

2022 to 2025 STRATEGIC PLAN:

<b>Our Vision:</b>	<b>EMPOWERED AND ENGAGED LEARNERS, REACHING THEIR POTENTIAL IN AN INCLUSIVE AND WELCOMING COMMUNITY.</b>			
<b>Our Culture:</b>	<b>A culture of deep learning and innovation.</b>	<b>A culture of every student succeeding.</b>	<b>A culture of connection and collaboration.</b>	<b>A culture of shared learning and continuous improvement.</b>
<b>Our Goals:</b>	To deeply engage students who are motivated to achieve excellence through teaching approaches that include explicit teaching and emerging innovative pedagogical practices. For staff to have a deep understanding of the Australian Curriculum and initiate classroom practices that embed the use of digital technologies to accelerate, enhance and value add to student learning.	For every student to be a valued learner who has access to participate in all aspects of school life through responses that support the diverse learning, behaviour and wellbeing needs of all students. For all staff to promote a culture of shared values that remove barriers and supports inclusion.	To develop a cohesive school community which actively engages in respectful, meaningful and sustainable relationships to improve students' learning and wellbeing outcomes.	For staff to be a community of learners who intentionally work, learn, collaborate and improve together to develop a deep knowledge of the Australian Curriculum and precise pedagogical practices.
<b>Our Strategies:</b>	<p>Implement evidence-based approaches to the teaching of the literacy and numeracy demands of the Australian Curriculum.</p> <p>Deepen staff members' understanding of the Australian Curriculum, including the general capabilities and cross-curriculum priorities to enhance opportunities for innovative delivery.</p> <p>Enhance opportunities for teachers to collaboratively engage in emerging pedagogical approaches, including innovation and inquiry-based teaching.</p> <p>Monitor, review and evaluate the one-to-one iPad program, to enhance pedagogical practices and maintain accountability.</p>	<p>Within our Multi-Tiered System of Support, evaluate and enhance the systematic analysis and interpretation of data to inform class differentiation and support programs, including extension and enrichment.</p> <p>Collaboratively build a shared understanding of inclusion to inform inclusive practices across the school.</p> <p>Consolidate Positive Behaviour for Learning processes to embed consistency of practices aligned to the expectations across the school.</p> <p>Enhance and evaluate school activities, programs and initiatives to support and sustain the wellbeing of staff and students.</p>	<p>Strengthen and evaluate our relationships with community organisations to enhance both collective learning opportunities and school priorities.</p> <p>Leverage strong partnerships between students, staff and families to enhance our school community and progress school priorities.</p> <p>Actively collaborate with students, staff, families and external organisations to plan, action and review individualised responses for student learning, behaviour and wellbeing.</p>	<p>Strengthen the culture of distributive leadership and shared responsibility in delivering the explicit improvement agenda while creating opportunities for capability development and authentic engagement for all staffs' individual professional learning.</p> <p>Enhance the capability of leaders and aspirants to strengthen instructional leadership, progress school priorities and build a culture of shared accountability.</p> <p>Build staff members' capability to analyse data and deliver quality differentiation across the Australian Curriculum to engage and challenge all learners, including high achieving students.</p> <p>Support teachers to build capability in implementing agreed high yield strategies within the school's Pedagogical Framework.</p>
<b>Our Success Indicators:</b>	<p>Increased student achievement data – evidenced by A-E English and Mathematics, NAPLAN, standardised and diagnostic assessment measures.</p> <p>Improved behaviour, attendance and wellbeing student data.</p> <p>Improved literacy standards and evidence of learning progress data aligned to school's prioritised intervention programs.</p> <p>Improved School Opinion Survey responses from parents, staff and students.</p> <p>Positive qualitative survey data and feedback from parents, staff and students aligned to school priorities.</p> <p>Measurable growth in AITSL Professional Standards for teachers.</p>			

