





2021 ANNUAL IMPLEMENTATION PLAN

	PRIORITY	Strategies (WHAT)	Actions (HOW)	2021 Targets	Staff Behaviours	Student Behaviours	Leader Behaviours	Timelines	Responsible Officer	T1	T2	T3	T4
CURRICULUM & PEDAGOGY EVERY STUDENT SUCCEEDING IN THEIR LEARNING EVERY TEACHER SUCCEEDING IN THEIR TEACHING	Alignment of English Teaching and Learning to Australian Curriculum	Alignment of teaching and assessment to the Australian Curriculum.	Refine planning and assessment by: * ensuring full coverage of assessable elements * providing students multiple opportunities to demonstrate knowledge, understanding and skills.	100% of English learning and assessment tasks aligned to AC.	Design and implement English learning and teaching units using knowledge of curriculum, assessment and reporting requirements.	Students understand WHAT they are learning and HOW they will be assessed. <i>I can answer the 5 questions for students.</i> <i>To be successful in my learning I need to...</i>	Lead and model planning, moderation and assessment review processes to ensure alignment to the Australian Curriculum.	Termly	Teachers HOD-C				
	85% of students achieving C or above 50% of students achieving B/A	Refine Learning Walls to provide clarity of learning and support students to be assessment literate.	Develop consistent and shared understanding of learning walls: * purpose * features * co-construction	100% of classrooms displaying and utilising English Learning Walls. 100% of teaching staff participating in Learning Wall reflections.	Teachers co-develop Learning Walls with students to support learning outcomes. Work with colleagues to review and refine Learning Walls using knowledge of curriculum and agreed practices.	Students co-develop learning walls with teachers and use/refer to them to support learning. <i>I add to and use the learning wall to ...</i>	Lead the development of a shared understanding of Learning Walls. Develop teacher capacity through modelling on learning wall construction. Use learning walks to provide feedback to teachers using the 5 Questions.	Termly	Teachers Leadership Team				
		Use the Literacy Continuum to identify behaviours of students to inform next steps in Reading and Comprehension aligned to the Australian Curriculum.	Develop an understanding of the Literacy Continuum. Use cluster markers to support and inform teaching and learning.	100% of class teachers use the Literacy Continuum to identify, track and action next steps in Reading Texts and Comprehension for ALL students.	Apply knowledge of the Literacy Continuum and teaching strategies within the Critical Aspects of Reading Texts and Comprehension to improve individual student outcomes.	Students know and can articulate what behaviours they are developing in RT and C. <i>To improve my reading and comprehension I need to...</i>	Lead and facilitate professional development to build capacity of teachers' understanding of how the Literacy continuum supports student outcomes. Model and coach implementation of the Literacy Continuum in classrooms.	Termly	Teachers Leadership Team				
WELLBEING STUDENTS AND STAFF CONNECTED AND SUPPORTED	Implement PBL Tier 1	Introduction and promotion of PBL to school community.	Nominated staff lead PBL implementation through: *PD *modelling practices *community engagement	Whole school implementation of Tier 1 PBL	Actively promote and implement PBL processes to establish safe, supportive learning environments.	Student representation in PBL (student leadership team).	Engage staff through the use of and modelling of evidence-based behaviour practices.	Termly	Leadership Team SWT Teachers/TAs				
		Develop consistent staff understanding of behaviour.	Functions of Behaviour and ESCM PD to be delivered.	100% of teachers and teacher aides participate in behaviour PDs and ESCM (if not completed).	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	Students are able to articulate and engage with the school wide expectations. <i>I show and I am safe, respectful and responsible by...</i>	Leaders model consistent and predictable behaviour processes. Modelling, coaching and providing feedback to build staff capacity with behaviour.	Ongoing	Leadership Team SWT Teachers/TAs				
		Embed Zones of Regulation.	Zones of Regulation Explicitly taught in classrooms.	100% of teaching staff (T/TA) modelling Zones of Regulation.	Support students' wellbeing within the school by explicitly teaching and modelling Zones of Regulation.	Students able to articulate and use the ZOR for self-regulation. <i>When I am feeling ... I use the ... strategy to get back to my learning zone.</i>	Promote and model use of Zones of Regulation.	End of Year	Leadership Team SWT Teachers/TAs				
	High Performance Teams	Staff engage in HPT Processes (PULSE, Team Action Planning, Communication).	HPT Introduced to staff.	85% of staff use HPT communication process. 85% of staff complete HPT surveys.	Establish and maintain respectful collaborative relationships with colleagues using agreed processes for professional engagement and wellbeing.		Leaders model use of HPT processes. Monitor and support PULSE data to facilitate a supportive work environment.	End of Year	Leadership Team All staff				
ENDORSEMENT	<p>This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Principal </div> <div style="text-align: center;">  School Chair </div> </div>												