

2021 AIP

Support for the 2021 Priorities

Goal	Support for the 2021 Priorities		
Priorities	Learning, catch up, and extension	Happy, active and healthy kids	Connected schools
FISO area	Use evidence-based high-impact teaching strategies: -Differentiation -Goal-setting	Health & Wellbeing	Empowering students and building school pride
Key Improvement strategies	<ul style="list-style-type: none"> • Learning Cycles lead by coaches to support effective teaching and learning • Tutor Initiative for targeted 'catch up' learning for identified students • Improved outcomes in Writing • Extension & Challenge for teacher-identified highly able students across P-6 and curriculum areas • Student Feedback 	<ul style="list-style-type: none"> • Revised protocols regarding Student Engagement & Wellbeing • Respectful Relationships Curriculum in all teaching plans • Social-emotional learning for all included in teaching plans • Student Feedback 	<ul style="list-style-type: none"> • Strengthen and adapt the school wide approach to digital learning and embed digital learning in classrooms • Review and develop protocols for appropriate use of digital communication and platforms between home and school • New school website and upgrade communication to improve home-school connections • Student Feedback
Actions	<ul style="list-style-type: none"> • Learning Cycles commenced within PLT curriculum meetings, supported by coaches • Observations of Practice T2 / T3 with a focus on Differentiation • Explicit tier 3 intervention in literacy for identified students • Planning for goal setting and differentiation to be implemented through tier 2 intervention • Use of effective practices and resources at a tier 1 level, e.g. Mentor Texts to model author's techniques (Misty Adoniou PL) • All identified highly able students will participate in one extension and challenge session each term. Lead staff PL in identifying and working with highly able students • Feedback via student forums 	<ul style="list-style-type: none"> • Clear language, protocols and processes for all staff and students to understand and use • Revised Respectful Relationships Policy, (includes anti-bullying); classroom agreements, and expected behaviours and processes • Explicit teaching of social skills that promote our values and a positive learning environment (Respectful Relationships curriculum) • Specialist lessons are differentiated to meet the learning and behavioural needs of all students, particularly students with disabilities • Feedback via student forums 	<ul style="list-style-type: none"> • Develop process for Digital Student Learning Portfolios • Extend the use of digital technologies within the classroom, using Seesaw as a platform • Embed the use of Compass as a communication platform for the school community • Ensure 'Acceptable Use Agreements' are in place • Liaise with website company to coordinate the development and management of content • Feedback via student forums