 JOANNE NICHOLLS, PRINCIPAL

 EMILY CROSS, SCHOOL COUNCIL CHAIR

**ANNUAL IMPLEMENTATION PLAN:**

**A culture of deep learning and innovation**

Strategy:	Actions:	Accountable Officer:	Timelines:	Targets:
<p>Implement evidence-based approaches to the teaching of the literacy and numeracy demands of the Australian Curriculum.</p>	<p>Implement Initial Lit synthetics phonics program.</p> <p>Implement Spelling Mastery program.</p>	<p>Head of Department - Curriculum</p>	<p>Ongoing throughout 2022</p>	<p>English A-C Data 85+% C standard or above 20+% A standard</p> <p>Tracked improvement using program screeners.</p> <p>Positive qualitative survey data and feedback from parents, staff and students aligned to school priorities.</p>
<p>Deepen staff members' understanding of the Australian Curriculum, including the general capabilities and cross-curriculum priorities to enhance opportunities for innovative delivery.</p>	<p>Deepen staff understanding of the three strands of English (Australian Curriculum) reflected in teaching literacy, language and literature.</p> <ul style="list-style-type: none"> <li>• Year Level Curriculum Days include analysis of the English Curriculum, teaching units and assessment tasks using a moderation focus tool.</li> <li>• Opportunities in Year Level Curriculum Days to review the aspects of the achievement standards and the aligning content descriptions and consider the necessary adjustments to the teaching and learning cycle.</li> <li>• Allocated time each term to whole school moderation processes including the four stages of moderation (before, after, after, end)</li> </ul> <p>Quality Assure the intended curriculum delivery through:</p> <ul style="list-style-type: none"> <li>• Year Level Curriculum Days (and supporting documents)</li> <li>• Moderation Processes across each term</li> <li>• Whole School Programs (Initial Lit, Spelling Mastery, The Gap Way)</li> <li>• Team Meetings (curriculum conversations – check-in points)</li> <li>• Collegial Engagement Opportunities (including Principal's visits)</li> </ul> <p>Monitor the impact of the explicit improvement agenda on student levels of achievement including short, medium, and long-term targets to drive improvement at various levels across the school.</p> <ul style="list-style-type: none"> <li>• Monitor A-E data – English each semester</li> </ul>	<p>Head of Department - Curriculum</p>	<p>Ongoing throughout 2022</p>	<p>English A-C Data 85+% C standard or above 20+% A standard</p> <p>Positive qualitative survey data and feedback from parents, staff and students aligned to school priorities.</p> <p>Maintain 100% teacher agreement on School Opinion Survey for 'I use the Australian Curriculum for planning, teaching, learning and assessing.'</p> <p>Maintain 100% teacher agreement on School Opinion Survey for 'I modify my teaching practice after reviewing student data'.</p> <p>Maintain teacher confidence of 85% in the 2022 School Opinion Survey for 'I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.'</p>

