



PRSS Annual Implementation Plan 2023



WISH	Develop units of work that engage students and teachers in the learning and enable all students to access successfully.	Build an inclusive environment that promotes individual strengths and ensures the wellbeing of the whole school community.	Whole school community engaged in the celebration and recognition of the achievements and contributions of all students.	Develop and implement a consistent, effective and valued capacity building process to support professional growth and impact student learning.
OUTCOME	<ul style="list-style-type: none">Embed Literacy Block from P – 2;Develop overview model in preparation for V.9 Aust. Curriculum;Deliver consistent planning process that promotes pedagogical model;	<ul style="list-style-type: none">Embed inclusive practices in the teaching and learning cycle using Universal Design for Learning principles;Engage the whole school community in the development of a wellbeing framework;	<ul style="list-style-type: none">Develop and promote a number of community events where students share their learning;Align awards to celebrate and recognise student behaviour, wellbeing and academic achievements;	<ul style="list-style-type: none">Align performance plan process to pedagogical model;Develop a multi-modal professional learning plan;
OBSTACLES	<ul style="list-style-type: none">Resistance to change and motivation levels;Access to professional development prior to the start of the new year;Access to resources and suitable time;	<ul style="list-style-type: none">Workload or perceived workload;Time to plan and embed UDL principles in the teaching and learning cycle;Fix mindsets with respect to student capability;	<ul style="list-style-type: none">Resistance to change and attachment to certain programs;Organisation of events being left for the few with an unwillingness to be involved;	<ul style="list-style-type: none">Time for capacity building e.g. APDP discussions, PD, Watching Others Work, Learning Walks;Team dynamics at multiple levels, engagement and communication concerns;
PLAN	<p>Action</p> <ul style="list-style-type: none">Expand on Literacy Scope & Sequence and implement initial elements;Professional development for key elements for teaching and non-teaching staff;Planning days and follow up to embed pedagogical model and promote engagement; <p>Resources</p> <ul style="list-style-type: none">Decodable Texts and class literacy resources;Multi-modal PD options & planning time (TRS) (I4S);STEAM teachers (I4S);Support Staff (I4S); <p>Responsible officers</p> <ul style="list-style-type: none">HOD Curriculum & Leadership Team; <p>Timeline</p> <ul style="list-style-type: none">Ongoing – SFD, Staff meetings and Term planning; <p>Evidence</p> <ul style="list-style-type: none">English A – E data – 5% growth;Positive growth – School Opinion Survey – Parent communication, staff and student satisfaction;	<p>Action</p> <ul style="list-style-type: none">Engagement Teachers & Head of Inclusive Practices involved in planning sessions;Teaching teams to streamline units of work to reduce assessment load and promote wellbeing;Develop and embed whole school wellbeing framework; <p>Resources</p> <ul style="list-style-type: none">Multi-modal PD options & planning time (TRS) (I4S);Staff meetings, SharePoint & eMess@ge;Support Staff (I4S); <p>Responsible officers</p> <ul style="list-style-type: none">Head of Inclusive Practices, Engagement Teachers & Leadership Team; <p>Timeline</p> <ul style="list-style-type: none">Ongoing – SFD, staff and PLT meetings & planning; <p>Evidence</p> <ul style="list-style-type: none">Development of Wellbeing Framework;Positive feedback from School Opinion Survey and internal surveys;	<p>Action</p> <ul style="list-style-type: none">Explore PBL or current behaviour practices to align rewards recording of data on OneSchool;Conduct welcome to class 2023 parent sessions;Conduct Year Level Showcases; <p>Resources</p> <ul style="list-style-type: none">Voluntary committees to plan and organise events;Awards and certificates <p>Responsible officers</p> <ul style="list-style-type: none">Deputy Principals & Leadership Team; <p>Timeline</p> <ul style="list-style-type: none">Term 1 – Welcome Event review yearly program;Term 2 – 4 Showcases;Ongoing assemblies and special assemblies; <p>Evidence</p> <ul style="list-style-type: none">Decrease in major behaviour incidents and SDA10% rise in attendancePositive growth – School Opinion Survey – Parent communication, staff and student satisfaction;	<p>Action</p> <ul style="list-style-type: none">Develop a plan for performance review and capacity building built on Pedagogy Model;Organise, with support from Engagement Team, WOW opportunities;Leadership Teams to conduct Learning Walks as part of their professional learning process;Develop and implement a multi-modal professional learning plan; <p>Resources</p> <ul style="list-style-type: none">Engagement Teachers (I4S);Professional Development & TRS budget (I4S); <p>Responsible officers</p> <ul style="list-style-type: none">Leadership Team; <p>Timeline</p> <ul style="list-style-type: none">Ongoing <p>Evidence</p> <ul style="list-style-type: none">100% completion of APDP processes;Positive feedback from School Opinion Survey and internal surveys;
<p>Endorsement</p> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <div>PrincipalP&C RepresentativeAssistant Regional Director</div>				