



KEY PRIORITIES

FEEDBACK

EXPERT TEACHING TEAM

WELLBEING

Endorsement

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

Principal: **Jo Sinclair-Jones**

Assistant Regional Director: **Mrs Kate Bentley**

Strategies	Targets and Measures	Responsible Officer/s
Deepen leaders' understanding of effective feedback to and from teachers.	5 Questions for Students and Teachers 100% PLT attendance	Curriculum Team
Deepen teachers' understanding of a student-centred approach to learning.	School Opinion Survey	Curriculum Team
Create a highly effective teaching team that invites feedback through all ways of working.	100% APR's have Feedback (F.E.W) goal	Leadership Team
Create a feedback culture in PLT's and using a WOW approach.	100% staff engagement in WOW time	HOD-c
Continue to grow a culture of professional growth, reflection on ways to improve skills and relationships.	100% staff profiled	Leadership Team

2022	2023	2024	2025
85%	90%	95%	100%

2022	2023	2024	2025
85%	90%	95%	100%

2022	2023	2024	2025
100%	100%	100%	100%
2022	2023	2024	2025
75%	80%	87%	92%

2022	2023	2024	2025
100%	100%	100%	100%

Strategies	Targets and Measures	Responsible Officer/s
Embed pedagogical practices.	100% teacher engagement development of P.F.	Curriculum Team
Embed explicit instruction practices.	100% teacher engaged in feedback cycle.	Curriculum Team
Deepen curriculum clarity and embed inclusive practices through Professional Learning Teams (PLT).	100% actively engage in PLT's and coaching cycles.	Curriculum Team
Build early year teachers' capacity in Age Appropriate Pedagogy with a language rich focus.	100% early years teachers engaged in P.D.	Curriculum Team
Implement a whole school writing program using consistent writing pedagogies.	100% staff P.D. in consistent writing practices. Writing program completed by the end of 2022.	Curriculum Team
Review whole school Maths program and embed consistent numeracy practices.	100% staff P.D. in consistent maths practices. Maths program completed by the end of 2022.	Curriculum Team

Year 3	2021 Actual	2022 Targets	2021 Actual	2022 Targets
Reading	94%	96%	18%	25%
Writing	95%	97%	18%	20%
Spelling	87%	90%	20%	20%
Grammar	82%	90%	26%	30%
Numeracy	90%	95%	10%	15%

Year 5	2021 Actual	2022 Targets	2021 Actual	2022 Targets
Reading	80%	90%	6%	15%
Writing	74%	90%	5%	10%
Spelling	80%	90%	22%	25%
Grammar	74%	90%	8%	20%
Numeracy	82%	95%	2%	10%

A-B	2022	2023	2024	2025
PREP	43%	45%	47%	49%
1	45%	47%	49%	51%
2	45%	47%	49%	51%
3	35%	35%	37%	39%
4	35%	37%	39%	41%
5	40%	44%	46%	48%
6	35%	38%	40%	44%

A-C	2022	2023	2024	2025
PREP	65%	68%	71%	76%
1	65%	68%	71%	76%
2	75%	78%	81%	86%
3	75%	78%	81%	86%
4	70%	73%	76%	81%
5	80%	83%	86%	91%
6	70%	73%	76%	81%

Strategies	Targets and Measures	Responsible Officer/s
Embed inclusive practices policy.	100% of staff PD in policy and practices. (Professional Learning Plan)	Inclusion Officer
Maintain PBL Framework and establish Tier 2 & 3 processes.	100% staff commitment to PBL. (EBS/SET survey)	Whole Staff
Maintain staff capability in 4 dimensions using profile practices.	100% staff profiled (min 4 per year) and PD in 4D. (Wellbeing Officer checklist)	Wellbeing Officer
Implement case management approach.	10% decrease in identified students (behaviour) Increase in their learning outcomes. 100% staff actively use approach.	Deputy Principal (whole staff)
Create and implement a social and emotional capability program.	100% staff participation. (Student wellbeing Survey)	Principal, Deputy, Wellbeing Officer, HOD-c
Promote attendance through proactive and reactive strategies.	100% Increase Staff record parent contacts 5% decrease in unexplained student absences.	Deputy Principal (whole staff)
Continue to build deep knowledge and understanding of Trauma Aware Schooling.	100% staff participation in PD. Decrease referrals. Reduction in staff absences.	Wellbeing Officer

2022	2023	2024	2025
75%	80%	85%	90%
84%	86%	88%	90%

2022	2023	2024	2025
19%	16%	13%	10%
90%	92%	93%	94%

This document is supported by the HFSS community and Student Council.

5 Questions for Students

1. What are you learning? **Why?**
2. How are you doing?
3. How do you know?
4. How can you improve?
5. Where do you go for help?

5 Questions for Teachers

1. What are you teaching? **Why?**
2. Why am I teaching it?
3. How will I teach it?
4. How will I know when students have learned it or not?
5. What is next...if this works? If it doesn't work? Where do I go for help?

Other key priorities: Maintain a focus on the teaching of **phonological awareness** including **phonemic awareness** and **phonics** across P-6 and, align whole school teaching of spelling to the Australian Curriculum including tracking assessment.

