



ANNUAL IMPLEMENTATION PLAN (AIP)

GOAL 1

Maximise students' learning growth in literacy and numeracy to increase their achievement in all learning areas.

Build staff capacity to analyse a wide range of data to know our students well (SLA) and provide point of need teaching (SLB).

If **leaders** build the capacity of teachers, through targeted professional development on analysing student learning data and point of need teaching, then **teachers** will identify and use sources of data to know learners' current levels of achievements and differentiate their teaching, so that students understand their learning progress and engage with learning at their point of need.

SUCCESS INDICATORS

EARLY

Mid-year staff survey/focus group will show increased confidence in assessment & collation of data
Complete sets of learning task data (S/N, percentage) will be entered on Compass in a timely manner
By the end of term two, teachers would have created a data display for one class and shared in PLC meetings using sets of data
Staff will plan for, use and document strategies to differentiate process and content based on student data, in line with PLC needs.

LATE

Differentiated activities are included in all unit planners in a colour coded section including explicit pedagogy and activities for extension/HAP, PSD, 3L and EAL (using colours to differentiate).

STUDENT SURVEY (ATOSS)

Differentiated learning to be 66% positive endorsement (increase of 4%)

STAFF SURVEY (SSS)

Use of data for curriculum planning to be 72% positive endorsement (increase of 4%)
Use of evidence to inform practice to 72% positive endorsement (increase of 3%)

Teachers collaborate to develop, document and deliver curriculum that reflects use of all stages of the EIM and implementation of 3L strategies.

THEORY OF ACTION

If **leaders** model how to design and deliver guided practice activities which prepare students for independent practice, then **teachers** will collaboratively develop and document a range of engaging learning activities drawing on 3L strategies with a focus on guided practice, so that students will collaboratively engage in learning tasks in the guided practice stage of the EIM, in preparation for differentiated independent learning

SUCCESS INDICATORS

EARLY

Curriculum documentation (3L and EIM) will include plans for guided practice that stimulate student learning
Notes from peer observations and professional partnerships will reflect guided practice, incorporating 3L strategies where appropriate
PIVOT Q8 This teacher makes learning interesting to increase by at least 0.2% from 2022 Term 3 score of 4.68%

LATE

STUDENT SURVEY (ATOSS)

Stimulated Learning to be 59% positive endorsement (increase 3%)

STAFF SURVEY (SSS)

Guaranteed & viable curriculum to be 70% positive endorsement (increase 4%)
Time to share pedagogical content knowledge to be 58% (increase 4%)

GOAL 2

Maximise students' wellbeing and their engagement with the school

Know our students and families to build positive relationships (SEW A) and create engaging environments to support learning and wellbeing (SEW B).

THEORY OF ACTION

If **leaders** build capacity of teachers through targeted professional development to foster positive and supportive relationships with students and families through the use of data and feedback, then **teachers** will use data and strategies in order to get to know their students and families to foster positive relationships so that students will report an improved sense of connectedness, resulting in an increased engagement with learning and sense of wellbeing.

SUCCESS INDICATORS

EARLY

By the end of Term 1 2023, a 50% increase in positive contacts to parents/carers
By end of Semester 1, reduction in the number of students exited 5+ times from (20% decrease)

LATE

STUDENT SURVEY (ATOSS)

Student sense of connectedness to be 58% positive endorsement (increase 2%) .
Teacher Concern to be 50% positive endorsement (increase 3%)

STAFF SURVEY (SSS)

Staff trust in parents to be 36% (increase 2%)

PIVOT

By Semester 2 Pivot cycle 2023, all identified PIVOT responses will be at 5 or above.
Question 8: This teacher makes learning interesting - 4.68 (Semester 2 PIVOT cycle 2022)
Question 17: This teacher respects me for who I am - 5.12 (Semester 2 PIVOT cycle 2022)
Question 20: I feel comfortable asking this teacher for help - 4.92 (Semester 2 PIVOT cycle 2022)
Question 21: This teacher cares about my wellbeing - 4.93 (Semester 2 PIVOT cycle 2022)

Build consistent College wide practices in relation to: Attendance, GPA, SWPBS, BSEM, RRRR, Goal setting

THEORY OF ACTION

If **leaders** provide PD and support for staff to utilise the Engagement Register effectively then **teachers** will actively monitor the attendance, GPA and behaviour data of students in their classes and provide students with supportive strategies so that students will take greater agency over their learning engagement, behaviour, attendance and goal setting, encouraging increased perseverance.

SUCCESS INDICATORS

EARLY

All students to have SMART goals set on Compass to discuss at PTSC and reflected upon at the end of each semester
Staff to review Engagement Registers and follow up with relevant students (TL directed)
Attendance - 95% of students to have less than 5 periods of unapproved absence by the end of the semester 1
GPA - 60% of students to have a GPA of 3 or above across each cycle (0.12 increase)

LATE

STUDENT SURVEY (ATOSS)

Student sense of perseverance to be 63% positive endorsement (increase 2%)
Effective classroom behaviour to be 64% positive endorsement (increase 3%)
Student sense of confidence to be 66% positive endorsement (increase 3%)
Number of students with less than 20 days absence to be 53% (increase 4%)



ES ANNUAL IMPLEMENTATION PLAN

GOAL 1

Maximise students' learning growth in literacy and numeracy to increase their achievement in all learning areas.

The **Administration Team** will support this process by:

- compiling data and information that is gained via communications with families and sharing with leaders and teachers in discussion and on Compass
- contributing to our College's culture through respectful communication that is supportive and timely
- providing collegial support to the team and all staff / students/ families
- engaging in professional development to maintain a clear understanding of College policies/procedures/values to inform students and families and to develop the skills required to perform admin roles

The **Inclusive Learning Team / MEA's** will support this process by:

- communicating with students regarding their specific learning needs and behavioural expectations and goals (eg: for IEP)
- communicating with teachers regarding student engagement and progress
- -communicating with families regarding student engagement and support strategies (MEA's)
- creating a partnership with teachers and having input into the creation of an appropriate learning environment in each class
- completing documentation to capture the students learning journey and support strategies including emails, student logs, compass entries

The **Wellbeing Team** will support this process by:

- Connect with families to:
- develop their understanding of how they can support their child's learning
- strengthen relationships with the College
- Support students to:
- communicate and advocate their needs in relation to learning
- -develop meaningful relationships with teachers
- develop strategies to better engage in learning
- Support staff to:
- develop meaningful relationships with students
- understand the needs and impacts on students engagement with learning

GOAL 2

Maximise students' wellbeing and their engagement with the school

The **Administration Team** will support this process by:

- providing a welcoming, respectful, safe inclusive environment
- communicating in a professional, empathetic and caring manner with all members of our community
- facilitating communication of information accurately and with integrity, confidentiality, honesty, kindness and trust
- contributing to building non-judgmental relationships that facilitate engagement

The **Inclusive Learning Team / MEA's** will support this process by:

- Building trustful relationships to establish rapport and respect
- Providing students with individualised feedback
- Collaborating with other staff to foster each student's connection with the school

The **Wellbeing Team** will support this process by:

Support staff/teachers to:

- better understand the needs of students
- better understand the impact of trauma on students
- better understand supports required for students (eg: de-escalation strategies, function of behaviour)
- develop meaningful, positive relationships with students
- Support students to:
- understand how they can better support their wellbeing (strategies) and seek support when needed
- engage with external agencies
- develop more positive relationships with their families
- develop meaningful, positive relationships with staff
- Connect with families to:
- better understand our students and to support their understanding of the needs of their children
- better understand College process, policies and supports