	<ul style="list-style-type: none"> <li>Track progress in Initialit and Spelling Mastery using program screeners</li> <li>Track progress using Pat Reading, NAPLAN year 3 and 5</li> <li>Track progress using Speech/Language assessments, Minilit and Macqlit</li> </ul> <p>Develop whole school agreed practices to support the extension and enrichment of highly able and G&amp;T students.</p> <ul style="list-style-type: none"> <li>Opportunity for teachers of gifted students to meet with Head of Department – Curriculum to consider extension options for targeted students.</li> <li>Review of data sets each Semester to track and monitor student progress.</li> </ul> <p>Implement systems and processes to support the embedding of the cross-curriculum priorities of Sustainability and Aboriginal and Torres Strait Islander Histories and Culture for all students to engage in the reconciliation, respect and recognition of the world’s oldest living culture. Increase staff confidence in the curriculum delivery.</p>			
<p>Enhance opportunities for teachers to collaboratively engage in emerging pedagogical approaches including innovation and inquiry-based teaching.</p>	<p>Collaboratively identify the vision for innovation.</p> <ul style="list-style-type: none"> <li>Collaboratively develop a shared understanding of Innovation within the school context.</li> <li>Create opportunities (team choice as relevant to units) for innovative teaching and assessment when planning English units of work.</li> </ul> <p>Four-year goals for TGSS:</p> <ul style="list-style-type: none"> <li>Consistency across the school.</li> <li>Professional Development provided for teachers.</li> <li>Embedded learning skills/behaviours (assets) for students.</li> </ul> <p>Inquiry teaching and learning opportunity each term across all teams.</p> <p>Professional Development focused on:</p> <ul style="list-style-type: none"> <li>What is inquiry? Begin to develop consistency in language.</li> <li>What skills do teachers need/students need?</li> </ul> <p>Develop learner skills (assets) for students from the general capabilities.</p>	<p>Head of Department - Curriculum</p>	<p>Semester 2</p>	<p>Positive qualitative survey data and feedback from parents, staff and students aligned to school priorities.</p> <p>Student target of 85% on School Opinion Survey for ‘I am interested in my schoolwork.’</p> <p>Staff target of 85% on School Opinion Survey for ‘The school gives me opportunities to do interesting things.’</p>

	Create opportunities within the year for year level teams to consider units that could be modified to have an inquiry approach.			
Monitor, review and evaluate the one-to-one iPad program, to enhance pedagogical practice and maintain accountability.	<p>Collaborative planning in year level teams for the implementation of iPads.</p> <p>Create opportunities for year level team professional development to enhance pedagogical practices when utilising iPads in teaching and learning.</p> <p>Teachers collaboratively review impact of iPad use to support teaching and learning each term.</p> <p>Collection of student, teacher and parent data to evaluate the 1:1 iPad program.</p>	iPad Coach	Ongoing throughout 2022	<p>iPad planning and review documented in OneNote Curriculum 2022 each term.</p> <p>Positive qualitative survey data and feedback from parents, staff and students aligned to school priorities.</p> <p>Student target of 85% on School Opinion Survey for 'I am interested in my schoolwork.'</p> <p>Staff target of 85% on School Opinion Survey for 'The school gives me opportunities to do interesting things.'</p>

**A culture of every student succeeding**

Strategy:	Actions:	Accountable Officer:	Timelines:	Targets:
<p>Collaboratively build a shared understanding of inclusion to inform inclusive practices across the school.</p>	<p>Develop whole staff understanding of inclusion by providing PD opportunities (PFDs &amp; staff meetings) that outline:</p> <ul style="list-style-type: none"> <li>• What inclusion is and what inclusion isn't.</li> <li>• What inclusion looks like, sounds like and feels like: produce an infographic -The Gap Way: Inclusive Mindset-Inclusive Practices.</li> <li>• Legal obligation and moral imperatives of Human Rights Act, 2019, Disability Discrimination Act 1992, and Disability Standards for Education, 2005.</li> <li>• 'Must do'/signature inclusive practices across the tiers of support.</li> </ul> <p>Provide PD opportunities on the PFDs and through the year (staff meetings) to embed Personalise Learning routines:</p> <ul style="list-style-type: none"> <li>• Notice student's need.</li> <li>• Consult and collaborate with the student's parents/guardians/carers.</li> <li>• Assess and clarify the needs of the student SSS process.</li> <li>• Provide reasonable adjustments to address the identified needs – Multi-Tier System of Support.</li> <li>• Record adjustments on OneSchool – Personalised Learning.</li> <li>• Monitor and review the impacts of adjustments.</li> </ul> <p>Build capacity of SSS team to provide clear, consistent messages about inclusion and offer differentiated support of teachers to support their inclusion journey:</p> <ul style="list-style-type: none"> <li>• STLaNs to lead Personalised Learning and induct new teachers</li> <li>• HOSES to lead inquiry into barriers/concerns, prioritising and planning next steps. Use Inclusive Education-Next Steps planning template.</li> </ul> <p>HOSES to lead sharing the new resource allocation model for students with disability with school community and how teachers contribute to ensure funding aligns with needs and provisioning of reasonable and responsive adjustments.</p>	<p>Head of Special Education</p>	<p>Each Term</p>	<p>Staff target of 95% on School Opinion Survey for 'The school has an inclusive culture where diversity is valued and respected.'</p> <p>Positive qualitative survey data and feedback from parents, staff and students aligned to school priorities.</p>
<p>Within our Multi-Tiered System of Support, enhance and evaluate the systematic analysis and interpretation of data to inform class differentiation and</p>	<p>Teachers enact Personalised Learning for all identified students' wellbeing, learning and behaviour needs.</p> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• Notice the student's need.</li> <li>• <b>Consult and collaborate with the student's parents/guardians/carers.</b></li> <li>• Assess and clarify the needs of the student.</li> </ul>	<p>Deputy Principal</p>	<p>Each Term</p>	<p>Parent target of 95% on School Opinion Survey for 'This school works with me to support my child's learning and 'This school asks for my input.'</p> <p>Attendance Data: 95% attendance rate monitored via OneSchool.</p>

