



Walkervale State School

2024 Annual Implementation Plan



Implement 'Equity and Excellence' to embed our 'Belief Statement'.

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| <p>Equity and Excellence</p> <p><i>A progressive, high performing education system realising the potential of every student.</i></p> | <p>Educational achievement</p> <p>Knowing each student's learning progress is essential to making sure they are on track for positive educational outcomes. Setting clear expectations for every student and every school supports them to achieve. This means we:</p> <ul style="list-style-type: none"> have a common goal that every student achieves at least one year of learning growth each year have clear expectations for schools and help them to differentiate support so every student realises their potential. | <p>Wellbeing and engagement</p> <p>Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing and a positive environment for teaching and working, designing and delivering meaningful pathways for every student is key to lifting learning outcomes. This means we:</p> <ul style="list-style-type: none"> know each student and understand what works best for them support staff and student wellbeing and engagement to establish a strong foundation for learning outcomes. | <p>Culture and inclusion</p> <p>The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every state school. This means we:</p> <ul style="list-style-type: none"> embrace diversity by creating welcoming, inclusive and accessible educational settings value student, parent/carer, community and stakeholder voice in our approach to teaching and learning. | <p>Realising the potential of every Aboriginal and Torres Strait Islander student</p> <p>Valuing First Nations cultures and voice in our approach to engagement and learning is essential.</p> <p>Connections to culture enrich the learning of every student and strengthens all of our work.</p> | <p>WALKERVALE STATE SCHOOL BELIEF STATEMENT</p> <p>Know how each student learns; that they can achieve and be their extraordinary</p> <p>Have high expectations and encourage every person so that they know they belong</p> <p>Engage students in their learning through differentiated teaching and equitable support</p> <p>Together build a welcoming, inclusive education environment where culture and diversity is valued</p> <p>STUDENTS, STAFF, PARENTS, CARERS, COMMUNITY</p> |
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Walkervale School Strategic Plan 2024 - 2027 Key Improvement Strategies

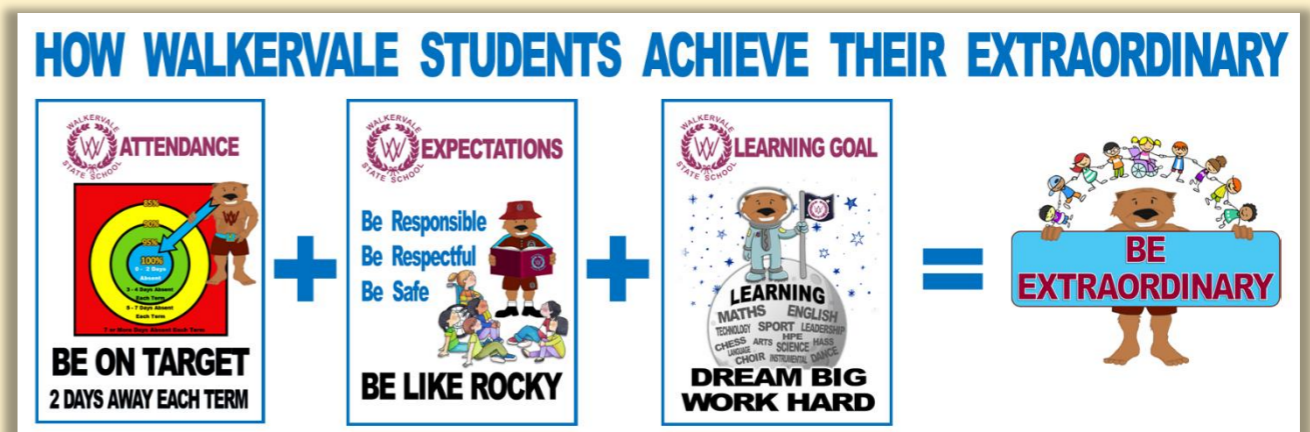
- 1) Further develop data literacy of teachers and leaders to analyse student performance data to inform collegial conversations as part of CCT focused on teaching and learning. (Domain 2)
- 2) Formalise professional learning processes to build support staff's understanding of the school's expectations aligned to classroom support practices and AC knowledge. (Domain 7)
- 3) Collaboratively develop agreed whole-school pedagogical strategies to enhance the impact of teaching practice on learning and engagement. (Domain 8)
- 4) Develop agreed processes and protocols for classroom observation and feedback, including opportunities to watch each other work, to build teacher capability and efficacy. (Domain 5)
- 5) Collaboratively review PBL processes to embed consistency of practice and improve student attendance and engagement. (Domain 3)

