

Annual Implementation Plan

2022



Engagement



Curriculum



Inclusion

Engagement

Highly effective teaching is the key to improving student learning. The use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully.

Success Indicators

- The leadership team has established and embedded intentional collaboration processes, shared understanding and language with which to talk about pedagogy within and across teaching teams
- A sharp and narrow focus identified through engaging in Cycles of Inquiry to drive professional conversations to develop pedagogical practices which improve student engagement
- All students achieving A-C level of achievement in English and Mathematics
- All students work return is compliant with due dates and individualised case management is evident for specific students

Actions

- All staff to participate in the QELI - Teach Like a Champion training
- Fortnightly Professional Learning Communities focussed on Pedagogical Practices and high-impact teaching strategies to support student engagement
- Collaboratively review the current school identity with consideration to the broadening student base
- Enacting recommendations from SDE state wide collaboration
- Identify students that require intervention to support them to remain engaged and provide case manager support
- Parent Liaison Officer to specifically support parents with engagement - Positive Parenting Program
- Embed the Student Code of Conduct in particular the TRACK for all classes

Systematic curriculum delivery

Coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across year levels.

Success Indicators

- Document, retain, and monitor whole school Curriculum, Assessment and Reporting Plan (CARP)
- Implementation of the three levels of planning - Provision of whole school curriculum plan, year/band plans for each learning area and/or subject and unit plans
- Implementation of the Data Literacy Plan to drive data-informed practice
- Use of the whole school approach to moderation processes to align curriculum, pedagogy, assessment and reporting to ensure consistent judgement and accurate reporting against the achievement standards

Actions

- Independent Learning Materials aligned to current version of the Australian Curriculum
- All staff to continue to update and monitor the CARP
- Leadership team to monitor and support teachers with developing three levels of planning
- Allow teachers time to participate in the whole school Moderation Process (BEFORE, AFTER, AFTER, END)
- Systemise teacher observation and feedback cycles
- Develop school leaders' instructional capabilities to ensure consistency of practice

Inclusion

Use a whole school approach to differentiated teaching and learning to provide the curriculum in ways that meet the diverse learning needs of all students.

Success Indicators

- All students accessing and participating in high-quality education and fully engaging in the curriculum alongside their similar-aged peers
- All teachers responding to different strengths and barriers to learning that exist for each student
- Reasonable adjustments (for students with disability) and/or teaching strategies implemented across all classes

Actions

- Identify the diversity of our school community, cohorts, classes, groups and individuals through the analysis of relevant data
- Systemise how differentiation is documented and retained across the school
- Focused and intensive teaching for identified students who are not yet meeting year level achievement standards (Literacy and Numeracy)
- Implement consistent school-wide processes to support students who require an ICP through engagement with PATL
- Engage in a Cycle of Inquiry for inclusion of secondary students at field events