<p>support programs, including extension and enrichment.</p>	<ul style="list-style-type: none"> <li>• Provide reasonable adjustments to address the identified needs.</li> <li>• Record Adjustments on OneSchool-Personalised Learning</li> <li>• Monitor and review the impacts of adjustments.</li> </ul> <p>Refine the collaborative analysis of data by SSS team to inform and evaluate the impact of intervention/extension/enrichment programs and teacher aide provision.</p> <p>Develop and implement a student case management process aligned to school's Explicit Improvement Agenda - English.</p> <p>Refine the system of tracking identified students and referred students (to SSS).</p> <p>Continue to implement SSS Comes to You processes for students in Prep to Year 2.</p> <p>Provide opportunities for HOD/G&amp;T Coach to meet with teachers each term to discuss classroom differentiation for G&amp;T students.</p> <p>Support the capability development of STLaNs to lead and develop school processes to generate personalised plans in response to student need.</p> <p>Develop staff knowledge and expertise to include and engage all learners, with a focus on students with ADHD (hyperactivity/impulsivity and inattentive) and Specific Learning Disorders (Dyslexia, Dysgraphia, Dyscalculia).</p>			<p>Positive qualitative survey data and feedback from parents, staff and students aligned to school priorities.</p>
<p>Consolidate Positive Behaviour for Learning processes to embed consistency of practices aligned to the expectations across the school.</p>	<p>Embed Tier 1 features of PBL and begin Tier 2 readiness training.</p> <p>Continue to provide PBL power points to ensure consistency of the teaching of rules and expectations.</p> <p>Provide opportunities to access professional development on:</p> <ul style="list-style-type: none"> <li>• ADHD</li> <li>• Thinking Functionally (review of Autism Hub flowchart)</li> <li>• Active playground supervision (teacher aides)</li> </ul> <p>Expand PBL committee to include additional teaching staff and parent representative and consider ways for improved engagement (e.g. PBL car park)</p> <p>Continue GOTCHAs for fast and frequent acknowledgements and embed long and strong initiatives across each term.</p> <p>Create opportunities to integrate the PBL Gap Star Mascot into events and assemblies.</p>	<p>Principal</p>	<p>Each Term</p>	<p>OneSchool Behaviour Data: 95% of students in Tier 1.</p> <p>Parent target of 95% on School Opinion Survey that 'Student behaviour is well managed at this school.'</p> <p>Positive qualitative survey data and feedback from parents, staff and students aligned to school priorities.</p> <p>Student target of 95% on School Opinion Survey for 'The expectations and rules are clear at my school', 'Teachers at my school treat students fairly', 'Student behaviour is well managed at my school' and 'I feel safe at my school.'</p>

