

2023 Strategic Planning - AIP

HONESTY & ENDEAVOUR

OUR FOCUS

Educational Achievement

Knowing every students' educational progression, tracking learning and providing quality feedback

Inclusion and Engagement

Creating safe, supportive, differentiated learning environments, to foster academic, social and emotional growth

Culture and Wellbeing

Create a culture that encourages personal and social wellbeing.

OUR INITIATIVES

EDUCATIONAL LEADERSHIP AND TEACHING EXPERTISE

PEDAGOGICAL INNOVATION TO ENHANCE LEARNING ENGAGEMENT

UNRELENTING FOCUS ON HIGH EXPECTATIONS AND CULTURE OF INCLUSION

ENHANCED STRONG SCHOOL-COMMUNITY PARTNERSHIPS

OUR PRIORITIES

- Develop and strengthen leadership capability
- Familiarisation of ACv9 – General Capabilities, English and Maths
- Build capability of all Teachers to plan using Acv9

- Develop and strengthen literacy pedagogical practices
- Develop assessment literate staff and students
- Differentiate the learning opportunities to enhance engagement

- Review the Student Code of Conduct to reflect inclusive school-wide processes
- Review and refine the Wellbeing Framework
- Workforce capability

- Strengthen our community connections to recognise and celebrate diverse cultural backgrounds
- Engage local partners to support transitions

OUR STRATEGIES

- Continue to provide professional learning opportunities for the Leadership Team
- Develop knowledge of Whole School Writing and Reading Models
- Curriculum and Pedagogical Leadership
 - Coaching and mentoring of the Curriculum Leaders
 - Build capability through cohort planning days to explicitly plan and teach units of work
 - Provide opportunities to familiarize with Acv9
 - Planning Days (I4S)
 - Power Hours
 - Cohort and Sector meetings
- Staff capability
 - Utilise the APDP process to further develop capability
 - Establish a consistent approach to feedback for/ as and of learning
 - Provide scaffolding for horizontal and vertical alignment of curriculum
 - Develop units of work that share cross-curricular content

- Reading
 - Progress EToR from Prep to Year 6, including intervention
 - Continue to implement structured synthetic phonics approach in P-1 and intervention
- Writing
 - Develop processes to collect and track writing data
 - Develop scope and sequence for the teaching of sentences using high impact writing practices
 - Use formative data to plan and differentiate writing opportunities for students to include individualized learning goals
- Differentiation
 - Implementation of cooperative learning strategies school wide
 - Align Human Resources to target student needs within reading Teaching Assistants (I4S)
 - Building capability of Teaching Assistants in reading
 - Develop teacher capability to build and effectively use learning walls for English
 - Strengthen access for EAL/D students (I4S)
- Collegial Engagement
 - Develop and implement a collegial engagement framework
 - Building teacher capability in using digital technology
 - Coaching apple technologies

- Wellbeing
 - Track student progress using a case-management approach
 - Implement *The Resilience Project* (TPR)
 - Adopt the practices of Gratitude, Empathy and Mindfulness along with building Social Emotional capability of the school community
 - Implement school-wide (Culture and Behaviour Learning) CBL processes consistently
 - Use the Mental Health survey (TPR) to refine the school focus
 - Implement trauma informed practices – Welcome Circles/ZOR
 - Implement staff wellbeing initiatives
- Student wellbeing
 - Create opportunities for increased student leadership voice in school and community activities.
- Strategic teams build capability
 - Use strategic teams to build school-wide capability

- Establish and enact the next strategic plan cycle incorporating the school's vision in collaboration with community stakeholders
- Reconciliation Action Plan (RAP)
 - Seek guidance from local indigenous mentors/ advisors to support the integration of authentic indigenous culture
 - Develop and implement a RAP that engages community partners
- Targeted transitions
 - Enhance transitions and community engagement
 - Enrichment activities (Friday activities)
- International Schools Alliance
 - Continue to enhance the Sister School program with Katsugari
 - Active participation in GCISA to progress towards Japan school visits
 - Enhance the partnerships with Early Childhood providers
- Increased and targeted community engagement
 - Maintain oversight for HR and Finance and prioritise opportunities (I4S and IPS)

OUR MEASURES

- ☐ Leaders engage in professional learning
- ☐ Teachers engage in professional learning and the APDP process
- ☐ Readiness for implementation of AC v9 English and Maths

- ☐ Reading and Writing Data tracked
- ☐ Differentiation recorded in planning documents, PLPs and student notes
- ☐ Collegial Engagement Framework developed
- ☐ Learning Walls used in all classrooms

- ☐ Reduction of major behaviours
- ☐ Resilience Project data

- ☐ Clear pathways between Pre-Prep and Prep
- ☐ RAP commenced and First Nations' group established
- ☐ Structured enrichment opportunities for middle and senior schools
- ☐ Pathways to EQ high schools

ENDORSEMENT

THIS PLAN WAS DEVELOPED IN CONSULTATION WITH THE SCHOOL COMMUNITY AND MEETS SCHOOL NEEDS AND SYSTEMIC REQUIREMENTS

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07.02.2023

PRINCIPAL

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7.2.23

SCHOOL COUNCIL CHAIR

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ARD