adjust assessment tasks in line with achievement standards	2023	HOD-IC
Use inquiry based learning to support the development of mathematical thinking and reasoning and explicitly teacher students how to apply inquiry skills to solve problems.	Ongoing	DP – Curriculum; HOD-IC
Targets: <ul style="list-style-type: none"> 100% of teachers plan for and implement inquiry based learning to develop student understanding of concepts at least twice each week. Increase from 82% - 85% of students in Prep-Year 2 achieving an A or B in Maths Increase from 70% - 75% of students in Year 3-Year 6 achieving an A or B in Maths 95% of students achieving a C or higher in Maths 		

Equity and Diverse learners - Actions

AC English and AC Maths	Timeline	Responsible Officer
Teachers understand and implement adjustments to teaching and learning plans that support all students to access curriculum and demonstrate knowledge and understanding.	2023	Principal; DPs; HOD-IC; TLTs
School wide processes are used to document differentiation for all students within planning (Improve tracking for First Nations students and students on NCCD).	Ongoing	Principal; DPs; HOD-IC; TLTs
Targets: <ul style="list-style-type: none"> Close the gap for students on NCCD and First Nations students Increase from 67% - 80% of students on NCCD achieving a C or above in English Increase from 74% - 85% of First Nations students achieving a C or above in English 		
Collaborative practices	Timeline	Responsible Officer
Link Case Management to the Fortnightly Intentional Collaboration process to track effectiveness of enacted improvement strategies for 'marker' students.	2023	Leadership Team; TLTs; Teachers
Targets: <ul style="list-style-type: none"> Leadership team monitor progress of 'marker' students in week 5 and week 9 each term in line with case management process 		

Safe Supportive Learning Environment - Actions

PBL and Trauma Informed Practice	Timeline	Responsible Officer
PBL team to support the review and consistent implementation of universal practices.	2023	Principal; DP – Student Services; PBL team
Implement universal practices outlined in school PBL handbook with fidelity.	Ongoing	Leadership team and teachers
Staff understand what trauma informed practice is and the impact this has on student well-being.	2023	DP – Student Services; GO
Develop pedagogical repertoire for trauma informed practice to be implemented universally across the school.	Ongoing	Leadership team; GO; Teachers
Targets: <ul style="list-style-type: none"> 100% of students understand school expectations 100% of staff receive PD on the impacts of trauma and trauma informed practices 100% of teachers use the morning greeting strategy daily as a universal practice 		