	<p>Introduce Zones of Regulation as a systematic, cognitive-behavioural approach to teach students how to regulate their feelings, energy and sensory needs.</p> <p>Engage leadership team staff members in professional development that supports staff following an occupational violence/aggressive incident.</p>			<p>Staff target of 80% on School Opinion Survey for 'The school appropriately supports staff following an occupational violence/aggressive incident.'</p>
<p>Enhance and evaluate school activities, programs and initiatives to sustain and support the wellbeing of staff and students.</p>	<p><b>Staff Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Work proactively to ensure staff are supported to cope with the emotional demands of the role.</li> <li>• Reduce the workload demands of teachers by continuing DoE/QTU workload review.</li> <li>• Support and bring awareness to staff mental health by promoting annual events.</li> </ul> <p>Create opportunities (e.g. Assembly, PBL lessons) to focus on acceptance of difference, inclusion and being a good friend.</p> <p>Provide opportunities for students give feedback and personal perspectives about (a) their connection with peers and (b) connection with teacher by:</p> <ul style="list-style-type: none"> <li>• Class/cohort discussions</li> <li>• Surveys</li> <li>• 1:1/group chats</li> </ul> <p>Use Student Council to build an awareness of student wellbeing and allow for student lead action planning.</p> <p>Build teacher capability to make reasonable adjustments for assessments and include student voice/agency to enable students to choose the way in which they demonstrate their abilities.</p>	<p>Principal</p>	<p>Each Term</p>	<p>Student target of 95% on School Opinion Survey for 'My teachers are interesting in my wellbeing', 'I can talk to my teachers about my concerns' and 'I feel accepted by other students at my school. '</p> <p>Staff target of 80% on School Opinion Survey for 'Staff are treated fairly and consistently at this school', 'The wellbeing of employees is a priority for this school' and 'I feel that staff morale is positive at this school.'</p> <p>Staff target of 85% on School Opinion Survey for 'The school's culture supports people to achieve a good work-life balance.'</p> <p>Positive qualitative survey data and feedback from parents, staff and students aligned to school priorities.</p>

## A culture of collaboration and connection

Strategy:	Actions:	Accountable Officer:	Timelines:	Targets:
<p>Strengthen and evaluate our relationships with community organisations to enhance both collective student learning outcomes and school priorities.</p>	<p>Continue to enhance collaborative partnerships with the following school groups:</p> <ul style="list-style-type: none"> <li>• Rotary</li> <li>• Ashgrove/The Gap Lions</li> <li>• Regis Nursing Home</li> <li>• The Gap State High School</li> <li>• YMCA</li> </ul> <p>Continue to look for authentic connections with local Indigenous elders and groups.</p> <p>Continue to look for authentic connections to support the Sustainability Club priorities.</p>	<p>Principal Deputy Principal Head of Department - Curriculum</p>	<p>Each Term</p>	<p>Parent target that 95% on School Opinion Survey for 'The school has a strong sense of community.'</p> <p>Positive qualitative survey data and feedback from parents, staff and students aligned to school priorities.</p>
<p>Leverage strong partnerships between students, staff and families to enhance our school community and progress school priorities.</p>	<p>Continue to engage P&amp;C, CPRs and MSG to provide avenues for consultation and communication.</p> <ul style="list-style-type: none"> <li>• Create structure for CPR meetings that allows for strategic planning (information provided before the meeting), feedback opportunities (to and from parents) and P&amp;C updates.</li> <li>• Continue to develop the role of CPR support person/co-ordinator to support the alignment of whole school communication.</li> <li>• Provide on-line access to CPR meetings to allow for greater participation and contribution.</li> </ul> <p>Create opportunities throughout the year for working bees that will enhance school garden areas.</p> <ul style="list-style-type: none"> <li>• Develop a plan to prioritise particular garden areas, assign year levels to tasks and create calendar with Grounds Officer engagement.</li> </ul> <p>Create a school framework for parent and community engagement.</p> <p>Explore ways to celebrate success and share good news stories of events, competitions and school activities.</p> <p>Enhance responsibilities of Student Council to include PBL, student wellbeing and student agency/voice in student learning and school decision making.</p> <p>Show representation of First Nation peoples' perspectives throughout the school by exposing staff to a range of practices to build a sense of community and connection engaging in reconciliation, respect and recognition.</p>	<p>Principal/ Deputy Principal</p>	<p>Each Term</p>	<p>Parent target that 95% on School Opinion Survey for 'This school works with me to support my child's learning', 'This school asks for my input', 'This school takes parents' opinions seriously', The school has a strong sense of community' and 'The school celebrates student achievements.'</p> <p>Student target of 95% on School Opinion Survey for 'My school takes students' opinions seriously.'</p> <p>Positive qualitative survey data and feedback from parents, staff and students aligned to school priorities.</p> <p>Maintain staff confidence of 85% in the 2022 School Opinion Survey for 'I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.'</p>