Our 2024 Priority

Walkervale Students

Achieve their Extraordinary!

*Achieve above their relative performance expectations.
(More than one year of learning growth.)*



Evidenced by...

- 1) **Educational Achievement** Students achieving above their relative performance expectations firstly in English (V9 focus) and then in maths.
- 2) **Wellbeing and Engagement** Students achieving above their relative performance expectations in maximising learning days (Attendance and School Disciplinary Absences).
- 3) **Culture and Inclusion** First Nations students, students with disability, students who speak English as an additional language/dialect and students in care achieving above relative performance expectations.

Approvals: This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Ken Peacock (Principal Walkervale S.S.)


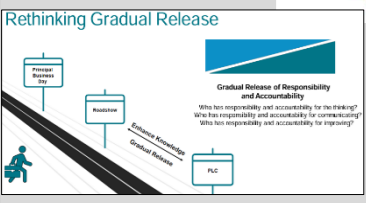
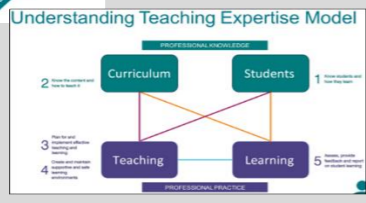
22/02/24

Charise Sell (P&C President Walkervale S.S.)

22/02/24

David Hillhouse (School Supervisor NCR)

