SHAILER PARK STATE SCHOOL

2023 ANNUAL IMPLEMENTATION PLAN

STUDENTS

STRATEGY: Continue to strengthen the alignment and integration of the Student Learning and Wellbeing Framework, including the Wellbeing Hub and PBL		
ACTION	**TARGET**	**TIMELINE**
Refine the whole school student wellbeing framework based on evidence and research.	Document SPSS Well-being framework.	Term 1
Through the use of data refine the use of the Well-being Hub.	Document students using the Well-being Hub and present to leadership team each Term.	Term 1, 2, 3, 4
	Continue to build proactive/positive programs for increased use in the Well-Being Hub. Development of the 'Engage' program.	Term 1, 2, 3, 4
Continue to build PBL team and function with the school.	Meet with the team each Term, and set a school agenda and direction to support teachers with strategies for the classroom and strategic directional plan for the whole school.	Term 1, 2, 3, 4
Restructure and revise the 'Gold Student' program and processes in the school.	With input from the PBL Team 'what do we want the Gold Student program to look like in 2023 and beyond'.	Term 1, 2, 3, 4
Staff leading this work: Dean Edgar		

STRATEGY: Support continuity of learning with effective and collaborative transition processes		
ACTION	**TARGET**	**TIMELINE**
Document all transition processes – pre-prep, secondary school, within school and from other primary schools	Document SPSS Transition Plan, in a yearly overview of both Prep and Year Six in a one page document	Term 1
	Document a one-page outline of academic and supports that will be offered to all new students to the school to be part of our enrolment process	Term 1, 2
Staff leading this work: Janelle Delahunty, Anja Sebasio		

STRATEGY: Review and monitor whole-school inclusive practices to ensure they meet the needs of students.		
ACTION	**TARGET**	**TIMELINE**
Further develop current whole-school inclusive practices.	Ensure all students identified as requiring Tier 3 support (learning and/or well-being) are referred to SWAT, access SEP, and/or currently in care, have a documented PLP	Term 1, 2, 3, 4
	Build a consistent plan of practice to support all students that are Tier 2 and 3. (D.P)	Term 1, 2, 3, 4
Develop a consistent personalised learning plan (PLP) template for identified students, that supports the PLP process	Continue to build teacher capacity around documentation/evidence for PLP's.	Term 1, 2, 3, 4
	Develop, document and implement a consistent ICP process across the school that supports students well below and well above through a collaborative approach	Term 1, 2
	Implement the ICP process to the SWAT Team to support students that are presented.	Term 1, 2,3, 4
Staff leading this work: HOIE, Anja Sebasio		

LEARNING

STRATEGY: Deepen teacher understanding of Explicit Direct Instruction in English and Maths		
ACTION	**TARGET**	**TIMELINE**
Continue current coaching model to support teacher capability in EDI (Explicit Direct Instruction) Warm Ups and GLOW practice, in English and Maths.	80% of students Prep – Year 6 achieving an A-C in English and maths (South East Region Target). 50% of students Prep – Year 6 achieving an A-B in English and maths (SER Target). 100% of teachers engaging in three levels of planning within PLT's (Professional Learning Teams) as we move to Version 9.	Term 1, 2, 3, 4
	Continue to build capacity around EDI, Warm Up's and the GLOW process across the whole school through a coaching and modelling process.	Term 1, 2, 3, 4
	Develop current skills of new and identified staff, a coaching and modelling process that will be used to build capacity.	Term 1, 2, 3, 4
Staff leading this work: HODc, Janelle Delahunty		

Monitor and quality assure practices to maximise the impact on students learning		
ACTION	**TARGET**	**TIMELINE**
Expand the moderation process to include cross marking and vertical moderation	Refine the whole school moderation process to include horizontal and vertical moderation across the school.	Term 1, 2, 3, 4
	Develop a moderation process outside the school.	Term 3, 4
Continue to implement Science of reading research and pedagogy across the school	Continue to build teacher capacity around Synthetic Phonics across the school.	Term 1, 2, 3, 4
	Continue to run professional Development to build capacity for teachers. With internal and external support. To continue to use the PLT process to upskill staff.	Term 1, 2, 3, 4
Staff leading this work: HODc, Janelle Delahunty		

Develop Age Appropriate Pedagogy in HASS and STEM to ensure the SPSS vision.		
ACTION	**TARGET**	**TIMELINE**
Implement Age Appropriate Pedagogy (AAP)	Implement a consistent practice of Age Appropriate Pedagogy (AAP) through unit planning, with deliberate documentation.	Term 1, 2, 3, 4
	Continue to build teacher capacity through a deliberate professional development process.	Term 1, 2, 3, 4
Staff leading this work: HODc		

STAFF

STRATEGY: Enhance collegial observational opportunities utilising school-wide processes to support professional capability building across a range of high-yield pedagogical practices to enhance the school's implementation of Inquiry Learning		
ACTION	**TARGET**	**TIMELINE**
Continue to implement a SPSS Peer Coaching model to support teachers in STEM with an inquiry focus.	Use peer coaches, to continue to build staff capacity around the inquiry focus To see an improvement in science A-E data which will reflect the 80%/50% SER target.	Term 1, 2, 3, 4
	Where whole school upskilling is required use a Year Level coaching model to upskill whole staff.	Term 1, 2, 3, 4
Staff leading this work: Kym Knox		

COMMUNITY

STRATEGY: Improve communication efficiency and payment fluency for parents and carers through the use of QPARENTS		
ACTION	**TARGET**	**TIMELINE**
Continue to build parent take up of QParents	50% of parents/carers registered to use QParents by the end of 2023. Decrease the opening hours of the cash window.	All Year
Staff leading this work: Káren Kuskey, Business Manager, Office Staff		

STRATEGY: Continue to strengthen school-home learning enhancement partnerships		
ACTION	**TARGET**	**TIMELINE**
Extend current Student Leadership Framework	Document/update SPSS leadership Framework What could this look like in 5 years' time – what could they give back that we can build as culture?	All Year
Staff leading this work: Anja Sebasio, Lauren MacDonald		

I4S Funding Allocation		
What will be funded	**Why is this being funded**	**What amount will be used to fund this**
Head of Department-Curriculum (HODc)	To lead whole school curriculum	$153,076.00
Early Years Coach	To lead reading across the school as well as the Early Years agenda.	$49,354.00
	TOTAL	$202,430.00

Káren Kuskey

Principal

Petrece McNichol

School Council Chair

Bronwyn Johnstone

Assistant Regional Director