	<ul style="list-style-type: none"> <li>• Continue to embed an authentic approach to the acknowledgement of country and mark key celebrations/commemorations.</li> <li>• Greater staff exposure to different ways to embed Indigenous perspectives into the classroom environment.</li> <li>• Opportunities for staff and students to learn about yarning circles and possible uses for the newly developed 2021 Year 6 Legacy Project space.</li> </ul> <p><b>Sustainable School Plan Priorities:</b></p> <ul style="list-style-type: none"> <li>• Maintain whole school sustainable practices including Wrapper Free Wednesday, Golden Lunch-box award and paper recycling.</li> <li>• Explore collection of food waste and composting as a way to improve sustainable practices.</li> <li>• Engage the school community (staff, students, parents and community groups) to embed sustainable practices across the school and beyond.</li> <li>• Continue to engage students in Garden Club where students learn to propagate, plant and care for plants in preparation for Market Garden Stall and school planting.</li> </ul>			
<p>Actively collaborate with students, staff, families and external organisations to plan, action and review individualised responses for student learning, behaviour and wellbeing.</p>	<p>Actively create partnerships with families/carers and external organisations (including allied health, family support and counselling services) to collaboratively plan, action and review responses.</p> <p>Consult with parents/caregivers through the NCCD process ensuring they have voice in school's suggested response to student need.</p> <p>Create opportunities for external providers (e.g. NDIS) to become integral members of students' support team.</p>	<p>Head of Special Education and Deputy Principal</p>	<p>Each Term</p>	<p>Parent target of 95% on School Opinion Survey for 'This school works with me to support my child's learning', 'This school asks for my input' and 'My child's learning needs are being met at this school.'</p> <p>Parent target of 100% on School Opinion Survey for 'I can talk to my child's teachers about my concerns.'</p> <p>Positive qualitative survey data and feedback from parents, staff and students aligned to school priorities.</p>