Walkervale State School 2024 ANNUAL IMPLEMENTATION PLAN


| <p>Priority: Walkervale Students Achieve their Extraordinary! <i>Achieve above their relative performance expectations. (More than one year of learning growth.)</i></p> | <p>1) Educational Achievement Students achieving above their relative performance expectations firstly in English (V9 focus) and then in maths</p> | <p>Phase Implementing – I</p> | | | | | | | | | | | | | | | | |
|---|--|--|-----------------------|-----------|---|--|--|--|--|--|--------|--------|--------|--------|--|--|--|--|
| <p>Link to Key Improvement Strategies:</p> <p>1) Further develop data literacy of teachers and leaders to analyse student performance data to inform collegial conversations as part of CCT focused on teaching and learning. (Domain 2) 2) Formalise professional learning processes to build support staff's understanding of the school's expectations aligned to classroom support practices and AC knowledge. (Domain 7) 4) Develop agreed processes and protocols for classroom observation and feedback, including opportunities to watch each other work, to build teacher capability and efficacy. (Domain 5)</p> <p>Link to other school improvement strategies:</p> <ul style="list-style-type: none"> • Collaboratively review and refine the data plan to ensure that data is meaningful, purposeful and interrogated systematically to inform classroom practice. (Domain 2) • Further develop the instructional leadership capability of all current and emerging leaders to ensure all are actively engaged in quality assuring curriculum delivery and pedagogical practices. (Domain 5) • Develop annual processes to monitor and review the Curriculum, Assessment and Reporting Plan (CARP) to ensure all students are receiving their entitlement to the AC. (Domain 6) • Embed the P-6 Curriculum Planning Model (P-6CPM) for all future multi-age classes to ensure that all classes experience the AC consistently and coherently. (Domain 6) • Provide opportunities for teachers to engage in moderating student work across year levels to deepen teachers' understanding of the sequence of learning in the AC. (Domain 6) | | | | | | | | | | | | | | | | | | |
| <p>Strategies</p>    | <p>*Professional Learning Teams (PLTs) Teachers and Teacher Aides</p> <p>*Data analysis, School Online Reporting Dashboard (SORD) relative performance data, English whole school data wall and cohort learning ladders</p> <p>*Lines of inquiry using Understanding Teacher Expertise Model (UTEM) and Plan, Teach, Assess Reflect (PTAR)</p> <p>*Classroom Third Teacher Learning Walls including Guide to Making Judgements (GTMJ)</p> <p>*Leadership Team and Teacher Learning Walks and Talks (LWTs)</p> <p>*Collaborative Assessment of Student Work (CASW) and moderation with network schools</p> <p>*Gradual Release of Responsibility/Accountability (Gradual Release) for PLTs</p> | <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Educational achievement</p> <p style="font-size: small;">Knowing each student's learning progress is essential to making sure they are on track for positive educational outcomes. Setting clear expectations for every student and every school supports them to achieve. This means we:</p> <ul style="list-style-type: none"> • have a common goal that every student achieves at least one year of learning growth each year • have clear expectations for schools and help them to differentiate support so every student realises their potential. </div> | | | | | | | | | | | | | | | | |
| <p>Actions</p> | <p>*Use (PLTs within year level cohorts including support teacher and leadership team member/s to deepen understanding of the 3 levels of planning for V9 AC in English and a develop a better understanding in maths in lead up to 2025 implementation.</p> <p>*Employ SORD relative performance data to inform whole school data wall and cohort learning ladders to focus teaching on increasing number of students achieving As and Bs in English then maths.</p> <p>*Develop lines of inquiry through improved use of UTEM and, PTAR</p> <p>*Create Third Teacher learning walls aligned to the GTMJ that are co-constructed with students and are used regularly and strategically to improve their learning.</p> <p>*Undertake weekly LWTs for leaders and provide teachers with LWT opportunities to ensure that the intended and planned curriculum is enacted in every classroom.