



CONCEPT	TARGETS	STUDENTS	STAFF	SCHOOL
Higher order thinking	Raise awareness of current research and investigate effective higher order thinking strategies for all learning and assessment opportunities.	Develop language of higher order thinking skills. Engage in learning opportunities which require collaboration and critical and creative thinking.	Engage in research based professional learning to develop common understandings and beliefs about higher order thinking. Collaboratively develop assessment tasks that require greater depth of thinking across all subject areas.	Develop a whole school understanding of higher order thinking and its application to teaching and learning. Build capacity for use of higher order thinking in teaching and learning. Audit current practices to determine how higher order thinking is included in learning experiences. Research current best practice and high impact strategies for embedding higher order thinking into everyday learning.
Student agency	Increase knowledge of the concept of agency with staff, parents and students, as observed through everyday interactions.	Participate in school and community events that have personal importance. Shape and contribute to their own learning as well as their own learning environments.	Engage in discussion around a range of articles, research and ideas related to student voice. Reflect on current school and classroom practices to generate baseline data to feed into the implementation cycle. Expand the initial Prep trial of Age Appropriate Pedagogies to include all Year One classes.	Investigate, share and provide opportunities for discussion of range of articles, research and ideas related to student voice.
STEM	25% of students involved in trialling authentic STEM opportunities.	Engage in authentic STEM opportunities both within the classroom and optional extra curricula activities.	Engage in ongoing professional development of STEM. Trial a variety of opportunities for students to participate in STEM to deepen knowledge of effective teaching strategies and to provide learning experiences to support future implementation.	Research and build awareness of STEM. Provide human resources to collaborate, support and model STEM practices. Initiate, trial and support STEM education opportunities. Establish connections with wider school community including Samford Commons.
Flexible learning environments	Anecdotal positive feedback from students, teachers and parents about furniture and learning environments.	Begin to work in classrooms with more flexible learning spaces including stand up desks and classrooms with moveable furniture.	Experiment with structuring learning experiences that enable students to have more physical movement and options to select their workspaces.	Provide year level teams with the option of trialling different furniture to meet the specific needs of their learners.
Professional development / capacity building	School Council and LCC approval of Workforce Profile and Professional Learning plan.		Contribute to the creation of school based staffing documents.	Develop a workforce profile as a proactive measure to build and sustain a workforce that can implement the intent of the long term vision of the school. Create a Professional Learning plan that identifies professional opportunities, outlines how they are constructed and demonstrates alignment with strategic plans and the workforce profile.
Digital technologies	Development of ICT vision and the creation of a long term ICT plan. Student participation in optional, extra curricula ICT opportunities.	Engage in a broader range of digital learning experiences within the classroom and with specialist teachers. Participate in optional, extra curricula ICT opportunities, such as coding challenges and Short Film festival.	Undertake professional development opportunities to enhance ability to trial different digital technologies into the classroom.	Research current proven effective practice in using digital technologies and use this knowledge to begin building a long term shared vision and school culture.
Citizenship	Increased number of students in Years 4-6, achieving at least level one citizenship.	Participate in leadership development opportunities Develop a student voice through participation in student leadership opportunities such as student council, EarlyAct and formal leadership positions.	Explicitly teach students key leadership, social and citizenship skills. Provide opportunities in everyday learning experiences for students to refine & develop their leadership skills.	Establish partnerships with community groups to expand student leadership opportunities.





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Culture of evidence based decision making	Continued improvement in NAPLAN and PAT, data through implementation of whole school reading and writing targeted teaching.	Students actively engage in personal goal setting using self-reflection, student progress data and feedback from teachers.	Collect, analyse, track and respond to writing data using the school determined vertical scale. Identify and cater for students at risk of falling below expectation of one year's growth. Provide targeted and timely feedback to students.	Provide teaching and human resources to support, model and collaborate with teachers.
Targeted teaching in literacy and numeracy	A year's worth of growth in writing for Years 3-6 and reading Prep-6, as defined in the school data plan. Continued yearly improvement in reading and writing (NAPLAN and PAT).	Engage in elements of a balanced reading program to develop lifelong reading skills. Participate in targeted writing sessions. Shape personal learning goals to improve writing and reading. Engage in active feedback cycles.	Collect and analyse data for learning goals in reading and writing. Collaboratively deliver targeted teaching in reading and writing using data to provide differentiated learning for students. Engage in ongoing professional development in targeted teaching. Develop a team approach to include STLANs, SEP, teacher aides, administration and all support staff to form a cohesive and comprehensive approach to learning.	Implement consistent collection and analysis of reading and writing data. Embed targeted teaching practices through the use of reading and writing data. Provide human and teaching resources to support, model and collaborate targeted teaching of writing and reading with teachers.
Pedagogic practices to support diverse learners	Evidence of increased range of practices in classrooms and across year levels as observed through anecdotal observation. Student perception that their learning is at the appropriate level for them. Teachers rate observation and feedback cycles as useful or very useful in supporting their learning.	Engage in learning opportunities that match the 'where to next' in their learning. Know and shape their own learning goals and understand the learning pathway for their achievement. Continue to use the language of You Can Do It to support their personal growth.	Undertake classroom research around differentiated classroom practice and explore new ways of working in classrooms and across year levels. Engage in observation and feedback cycles to reflect on practices for diverse learners. Seek feedback from colleagues and students on their practices for meeting the needs of diverse learners.	Identify and share research around differentiation and responsive teaching. Actively encourage and support the trial of new practices in responding to diverse learners. Lead the co-construction with staff of observation and feedback cycles. Revisit the Pedagogical Framework to monitor progress of implementation.
Growth mindset	An increase in self-perception of mindset belief statements as reflected in a school developed feedback tool.	Engage in 'effort' activities delivered by their class teachers and Guidance Officer. Trial student Mindset Modules.	Build students awareness of the power of effort through the Mindset Manifesto. Review the 'effort' rubric that comprises the report card grade.	Equip students and staff with the growth mindset principles to embed a positive learning culture in which every student can engage at their personal best. Collaboratively develop an 'effort' guide to enhance consistency of teacher judgements on report cards. Develop a tool to measure self-perception of mindset belief statements as reflected in a school developed feedback tool.
Building quality relationships	An increase in student and teacher feedback related to improved positive and supportive teaching and learning classroom environments, as observed in Classroom profiling.	Engage in opportunities to maximise their individual potential in a supportive, risk free learning environment.	Engage in Classroom Profiling and participate in the analysis of the whole school profiling data to highlight strengths and identify teaching skills to be built upon.	Equip all students and teachers with expertise in creating learning environments that allow for risk free engagement and the maximising of their potential. Provide opportunities for discussion around a school culture of building quality relationships such as through Parent Rep Forums, P&C and School Council and year level specific activities.

