




2023 Annual Implementation Plan

Principal:

CDie

Council Chair:

Strategic Priorities	Explicit Improvement Actions	Our Students' Success Indicators	Our Staffs' Success Indicators	Our Schools' Success Indicators																		
<div>We are ALL focused on the learning and student achievement</div> <div></div>	Engaging students in their learning through explicit instruction, consistent delivery of signature programs and ongoing feedback specific to improvement in learning.	<div><input type="checkbox"/> Maximised learning outcomes through regular feedback focused on improvement</div> <div><input type="checkbox"/> Engaged in differentiated and targeted learning opportunities that are informed by student data</div> <div><input type="checkbox"/> Strong engagement across all aspects of student agency (see Clover Graduate)</div> <div><input type="checkbox"/> Achievement of at least 1 year of growth each year</div>	<div><input type="checkbox"/> Co-collaboration across the planning, teaching and learning sequences; engaging with YLTs, HOD-C, Mentors and Collegial Engagement Framework (supported through I4S funding)</div> <div><input type="checkbox"/> All staff provide high quality feedback linked to student learning goals. The explicit instruction supports students to their next steps of their learning with a commitment to at least 1 year of growth each year.</div> <div><input type="checkbox"/> All staff are informed and responsive to their student data, and work collectively to align their teaching practices to improving student learning outcomes</div> <div><input type="checkbox"/> All staff are committed to and successfully enact the schoolwide pedagogical approach and signature programs and practices (supported through I4S funding)</div> <div><input type="checkbox"/> All learning is reflective of the school wide inclusivity practices</div>	<div><input type="checkbox"/> Maximising learning days with attendance data at 93-95% (see data plan)</div> <div><input type="checkbox"/> 95% of students achieving A-C in English and Maths (see data plan)</div> <div><input type="checkbox"/> ?% of students showing an A-B improvement in English and Maths (see data plan)</div> <div><input type="checkbox"/> Continued improvement in % of students achieving in the U2Bs:</div> <table><tr><th></th><th>Year 3</th><th>Year 5</th></tr><tr><td>Reading</td><td>>60%</td><td>>45%</td></tr><tr><td>Writing</td><td>>62%</td><td>>25%</td></tr><tr><td>Spelling</td><td>>55%</td><td>>40%</td></tr><tr><td>G&P</td><td>>60%</td><td>>40%</td></tr><tr><td>Numeracy</td><td>>50%</td><td>>35%</td></tr></table>		Year 3	Year 5	Reading	>60%	>45%	Writing	>62%	>25%	Spelling	>55%	>40%	G&P	>60%	>40%	Numeracy	>50%	>35%
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<div>We are ALL starting strong and building on foundations</div> <div></div>	Continuing to improve teacher capability through deep knowledge of V9 of the AC (English & Maths), improved assessment and data literacies and consistent pedagogical practices	<div><input type="checkbox"/> All students can articulate and action ways to improve in their learning</div> <div><input type="checkbox"/> Students are engaged and interested in their school work</div> <div><input type="checkbox"/> Students understand the lesson intent and success criteria of learning</div> <div><input type="checkbox"/> Improvement is evidenced</div>	<div><input type="checkbox"/> All staff are committed to further improving teacher efficacy through regular engagement in the available professional learning pathways provided including; literacy mentoring, pedagogical mentoring, PBL coaching, HOD-C and Collegial Engagement (supported through I4S)</div> <div><input type="checkbox"/> All staff actively participate in planning cycles to enhance the teaching and learning of the AC, in particular with the familiarisation of V9 – English and Maths (supported through I4S)</div> <div><input type="checkbox"/> All teachers are actively engaged in Strategies for Success cycle and are responsive to actioning this through targeted, inclusive and differentiated teaching</div> <div><input type="checkbox"/> All teachers know their students, their data, their strategies and targets</div>	<div><input type="checkbox"/> Consistent and authentic implementation of school wide pedagogical practices and signature programs</div> <div><input type="checkbox"/> Deepened knowledge of AC V9 – English and Maths, including backward mapping of the achievement standards and linking to success criteria</div> <div><input type="checkbox"/> Teachers and students are literate learners supported by quality feedback cycles and learning goals.</div>																		
<div>We are ALL building a positive, inclusive and engaged culture</div> <div></div>	The teaching and learning culture are enhanced through a focus on student and staff agency, Positive Behaviour for Learning and Collegial Engagement	<div><input type="checkbox"/> Students are engaged and feel positive about the CH culture</div> <div><input type="checkbox"/> All students engage in CH PBL practices</div> <div><input type="checkbox"/> All students engage in each element of A GAME</div> <div><input type="checkbox"/> Students feel included and enjoy coming to school</div> <div><input type="checkbox"/> Students feel confident with their learning and all aspects of student agency</div>	<div><input type="checkbox"/> All staff are leading & actively engaging in staff wellbeing, positive school culture and staff agency (supported through I4S)</div> <div><input type="checkbox"/> Actively and positively engaging in school feedback cycles to provide considered voice for continued improvements</div> <div><input type="checkbox"/> Actively engaging in the implementation of the Collegial Engagement Framework and aligning to the APR process</div> <div><input type="checkbox"/> Building strong partnerships across and outside of the school</div> <div><input type="checkbox"/> Actively engaging in the schoolwide practices for PBL and A GAME</div> <div><input type="checkbox"/> All staff prioritise engagement with students and parent community</div> <div><input type="checkbox"/> Celebrating student, staff and school progress and successes</div>	<div><input type="checkbox"/> Enhanced staff, student and parent opinion survey data</div> <div><input type="checkbox"/> All elements of Positive Behaviour for Learning are firmly and consistently implemented across the whole school</div> <div><input type="checkbox"/> All elements of the Clover Graduate are being implemented and celebrated across the school</div> <div><input type="checkbox"/> Staff, students and parents actively contribute to the culture, wellbeing and morale of the school</div>																		