

Priorities

Learning and teaching

Goal: To optimise every students learning outcomes with a specific focus on Literacy and Numeracy

Strategies:

- Consistent use of expected and effective practices and high yield strategies
- Consistent application of the Australian curriculum documents in planning
- Use of monitoring tools
- Participate in NAPLAN practice tests
- Complete whole school, cross class, cross years moderation activities
- Revisit the teaching of reading and implement consistent school-wide pedagogy in this area
- Begin to unpack the effective and expected practices in the teaching of Mathematics focusing on Dimension 1-Foster engagement and develop mathematical mindsets.
- Leadership and teachers working collaboratively together to unpack and then embed the attributes of assessment capable learners

Success measures: By the end of 2021,

- 95% or more of students in Prep to Year 2 achieving BCE monitoring tool benchmarks in Reading for each year level.
- 95% or more of students in Years 3 to 6 achieving the writing benchmark between 20-24
- Improvements in NAPLAN progress and achievement (set specific targets)
- Evidence in planning and student's learning the use of questions that support mathematical thinking and reasoning in collaborative and flexible groupings.

Goal: To transform teaching practice to engage each student in deeper learning opportunities

Strategies:

- With support from the PLL and TL, continue to focus on Inquiry Learning and Design Thinking processes to enable differentiation of teaching and learning outcomes.
- Further professional learning (for teaching staff) on inquiry and design thinking processes
- Professional learning around the 8 Effective Teaching Practices and embedding these in planning and teaching practice.
- Engage students in the use of higher order thinking skills (eg Thinking Routines)

Success measures: By the end of 2021,

- Learning and Teaching cycles will contain a range of activities that promote assessment capable learners.
- Students to be able to clearly articulate their learning goals, how to achieve these goals and what success looks like
- Increase in engaged behaviours of students in their learning
- Increase in teacher confidence in embedding inquiry and design thinking into their teaching and learning cycles.

Our people

Goal: To build a talented, committed and high-performance staff

Strategies:

- Staff to engage in Goal setting from AITSL standards, NSIT and the school's Annual Goals.
- Staff to regularly reflect on their impact on student learning during Professional Learning Teams (PLT's) using the questions (What should the students know and be able to do? How will we structure the learning experiences to ensure the students learn? How will we know that the students have learnt it? How will we respond when students do not learn it or already know it?)

Success measures:

- Staff are able to clearly articulate their Professional learning goals and regularly monitor their progress with colleagues and leadership
- Increase in teacher confidence in
- Teachers

Developing "communities of practice"