</p> <p>*Continue research-based learning, English moderation and CASW with network schools (Bargara, Woongarra) to deepen curriculum knowledge and quality assure teacher judgement.</p> <p>*Articulate a collaborative understanding of 'Gradual Release' for teachers and teacher aides to enhance knowledge and build ownership of learning. (Who has responsibility/accountability for the thinking? Who has responsibility/accountability for communicating? Who has responsibility/accountability for improving?)</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Responsible Officer/s</th> <th style="text-align: left;">Resources</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> Leadership Team Principal Deputy HOSES HODC Teachers Network School Leaders </td> <td style="vertical-align: top;"> School funded HOD C position Timetabled PLT Time for class teachers, support and specialist teachers Additional support teacher and teacher aide resourcing to enable equitable provision of support. Alignment of teacher DPPs with AIP priorities. 'Clarity' text and 'Virtuous Educational Leadership' text </td> </tr> </tbody> </table> | Responsible Officer/s | Resources | Leadership Team Principal Deputy HOSES HODC Teachers Network School Leaders | School funded HOD C position Timetabled PLT Time for class teachers, support and specialist teachers Additional support teacher and teacher aide resourcing to enable equitable provision of support. Alignment of teacher DPPs with AIP priorities. 'Clarity' text and 'Virtuous Educational Leadership' text | | | | | | | | | | | | |
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| <p>Measurable Outcomes Walkervale students achieve above relative performance expectations in English then maths evidenced using SORD Relative Performance % A or B plus % C & Above for English then maths <i>English and maths relative performance data for whole school then disaggregated for P - Yr2 (Starting Strong), Yr3 - Yr6 (Building on Foundations) also for cohorts and individual students.</i></p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Monitoring</th> </tr> <tr> <th colspan="4" style="text-align: center;">Green –on track, Yellow – underway, Magenta – yet to commence.</th> </tr> <tr> <th style="width: 25%;">Term 1</th> <th style="width: 25%;">Term 2</th> <th style="width: 25%;">Term 3</th> <th style="width: 25%;">Term 4</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | Monitoring | | | | Green –on track, Yellow – underway, Magenta – yet to commence. | | | | Term 1 | Term 2 | Term 3 | Term 4 | | | | |
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| Term 1 | Term 2 | Term 3 | Term 4 | | | | | | | | | | | | | | | |
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| <p>Success Criteria</p> <p>Students can/will:</p> <ul style="list-style-type: none"> *Use classroom learning wall as third teacher and can articulate their learning goals and how they use the learning wall and GTMJ to improve their learning *Explain where they are at in their learning, where they are heading and what they need to do to get there. <p>What am I learning and why? How am I doing? How do I know? How can I improve? Where do I go for help?</p> <p>Teachers can/will:</p> <ul style="list-style-type: none"> *Utilise SORD data, data wall and learning ladder/pedagogy wall to identify areas that will lift students' achievement *Engage/Lead PLT opportunities to improve their curriculum knowledge and pedagogical practices *Employ learning walls with high achievement expectations and A, B samples of student work aligned to the GTMJ *Engage in CASW & moderation within their cohort, within the school and with colleagues from other network schools | <p>Leadership team can/will:</p> <ul style="list-style-type: none"> *Employ SORD relative performance data to develop teacher data analysis skills and refine whole school data wall *Conduct leadership team line of site LWTs in every classroom with provision of feedback to teachers at PLTs *Complete moderation cycle and research-based learning in conjunction with network schools *Employ coaching and feedback measures as well as gradual release of responsibility and accountability. <p>Artefacts</p> <p>PLT Calendar, Data Plan, SORD Relative Performance data, Whole School Data Wall, CARP, Cohort Learning Ladders/ Pedagogy Walls, Understanding Teacher Expertise Model, Student 5Q feedback sheets, Class Third Teacher Learning Walls. Network meeting minutes and moderation feedback notes</p> | | | | | | | | | | | | | | | | | |

