

2021 SRSS Annual Implementation Plan – Leading with courage and compassion to reach our potential

Leading Culture through The Leader in Me (embedding)

Leading Curriculum (explicit)

Leading Community (exploring)

Three Priority Areas:

Reading and Writing through P-12 CARF and Australian Curriculum
Development of a pedagogical framework through intentional collaboration
Whole school shared belief around inclusion



Targets

- ◆ 90% staff are interested in each other's wellbeing
- ◆ 85% of students feel accepted by their peers
- ◆ 92% student attendance
- ◆ 15% reduction in learning days lost to disciplinary absences

- ◆ 80% of our students will achieve A-C in English
- ◆ 50% of our students will achieve an A or B in English
- ◆ 3 cycles of moderation
- ◆ Pedagogical framework finalised

- ◆ 85% of parents believe that our school has a strong sense of community
- ◆ 80% of parents believe that our school takes their opinions seriously
- ◆ 80% of parents believe that our school encourages them to participate in school activities

Tools

Delivery of parent and community The Leader in Me workshops to increase understanding of its purpose and provided tools to incorporate the habits into their own lives

Implement the Student Code of Conduct - MAPA training to be implemented to support positive behaviour regulation

Education opportunities provided to parents to heighten awareness of student social/emotional development

Training of new teaching, Teacher Aide and OSHC staff in The Seven Habits of Highly Effective People

Develop Staff Wellbeing and interest in others- Actions to support Wellbeing

Provide professional development for staff to be able to respond effectively to student behaviour demonstrating an understanding between cognitive development, trauma and emotional regulation

Social skills programs - in class support model as per Student Wellbeing Framework

Develop resources to assist whole class teaching of social skills and TLIM

Implementation plan for clarity:

80% of our students will achieve A-C in English

- Learning Intentions and co constructed Success Criteria are explicitly used in English
- Data from moderation cycles to plan 'where to' next
- Know your students, know your data
- Explicit instructions for the Teacher Aides
- PD for staff to deliver Fountas and Pinnell so that student reading behaviours are accurately identified and catered for
- Intervention – OLEY, RTI, LLI, EALD

50% of our students will achieve an A or B in English

- Targeted Intervention for high performing students
- Individualised goals

3 full cycles of moderation in writing

- Develop year level portfolio of work samples/exemplars and achievement rating (A-E)
- Develop detailed marking guides
- Develop a clear moderation process

Pedagogical framework collaboratively developed

- Collaboratively determine the elements of the Ped Framework for SRSS
 - Alignment vs autonomy work
 - Explicit Instruction
 - Lyn Sharratt work
 - Implementation of Age Appropriate Pedagogies

Community Hub expansion to include weekly informal parent café as well as scheduled parent workshops and organise who will present

Review parent and community engagement framework and develop an action plan to heighten community engagement

Indigenous perspective woven into events and event organisation - wellbeing, termly celebrations of learning, whole school activities. Monitor engagement level to gauge impact

Celebration of Learning sessions held each term to encourage parental participation

Establish an onsite playgroup

Emma Lewis P&C President:

Darren Wallwork ARD:

Deb Robinson Principal: