

Therefore, as a Visible Learning school, in term four 2021, we will:

Professional Learning Communities – building collective efficacy.

Challenge of Practice

If we develop a shared understanding of effective planning and assessment of maths (LDAM) and develop processes for ongoing measurement of student growth we will increase numeracy outcomes for JP students.

- Use newly acquired PSMAP resources with a focus on intervention to improve maths intervention (and tutoring).

Challenge of Practice

If we focus on effective learning design processes (for differentiation) we will increase student achievement in numeracy for year 3-7 students.

- Investigate Google Classrooms and a maths intervention and stretch pedagogic tool.

FAST CHAT - To influence pedagogic improvement and development.

- Bully Audits discourse.
- Dangers and harm of categorisation.
- Developing student agency.
- Learning is not always pleasurable and easy.
- Staffrooms from Play is the Way book. (PFD)
- What is a Powerful Learner? (PFD)
- Spoken vocabularies and grammar knowledge. (PFD)

Staff Meetings

(Cheryl, Shannon, Kerry, and Miffy will use their learning from STEM 500 and Orbis Courses to influence our improvement work.)

- PLCs – 3 staff meetings – no admin for at least one.
- Introduction to 'Brightpath' and planning of our writing improvement journey.
- An Introduction to Intergenerational Trauma with Tanya Schmaal.
- Rock and Water conversation and decision making with Tim Brenton.
- Aboriginal Learner Matrix and Actions for 2022.
- Tiers of Intervention, wellbeing audit and PLC reflection/improvement for 2022.
- Celebration of Achievements in 3 year of numeracy focus and first look at SIP For 2022.

Pupil Free Day with Cheryl and Vicky.

- Looking at NAPLAN and PAT data on powerBI.
- Teachers sharing of term 4 maths planning of differentiation for at least one STRETCH student. This is to include a learning tool that is relatively new to you or that you have not used before.
- Planning our writing improvement journey (COP, targets and Success Criteria for each PLC) keeping in mind ESR directions.

Performance and Development

PDP meetings as they are due.

Any requests from PLCs eg facilitation of peer observations and feedback.

Teacher observations at teacher or site leader request.

Student Voice and Agency

School captains to meet regularly with principal – conversations include student agency into pedagogy.

Afternoon tea with the principal – questions that align with current SIP work, and questions that arise from our work to continue to build the strong focus on learning.

Continue to develop this work with Hannah and SRC – do Levels of Outcomes with SRC together in week 1, term 4.

Leader's Work

- Maintain the focus on building collective teacher efficacy through PLCs, informed by PLC reference group work.
- SIP Documentation (review of 3 years numeracy improvement and start of new 3 year SIP).

Influencing Parents

- Growth Mindset messages in NL and on FB.
- Natural Maths strategies in NL.

Keep in Mind:

- Are our actions moving students who are just below the HB into the HB?
- To what extent do all teachers across the school ensure that students are engaged as active participants in learning, rather than passive recipients of knowledge? Key Question from Neil and Vicky (term 3 2020)
- **ESR Direction 1** - Develop leadership capacity in all staff to take collective responsibility for school improvement planning and targeted improvement.
- **ESR Direction 2** - Support students to engage with their own data, enabling them to set goals for improvement in personal learning.
- **ESR Direction 3** - Collaboratively moderate work samples and assessment tasks using the A-E grades and provide frameworks for students enabling them to monitor and assess their learning and understand what is required to achieve a higher grade.