12 Month Outcomes

Walkervale State School 2024 ANNUAL IMPLEMENTATION PLAN

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| <p>Priority: Walkervale Students Achieve their Extraordinary! <i>Achieve above their relative performance expectations. (More than one year of learning growth.)</i></p> | <p>2) Wellbeing and Engagement Students achieving above their relative performance expectations in maximising learning days (<i>Attendance and School Disciplinary Absences</i>).</p> | <p>Phase Implementing – I</p> |
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| <p>Link to Key Improvement Strategies:</p> <p>5) Collaboratively review PBL processes to embed consistency of practice and improve student attendance and engagement. (Domain 3)</p> <p>Link to other school improvement strategies:</p> <ul style="list-style-type: none"> • Develop a whole-school succession plan for key staff to ensure a smooth transition within roles. (Domain 4) • Further develop the Professional Development (PD) plan to reflect Annual Performance Development Plan (APDP) needs of staff and school priorities. (Domain 5) • Develop formal processes to quality assure agreed pedagogies to provide effective feedback to teachers on pedagogical practice. (Domain 8) | <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Wellbeing and engagement</p> <p style="font-size: small;">Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working. Designing and delivering meaningful pathways for every student is key to lifting learning outcomes. This means we:</p> <ul style="list-style-type: none"> • know each student and understand what works best for them • support staff and student wellbeing and engagement to establish a strong foundation for learning outcomes. </div> |
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| <p>Strategies</p>  | <ul style="list-style-type: none"> *Whole School Student Learning and Wellbeing Framework Process *Positive Behaviour for Learning (PBL) and 'Pause (functions of the brain) professional development coaching, observation and feedback *Data analysis, School Online Reporting Dashboard (SORD) School Disciplinary Absence Data and Attendance Data *Data analysis, Oneschool behaviour data and attendance data *Three-Tiered Approach to Student Support (Whole School, Targeted and Intensive) *School/Classroom Third Teacher Behaviour and Attendance Expectations *Complex Case Management for Intensive Behaviour and Engagement Support | <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #f00; color: white; font-weight: bold; font-size: small;">How much absence is too much?</p> <p style="text-align: center; font-size: x-small;">A bit of absence from school each week doesn't seem like much but when you add up all of a child's lost learning time....</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th style="background-color: #f00;">If your child is absent...</th> <th style="background-color: #f00;">It can mean...</th> <th style="background-color: #f00;">Over 7 years of Primary School (Prep to Year 6) it can add up to ...</th> </tr> </thead> <tbody> <tr> <td style="background-color: #f00;">Half a day a week</td> <td style="background-color: #f00;">Losing 4 weeks of learning each year</td> <td style="background-color: #f00;">9 months of lost learning</td> </tr> <tr> <td style="background-color: #f00;">One day a week</td> <td style="background-color: #f00;">Losing 8 weeks of learning each year</td> <td style="background-color: #f00;">1 yr and 6 mths of lost learning</td> </tr> <tr> <td style="background-color: #f00;">Two days a week</td> <td style="background-color: #f00;">Losing 16 weeks of learning each year</td> <td style="background-color: #f00;">2 yrs and 9 mths of lost learning</td> </tr> <tr> <td style="background-color: #f00;">Three days a week</td> <td style="background-color: #f00;">Losing 24 weeks of learning each year</td> <td style="background-color: #f00;">4 yrs and 2 mths of lost learning</td> </tr> </tbody> </table> </div> | If your child is absent... | It can mean... | Over 7 years of Primary School (Prep to Year 6) it can add up to ... | Half a day a week | Losing 4 weeks of learning each year | 9 months of lost learning | One day a week | Losing 8 weeks of learning each year | 1 yr and 6 mths of lost learning | Two days a week | Losing 16 weeks of learning each year | 2 yrs and 9 mths of lost learning | Three days a week | Losing 24 weeks of learning each year | 4 yrs and 2 mths of lost learning |
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| Actions | Responsible Officer/s | Resources |
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| <ul style="list-style-type: none"> *Partner with Principal Advisor Principal Advisor - Mental Health, Student Engagement and Wellbeing to develop a whole school student learning and wellbeing framework *Partner with PBL Regional Coach to development professional learning, coaching, observation and feedback in Classroom PBL *Embed 'Pause (functions of the brain) Process' strategies to enhance school as second home for students from a range of family circumstances and backgrounds. *Analyse and identify trends in behaviour and attendance data at the whole school, class and individual student level and use this data to drive classroom PBL and Pause implementation priorities and student/family support. *Embed Three-Tiered Approach to Student Support (Whole School, Targeted and Intensive) and embed data-informed Complex Case Management for Intensive Behaviour and Engagement Support (SCEN) processes and the use of effective pedagogical practices to improve student learning *Record tier one reasonable adjustments in unit plans *Embed school/classroom 'Third Teacher' approach for PBL and attendance expectations | <p>Leadership Team Principal Deputy HOSES HODC</p> <p>PBL Team</p> <p>SCEN Complex Case Team</p> <p>Teacher PLTs</p> | <p>Principal Advisor - Mental Health Student Engagement and Wellbeing PBL Regional Coach</p> <p>Timetabled PBL observation and feedback opportunities</p> <p>SCEN stakeholder meeting release time</p> <p>Additional support teacher and teacher aide</p> <p>Release Time for PBL and WHS leaders</p> <p>PBL, Attendance, Pause signage, resources</p> |

