

# Strategic Plan 2023

*Consistent Connected Practice*

Business Plan Focus Areas	In 2023 we will...	Term 4
Data Informed Teaching	<ul style="list-style-type: none"> <li>- Utilise individual, class, year level, school and Like school data sets to inform targets and approaches</li> <li>- Improve the Early Years Testing in PATS</li> <li>- Refine whole school approaches for teaching literacy and numeracy</li> <li>- Consolidate on support programs MiniLit and MacQLit</li> <li>- Consolidate on EALD focus using the Progress Maps</li> <li>- Set Quantitative Targets for Literacy and Numeracy</li> <li>- Refine Operational Plans in Learning Areas with increased staff collaboration</li> <li>- Align Operational Plan Targets to Business Plan Focus areas</li> <li>- Align the Assessment Schedule K-6 to reflect Operational Plan Targets</li> <li>- Audit current Phonic approaches aligned to the Department's Phonic Initiative</li> <li>- Adopt a consistent approach to Letters and Sounds in K,P,1</li> <li>- Improve the teaching and learning of spelling and reading with consistent differentiated practice in every classroom.</li> <li>- Consolidate on Guided Reading Instructional Practise in every classroom.</li> <li>- Consolidate on High Impact Teaching Strategies (particularly Daily Reviews) to achieve explicit, consistent and regular practise of key curriculum concepts in every classroom.</li> <li>- Have shoulder to shoulder and targeted teaching programs in literacy and numeracy to improve teaching practices across the school.</li> <li>- Improve moderation across year levels and with the Shenton Network of schools</li> <li>- Engage in disciplined dialogue around student data and the curriculum.</li> <li>- Utilise Best Performance for targeted teaching and to profile and impact for individual students.</li> <li>- Review and refine SAER processes.</li> <li>- Link all performance and development to data informed and differentiated teaching.</li> <li>- Refine the Distribute Leadership Model for P&amp;D and observation</li> <li>- Investigate Intervention program for EALD)</li> <li>- Follow through with targeted children at risk</li> <li>- In class vs withdrawal support model</li> </ul>	<ul style="list-style-type: none"> <li>● Refine Targets 2024</li> <li>● Introduce Initial Lit</li> <li>● EALD focus time in OHSC classroom</li> <li>● Targets practical</li> <li>● Staff investment</li> <li>● Year levels refine</li> <li>● Yr teachers embedded</li> <li>● Morphology focus in 24</li> <li>●</li> <li>●</li> <li>●</li> <li>● Model refined 2024</li> <li>● More moderations in 2024</li> <li>● ELASTik vs SPS assessment portal</li> <li>● SAER Policy refined, processes implemented in T4</li> <li>● Extension targets – High potential Learners</li> <li>● P&amp;D model distributed across staff</li> </ul>

Connected Curriculum	<ul style="list-style-type: none"> <li>- Review whole school digital technology scope and sequence to integrate and assess.</li> <li>- Authentic use of digital technology integrated across learning areas.</li> <li>- Strengthen STEM approach and implementation– STEM showcase</li> </ul>	<ul style="list-style-type: none"> <li>● Extend STEM showcase to broader years</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>- Curriculum Leaders in Literacy, Maths, EALD, Student Services</li> <li>- Refine Executive Meeting Model to ensure clear and consistent links to Business Plan Targets and Assessment schedule data.</li> <li>- Strengthen collaborative year level meeting model to ensure that year level teams are working interdependently to achieve common goals and members are mutually accountable.</li> <li>- Refine the mentoring and coaching plan across the school taking into account student data, whole school priority areas and resources.</li> <li>- Establish a plan for staff professional learning.</li> <li>- Utilise Senior Teacher, Curriculum Leader and Level 3 expertise in Executive meetings and for Performance and Development Models.</li> </ul>	<ul style="list-style-type: none"> <li>● Extend EALD support</li> <li>● Exec meetings – distributed</li> <li>● Exec meetings refined to be part of EBA</li> <li>● PL plan aligned to new BP areas</li> <li>● PL linked to BP goals working well</li> <li>● SRC relies on outside of hours teacher..</li> </ul>
Student Voice	<ul style="list-style-type: none"> <li>- Implement and evaluate refined SRC model for 2023.</li> <li>- SRC opportunities in 2023 extended to Faction process</li> <li>- Extend whole school and year level opportunities for age appropriate active citizenship.</li> <li>- Align student voice to other governance levels</li> </ul>	<ul style="list-style-type: none"> <li>● 2024</li> <li>● HASS</li> <li>● HASS</li> </ul>
Resilience	<ul style="list-style-type: none"> <li>- Refine Health and Wellbeing Operational Plan and evaluation</li> <li>- Continue to implement whole school cycle of Bounce Back program.</li> <li>- Consolidate the school wide approach to growth mindset 😊</li> </ul>	<ul style="list-style-type: none"> <li>● Incorporate data</li> <li>● Data informed programs</li> </ul>
Community	<ul style="list-style-type: none"> <li>- Engage in STEM cultural partnerships with community organisations.</li> <li>- Continue to support all staff to implement strategies to increase cultural responsiveness</li> <li>- Refine our RAP plan</li> <li>- Ensure cultural responsiveness for new EALD families.</li> </ul>	<ul style="list-style-type: none"> <li>● Extend 2024</li> <li>● Build on</li> <li>● Build on</li> </ul>