## A culture of shared learning and continuous improvement

Strategy:	Actions:	Accountable Officer:	Timelines:	Targets:
<p>Strengthen the culture of distributive leadership and shared responsibility in delivering the explicit improvement agenda while creating opportunities for capability development and authentic engagement for all staffs' individual professional learning.</p>	<p>Retain key leadership roles within the school including Head of Department – Curriculum, Head of Special Education, Support Staff, Year Level Curriculum Co-ordinators and Year Level Co-ordinators.</p> <p>Build the capability of Year Level Curriculum Co-ordinators by:</p> <ul style="list-style-type: none"> <li>• Increasing opportunities to engage in actions related to the Explicit Improvement Agenda in English</li> <li>• Enabling access to the regional Principal Advisor for Teaching and Learning.</li> <li>• Deepening their knowledge and understanding of the whole school programs of Initial Lit and Spelling Mastery.</li> </ul> <p>Build the capability of Teacher Aides by:</p> <ul style="list-style-type: none"> <li>• Creating opportunities to attend Professional Development for the whole school programs of Initial Lit and Spelling Mastery.</li> <li>• Ensuring regular opportunities for check ins and feedback regarding classroom work and intervention programs.</li> </ul>	<p>Principal Head of Department - Curriculum</p>	<p>Ongoing throughout 2022</p>	<p>Teacher target of 95% on School Opinion Survey for 'I have access to relevant professional development', 'I receive useful feedback about my work at this school' and 'This school encourages coaching and mentoring activities.'</p> <p>Measurable growth in Australian Professional Standards for teachers.</p> <p>Positive qualitative survey data and feedback from parents, staff and students aligned to school priorities.</p> <p>Maintain 85% agreement on School Opinion Survey for 'I have access to relevant professional development'.</p> <p>Increase staff agreement to 85% on 2022 School Opinion Survey for 'This school gives me opportunities to do interesting things.'</p>
<p>Enhance the capability of leaders and aspirants to strengthen instructional leadership and progress school priorities.</p>	<p>Enhance capability of leadership team members through the participation of leadership workshops from external provider.</p> <p>Continue providing aspirants program for self-identified staff which includes:</p> <ul style="list-style-type: none"> <li>• Selected projects to build capabilities and portfolios of work.</li> <li>• Meet regularly with Principal or Deputy to discuss progress of projects and data collection.</li> <li>• Participate in coaching opportunities with Principal.</li> </ul>	<p>Principal</p>	<p>Ongoing throughout 2022</p>	<p>Staff target of 95% on School Opinion Survey for 'I have access to relevant professional development', 'I receive useful feedback about my work at this school' and 'This school encourages coaching and mentoring activities.'</p> <p>Measurable growth in Australian Professional Standards for teachers.</p> <p>Positive qualitative survey data and feedback from parents, staff and students aligned to school priorities.</p>
<p>Build staff members' capability to analyse data and deliver quality differentiation across the Australian Curriculum to engage and challenge all learners including high achieving students.</p>	<p>Provide opportunities for data/differentiation meetings and collegial engagement opportunities (including coaching) for:</p> <ul style="list-style-type: none"> <li>• Gifted and Talented students</li> <li>• A-E English</li> <li>• Spelling</li> <li>• Phonics</li> </ul>	<p>Head of Department – Curriculum STLAN</p>	<p>Ongoing throughout 2022</p>	<p>Maintain 90% staff agreement on School Opinion Survey for 'I have access to relevant professional development' and 'This school encourages coaching and mentoring activities.'</p> <p>Measurable growth in AITSL Professional Standards for teachers.</p>

	Ensure opportunities are provided for teacher aides to engage in appropriate activities that supports their learning (as above).			<p>Positive qualitative survey data and feedback from parents, staff and students aligned to school priorities.</p> <p>Maintain 100% staff agreement on the 2022 School Opinion Survey for 'I modify my teaching practice after reviewing assessment data.'</p>
Support teachers to build capability in implementing agreed high yield strategies within the school's Pedagogical Framework.	<p>Support teachers to build capability in the agreed pedagogical approaches to improving literacy and numeracy. Provide opportunities for year level teams and teacher aides to:</p> <ul style="list-style-type: none"> <li>• discuss progress in the implementation of Initial Lit and Spelling Mastery</li> <li>• share and address problems of practice</li> <li>• create time for collegial engagement opportunities</li> </ul> <p>Revisit the use of Bump It Up Walls, Learning Intentions and Success Criteria to ensure visible teaching and learning.</p> <p>Continue to provide opportunities outlined in the school's Collegial Engagement framework (WOW, coaching, mentoring, peer coaching).</p>	Head of Department – Curriculum STLAN	Ongoing throughout 2022	<p>Maintain 90% staff agreement that 'I have access to relevant professional development' and 'This school encourages coaching and mentoring activities.'</p> <p>Staff target of 80% on School Opinion Survey for 'I receive useful feedback about my work at this school.'</p> <p>Measurable growth in Australian Professional Standards for teachers.</p> <p>Positive qualitative survey data and feedback from parents, staff and students aligned to school priorities.</p>



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