| 12 Month Outcomes | <p>Measurable Outcomes Walkervale students achieve above relative performance expectations in maximising learning days (<i>Attendance and School Disciplinary Absences</i>) <i>Attendance and SDA relative performance data for whole school then disaggregated for P - Yr2 (Starting Strong), Yr3 - Yr6 (Building on Foundations) also for cohorts and individual students.</i></p> | <p>Monitoring <i>Green –on track, Yellow – underway, Magenta – yet to commence.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <tr> <th style="width: 25%;">Term 1</th> <th style="width: 25%;">Term 2</th> <th style="width: 25%;">Term 3</th> <th style="width: 25%;">Term 4</th> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table> | | | | Term 1 | Term 2 | Term 3 | Term 4 | | | | |
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| <p>Success Criteria</p> <p>Students can/will:</p> <ul style="list-style-type: none"> *Attend school at above expected relative performance rate *Use PBL strategies to assist them in class and play areas *Use Pause functions of the brain to assist them to care for their own wellbeing *Have equitable support at school leading to fewer days of lost learning due to engagement difficulties and behaviour incidents <p>Teachers can/will:</p> <ul style="list-style-type: none"> *Build/Maintain constructive communication with parents regarding engagement, behaviour, attendance, teaching and learning *Teach PBL expectations and their link to 'Pause' functions of the brain program *Employ proactive wellbeing initiatives to build a sense of belonging *Work within SCEN complex case management team for Intensive behaviour and engagement support. | <p>Leadership team can/will:</p> <ul style="list-style-type: none"> *Employ SORD relative performance data to develop teacher data analysis and identify individual and groups of students for engagement, behaviour and/or attendance support *Investigate Classroom PBL observation and feedback processes *Lead Three-Tiered support including SCEN complex case management process *Implement effective, positive attendance improvement strategies with Bundaberg precinct schools and support organisations *Complete Student Learning and Wellbeing Framework <p>Artefacts</p> <p style="font-size: x-small;">Student Learning and Wellbeing Framework, Data plan, Behaviour data, Attendance data, PBL data and minutes, WHS data and minutes, Complex case management data and minutes, Updated signage, Oneschool personalised learning records</p> | | | | | | | | | | | | |

Walkervale State School 2024 ANNUAL IMPLEMENTATION PLAN

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| <p>Priority: Walkervale Students Achieve their Extraordinary! Achieve above their relative performance expectations. (More than one year of learning growth.)</p> | <p>3) Culture and Inclusion First Nations students, students with disability, students who speak English as an additional language/dialect and students in care are achieving above relative performance expectations.</p> | <p>Phase Implementing – I</p> |
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| <p>Link to key improvement strategies:</p> <p>3) Collaboratively develop agreed whole-school pedagogical strategies to enhance the impact of teaching practice on learning and engagement. (Domain 8)</p> <p>Link to other school improvement strategies</p> <ul style="list-style-type: none"> • Provide further opportunities for staff, community & student voice regarding how the school enacts its vision for a culture that promotes learning to build stronger ownership for, & alignment of, programs & practices. (Domain 3) • Further develop teacher capability in planning for Aboriginal and Torres Strait Islander Histories and Cultures across the curriculum to allow students to see themselves, their identities and cultures reflected in the curriculum. (Domain 7) • Deepen leader and staff knowledge and understanding of inclusive education to collaboratively develop a strong inclusion position statement that highlights the school's commitment and the attitudes, behaviours and practices that are valued so that they can be replicated by all community members. (Domain 7) • Develop transition partnerships and relationships between the Early Childhood Development Program (ECDP) and future school Prep staff to improve information and resource sharing and effectively support the needs of vulnerable students entering formal schooling. (Domain 9) | <p>Link to key improvement strategies:</p> <p>3) Collaboratively develop agreed whole-school pedagogical strategies to enhance the impact of teaching practice on learning and engagement. (Domain 8)</p> | <p>Culture and inclusion</p> <p>The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every state school. This means we:</p> <ul style="list-style-type: none"> • embrace diversity by creating welcoming, inclusive and accessible educational settings • value student, parent/carer, community and stakeholder voice in our approach to teaching and learning. |
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| <p>Strategies</p>  | <ul style="list-style-type: none"> *Inclusive education learning environment and differentiated teaching and learning for students with diverse learning needs *Consistent inclusive education practice to support students *Disaggregated data and equitable support for all students including Aboriginal & Torres Strait Islander students, students with disability, EALD students, students in care *Cultural capabilities training particularly in valuing First Nations cultures and voice *Transitions into primary school and primary to secondary school within the Bundaberg Education Precinct *Communication tools (including infographics) to improve students, parents/carers and community voice | <p>Realising the potential of every Aboriginal and Torres Strait Islander student</p> <p>Valuing First Nations cultures and voice in our approach to engagement and learning is essential.</p> <p>Connections to culture enrich the learning of every student and strengthens all of our work.</p> |
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| Actions | Responsible Officer/s | Resources |
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| <ul style="list-style-type: none"> *Leaders and teachers use PLTs and LWTs to build knowledge of inclusive education learning environments and practice of differentiated teaching and learning for students with diverse learning needs *Leaders & support teachers use PLTs and LWTs to build consistent inclusive education practices, identify barriers and provide reasonable adjustments to support students *Utilise SORD disaggregated relative performance data and personalised learning information to provide equitable support for all students including Aboriginal and Torres Strait Islander students, students with disability, EALD students and students in care *Use LWTs for leadership team to maintain line of site of student progress and to ascertain learning progression of Aboriginal and Torres Strait Islander students, students with disability, EALD students and students in care *Work with regional support staff to develop staff cultural capabilities particularly in valuing First Nations cultures and voice. *Develop common school transition protocols both into primary school and primary to secondary school with schools of the Bundaberg Educational Precinct *Trial and develop communication tools to improve students, parents/carers and community voice and consultation | <p>Leadership Team Principal Deputy HOSES HODC Teacher PLTs Support Teacher PLTs</p> <p>Student Learning and Wellbeing (SLaW) committee</p> <p>SCEN committee</p> <p>Bundaberg Education Precinct</p> | <p>Regional Indigenous Education support</p> <p>Principal Advisor- Inclusive Education support</p> <p>Principal Advisor- Indigenous EAL/D</p> <p>Support Teacher PLT</p> <p>Additional support teacher and teacher aide resourcing for equitable provision of support</p> <p>Crossing Cultures or similar PD Stepping</p> <p>Black Together in Educ. Program</p> <p>Bundaberg precinct transition initiative</p> |

