

Area of Impact – Effective Learners

Establish a consistent approach among educators to ensure students become effective learners.

Key Strategies:

- Develop a shared understanding of what it means to be an effective learner, underpinned by student capabilities and dispositions
- Implement a consistent school-wide learning model informed by high-impact teaching strategies.

Priorities	Actions	Resources	Monitoring
Real Schools Objective: Collaborate with Real Schools to enhance teaching practices and student engagement.	Key Actions: Engage in targeted workshops focused on student-centred and relational learning practices. Align Real Schools principles with our site learning model and inquiry cycles. Use PLTs to reflect on restorative 2.0 practices.	Real Schools facilitators. Professional learning modules and resources.	Classroom observations. PLT reflection logs (floor book) Student voice data on classroom climate. Online survey to be developed Staff meetings have a consistent Real Schools focus
Develop a Consistent School-Wide Learning Model Objective: Establish a consistent, school-wide learning model that emphasises high-impact teaching strategies and explicitly supports the development of student capabilities, dispositions, and the habits of effective learners. (SA curriculum)	Key Actions: Co-design a learning model with staff, grounded in high-impact strategies and effective learner dispositions. Ensure the model is adaptable to different subjects and year levels Use the inquiry cycle within Professional Learning Teams (PLTs) to identify, trial, and refine high-impact teaching strategies, and integrate the resulting learning model into school-wide planning templates and practice. Integrate the model into lesson planning and classroom activities.	AITSL resources. Victorian High-impact teaching strategies (HITS) Collaborative planning tools.	Curriculum mapping. Completed and review by Term 4 student free day. Learning walks to provide feedback on the implementation of the school-wide learning model. Create opportunities for peer observations and mentoring to support continuous improvement.
Integrate Frog as a Learning Management Tool Objective: Utilise the Frog learning management tool to enhance teaching and learning, supporting the development of effective learners.	Key Actions: Provide comprehensive training for educators on using Frog effectively. Conduct workshops to explore the various features of Frog that can enhance teaching and learning. Integrate Frog into the curriculum to facilitate blended learning and digital literacy. Encourage students to use Frog for accessing resources, submitting assignments, and receiving feedback. Use Frog to enhance communication between teachers, students, and parents.	In-house training. Peer coaching.	Regularly review the use of Frog to ensure it meets the needs of educators and students. Review planning Week 9, Term 1 and Term 3. Gather feedback from users to make necessary adjustments and improvements to enhance teaching and learning <ul style="list-style-type: none"> • Usage analytics. • Student and teacher surveys. • Work samples.

Area of Impact- Equity and Excellence

To enhance literacy skills across all year levels, from Kindergarten to Year 12, ensuring equitable access to high-quality literacy education and fostering excellence in student outcomes.

Key Strategies:

- Develop a literacy curriculum that is inclusive and adaptable to the diverse needs of students from Kindergarten to Year 12.
- Ensure the curriculum reflects a range of cultural perspectives and learning styles.
- Embed a structured inquiry cycle within Professional Learning Teams (PLTs) to drive continuous improvement in literacy teaching.

Priorities	Actions	Resources	Monitoring
Early Years: Oral Language Development Objective: Implement oral language skills to enhance literacy skill development, specifically to expand vocabulary in the early years	Key Actions: Implement interactive and play-based activities that promote speaking and listening skills Strengthen oral language skills in early childhood to build a strong foundation for literacy. Provide professional development for educators on effective oral language teaching strategies.	Heggerty PA Oracy Literacy Summit – PD and sessions Pre-school Language Domain (Plink)	Floor book of evidence and self-assessment Heggerty benchmarking Foundation PASM First steps Oral language continuum – sub-school learning
Primary Years: Reading and Vocabulary Objective: Enhance reading skills and vocabulary in primary students.	Key Actions: Integrate vocabulary-rich texts and activities into the reading curriculum. Create a learning structure, supported with appropriate staff, that supports meeting the literacy needs of specific students at their point of development Use explicit vocabulary instruction techniques to expand students' word knowledge. Establish clear connections between reading and writing by embedding a strong focus on vocabulary and aligning spelling and reading instruction with student writing.	Staffing / time DfE scope and sequence for spelling and morphology Decodable readers High Quality model texts	Weekly staff meeting to promote data sharing between MP and UP classes Consistent agreements on how writing and reading are linked, including content in literacy group sessions Review dates on process and structure, DIBELS / Heggerty / Reading benchmarking and continual monitoring – agreed to by teaching staff Utilise guided reading, carefully selected mentor texts, and Brightpath to support linking reading/writing/spelling.
Secondary Years: Vocabulary Across Subjects Objective: Develop subject-specific vocabulary to support comprehension and academic success in secondary students.	Key Actions: Collaborate with subject teachers to identify and teach key vocabulary relevant to each discipline. Develop, with students, tools such as vocabulary journals and word lists in all subject areas, to reinforce vocabulary development Incorporate Brightpath assessments to track progress and adjust teaching strategies as needed.	EdChat Brightpath Frog	Monitor reading progress and provide targeted interventions for students needing additional support. Student goals set termly around literacy development Use AI tools (like EdChat) to support and review student work with vocabulary focus Create and add to word lists in Frog