

# 2023 SRSS Annual Implementation Plan – Leading with courage and compassion to reach our potential



**A<sup>+</sup> Leader in Me<sup>SM</sup> School**

**Three Priority Areas:**  
Educational Achievement  
Wellbeing and Engagement  
Culture and Inclusion



## Targets:

1. 85% students passing English
2. 50% students receiving an A or B in English
3. Continue to have close correlation between NAPLAN results, A-E data and QLD State Schools

### Leading Curriculum (*Educational achievement*)

Knowing each student's learning progress is essential to making sure they are on track for positive educational outcomes. Setting clear expectations for every student and every school supports them to achieve.

Lead Facilitator	Strategies (Curriculum Lead Team)	Timelines				
		T1	T2	T3	T4	
Tania Colvin (DP)	Embed school developed moderation processes for, as and of student writing to deepen staff knowledge of the Australian Curriculum and to guarantee calibrated teacher judgment	➤ Increase knowledge and understanding of moderation through before, during, after and end cycles to develop consistent and precise language of assessment	✓	✓	✓	✓
		➤ Provide targeted collaborative feedback to teachers at the different phases to improve their pedagogy	✓	✓	✓	✓
		➤ Deepen student understanding of learning intentions by enhancing teacher's abilities to give descriptive feedback (AITSL) - builds on Learning Intentions/Success Criteria and Third Teacher			✓	✓
		Establish and embed Quality Assurance in curriculum planning process including V9 changes to the Australian Curriculum				
		➤ Planning sessions in band teams held twice a term - data analysis, 3 levels of planning, assessment moderation, case management	✓	✓	✓	Once
	➤ DP conducting 1:1 QA sessions with teacher responsible for subject unit planning	✓		✓		
	Consistent implementation of Structured Literacy across P-6 - Active involvement in the Effective Teaching of Reading (ETOR) Regional Project	➤ PLD Coaching in P-3 – progress tracking using the school system, data literacy capability building, pedagogy and lesson design	New/Year 3 staff	✓	Needs basis	Needs basis
		➤ Continuous monitoring of the impact of LLI intervention 3-6	✓	✓	✓	✓
		➤ Analyse data to ensure early and ongoing PLD intervention supports students in years 1-6	✓	✓	✓	✓
		➤ Provide professional development and coaching in Structured Literacy (highly explicit and systematic teaching of all essential components of literacy)		✓	✓	
➤ Leadership participation in Regional professional development and network team ETOR sessions		✓	✓	✓	✓	
Carly Waller (Coach)	➤ Develop whole school approach to teaching listening comprehension		✓	✓		
	Quality Teaching Rounds, a pedagogical model which establishes a shared language for the analysis and improvement of teaching practice.					
	➤ Lead facilitator to: build capacity of the year level teams participating, organise the structure and participate	✓	✓	✓	✓	
Tania Colvin (DP)	➤ Evaluate the impact that QT rounds have had on teaching practice				✓	

Deb Robinson Principal:

Darren Wallwork Assistant Regional Director:

P&C President:



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**LeaderinMe<sup>™</sup>**  
School

**Three Priority Areas:**  
Educational Achievement  
Wellbeing and Engagement  
Culture and Inclusion



## Targets:

- 93% Attendance Rate
- 10% increase in School Opinion Survey of parents and students feeling like behaviour is well managed
- 10% increase in School Opinion Survey of staff feeling like behaviour is well managed, there is fairness/consistency and their wellbeing matters

## Leading Learning Culture (Wellbeing, engagement, culture and inclusion)

Being healthy, confident and resilient is a foundation for engaging in learning.  
With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working.

The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence

Lead Facilitator	Strategies	T1	T2	T3	T4
Deb Robinson (P)	<b>Develop a staff culture plan as the foundation for school improvement – promoting morale, fairness, consistency and safety</b>				
	➤ Analyse current culture climate with staff based on the 12 norms of School Culture, choose 3 areas of improvement and set targets based from 2022 staff School Opinion Survey results	✓			
	➤ Gather feedback from staff on their ideas about how to improve the 3 domains, ensure these are incorporated by conducting regular pulse checks	✓	✓	✓	✓
	<b>Refine existing Restorative Justice practices and Student Code of Conduct to support transparent decision making when responding to student behaviour. Parent workshops on the importance of discipline opposed to punishment (14S)</b>				
Jen Seib (DP) Keri-Ann Bennett (GO)	➤ Collaboratively review and refine the school wide system for responding to behaviour incidences and monitor the impact of these changes	✓	ongoing		
	➤ Wellbeing Team familiarise themselves with The Continuum of Restorative Practices in Schools – Margaret Thorsborne and attend training	✓			
	➤ Provide professional learning for all stakeholders in the effectiveness of Restorative Justice		✓	✓	
	➤ Liaise with the whole community – staff, students and parents to update the Student Code of Conduct to ensure consistency and fairness			✓	✓
Jodie Gordon (HOIE)	<b>Review the school's inclusive practices</b>				
	➤ Redesign the school's student support committee (SSC) processes so individual student interventions are regularly tracked and monitored	✓		✓	✓
	➤ Increase data literacy skills of staff to identify student needs (academic and social/emotional) and develop/coordinate a range of Tier 2 intervention programs that are responsive to all students			✓	✓
	➤ Consult with staff, students and parents to establish a shared understanding of Individual Curriculum Plans, new model of funding under NCCD and the Department's Inclusion Policy				✓