

As we began this year, in a very different way due to COVID we are ensuring we do not wear ourselves out by pacing our site improvement work too fast. It is always better to do this work thoughtfully and to the best of our collective ability, this year is no exception.

### Therefore, in terms one and two 2022, we will:

#### Professional Learning Communities – building collective efficacy.

Challenge of Practice: If we use more specific feedback and formative assessment strategies then our students writing achievement will improve. Both the JP and UP PLCs are working on the same COP.

##### Junior Primary PLC

In the middle of the term each PLC will work with the support of Michelle Barnes and Karen Slattery (Acting Principal) develop an initial writing improvement sprint focussing on punctuation. This will be reviewed near the end of the term and adjusted to go forward into term 2.

In term 2 the first literacy sprint will be evaluated by looking at student learning improvements and a second literacy improvement sprint will be established.

The Junior Primary writing sprint will focus on:

In term 2 both PLCs will share their programs, matching programs to the program checklist, then define one area for improvement.

##### Upper Primary PLC

In the middle of the term each PLC will work with the support of Michelle Barnes and Karen Slattery (Acting Principal) develop an initial writing improvement sprint focussing on punctuation.

This will be reviewed near the end of the term and adjusted to go forward into term 2.

In term 2 the first literacy sprint will be evaluated by looking at student learning improvements and a second literacy improvement sprint will be established.

The Junior Primary writing sprint will focus on:

In term 2 both PLCs will share their programs, matching programs to the program checklist, then define one area for improvement.

**Fast Action Sharing Talk (FAST)** – Teachers influencing each other’s pedagogic improvement by sharing successful strategies most often with a focus on student writing improvement.

All teachers to share across the year. No preparation, we may do this in teaching spaces.

#### Staff Meetings

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

- PLCs – 2 or 3 staff meetings – no admin for at least one.
- Self-Regulation with Nathan Bailey, interoception.
- Bump it up Cakes, student agency writing improvement advice.
- Writing Improvement Sprints – to improve punctuation in term 1, with Michelle Barnes.
- Literacy Pro PD
- Begin to add writing to WSLA with Karen Slattery
- An introduction to generational trauma with Tanya Schmaal.
- Planning for a guaranteed curriculum.
- Tiers of Intervention, wellbeing audit in the penultimate week each term.
- Celebration of Achievements against the level of outcomes tool and re-set direction for the next term in the last week..

#### Pupil Free Days

- Week 11 term one: An introduction to Brightpath with Jenny Hewett.
- Week 1 term two: Cultural Awareness
- Week 4 term two: Writing Moderation with Auburn Primary School led by Jenny Hewett/

#### Performance and Development

PDP meetings as they are due.

In term one – Karen will work with teachers to set one writing improvement goal.

By the end of term one, teachers will have used the writing self-assessment of literacy teaching in primary schools tool to help define their second writing improvement goal.

During term two – Cheryl will review each teachers PDP as they are due. We will add in teachers’ 2<sup>nd</sup> writing improvement goal at this time.

Teacher observations at teacher or site leader request for term one and aligned with PDP goals and SIP work in term 2 using similar formats to previous years.

#### Student Voice and Agency

Ensure school captains and SRC are in place by the middle of the term.

In term 1: Begin to work to new Student Agency Plan.

Continue to develop this work with Hannah and SRC – do Levels of Outcomes with SRC together in the last two weeks of each term.

In term 2, begin Afternoon Tea with the Principal for the year. Use questions generated by staff.

#### Leader’s Work

- Maintain the focus on building collective teacher efficacy through PLCs, informed by PLC reference group work and current reading.
- SIP Documentation, begin to add writing to WSLA.
- Keep making links to ESR recommendations.

#### Influencing Parents

- Growth Mindset and Good Parenting messages in NL and on FB.
- Publish SIP and report on progress in NL.
- From late term one, post PFD inform about Brightpath tools and influences on writing improvement work.

#### Keep in Mind:

- **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.