| <p>Measurable Outcomes First Nations students, students with disability, students who speak English as an additional language/dialect and students in care achieving above relative performance expectations (English and maths relative performance data, SDAs and attendance data.)</p> <p>Success Criteria Students can/will: *Learn and achieve more than one year of learning growth (relative performance expectations) with equitably distributed support in an accessible inclusive education setting *See themselves in their learning and have opportunity to voice their views (particularly Aboriginal and Torres Strait Islander students, students with disability, EALD students and students in care) *Explain where they are at in their learning, where they are heading and what they need to do to get there. What am I learning and why? How am I doing? How do I know? How can I improve? Where do I go for help? Teachers can/will: *Be involved in Crossing Cultures or similar Aboriginal and Torres Strait Islander cultures professional learning *Implement and document reasonable adjustments to track student engagement and improvement *Work collaboratively to improve inclusive education practices including with parents/carers and external agencies *Analyse disaggregated data sets with colleagues to identify potential barriers to learning for groups of students *Communicate and consult regularly with parents/carers about student learning and achievement.</p> | <p>Monitoring Green – on track, Yellow – underway, Magenta – yet to commence.</p> <table border="1"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> | Term 1 | Term 2 | Term 3 | Term 4 | | | | |
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| | Term 1 | Term 2 | Term 3 | Term 4 | | | | | |
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| <p>12 Month Outcomes</p> | <p>Leadership team can/will: *Employ strategies, based on disaggregated SORD relative performance data, to improve outcomes for Aboriginal and Torres Strait Islander students, students with disability, EALD students and students in care *Refining the use of effective pedagogical practices including case management processes to improve student learning *Conduct leadership team line of site LWTs in every classroom with provision of feedback to teachers at PLTs *Implement cultural capabilities professional learning particularly in valuing First Nations cultures and voice *Create First Nations parent/carer and community discussion group. *Use infographics and other innovative communication tools to communicate and seek feedback from students, parents/carers</p> <p>Artefacts Oneschool personalised learning, First Nations committee establishment and minutes, Out of home care stakeholder meeting minutes, SLaW data and minutes, Disaggregated English and maths achievement data and school data wall, School opinion survey data, Cultural capability training</p> | | | | | | | | |