



	Vision	Elements	Actions
Wellbeing	<i>Create and maintain a positive, safe and supportive learning environment for all members of our school community.</i>	Social Emotional Learning (SEL) Promote the social-emotional development, safety, and well-being of students through the expansion of the SEL “Second Step” trial.	<ul style="list-style-type: none"> • Purchase Second Step resources to allow for full implementation in all classes. • Provide support and training for staff, including access to Second Step online training. • Establish Belmont approach and link to existing Positive Behaviour for Learning (PBL) Belmont Star rules/values. • Create a Second Step Team to support staff sharing and review implementation.
		Staff Wellbeing Support the health and wellbeing of staff through the development and implementation of a Staff Wellbeing Plan.	<ul style="list-style-type: none"> • Complete data collection and review to identify key items and issues. • Determine areas for focus and investigate plan format, ahead of completing a draft plan for consultation. • Monitor and guide implementation through the Health Safety Wellbeing (HSW) Team.
Pedagogy & Curriculum	<i>Develop Australian Curriculum knowledge and consistency of pedagogical practices to enhance student learning.</i>	The “Language of Learning” Develop the capacity of students to monitor and progress their own learning through a consistent “Language of Learning” – with a focus on the “3 Questions about Learning” to increase student efficacy: <ul style="list-style-type: none"> • What are you learning? • How are you going? • What is next? 	<ul style="list-style-type: none"> • Review and promote the school’s Pedagogical Framework, including the Waterfall Model. • Maintain a supported focus on Success Criteria and Student Feedback through conversations and Professional Learning Communities (PLCs). • Support staff and students to consistently refer to and use the “3 Questions about Learning” through classroom visits and feedback from Leadership.
		Writing Grow our students as highly effective writers by developing and consistently delivering a whole school framework for writing – building on learnings from our previous improvement focus on Reading.	<ul style="list-style-type: none"> • Provide and promote focussed professional development, coaching and collegiality to build on staff knowledge and capacity. • Create and support a Writing Team (of staff) to co-develop the “Belmont Writing Framework”. • Ensure consistency through the documentation of Australian Curriculum expectations for Writing in each Year Level. • Review English Guides to Making Judgements (GTMJs) to further ensure clear and consistent expectations. • Develop effective use of Success Criteria aligned with the GTMJ to promote student self-efficacy. • Explore further opportunities for enrichment. • Review intervention and support programs.
		Thinking Develop students as inquirers who “think about thinking” through the exploration of Peter Ellerton’s “Values of Inquiry”.	<ul style="list-style-type: none"> • Support a trial Aspiring Thinkers Team (of staff) to lead the exploration of Peter Ellerton’s “Values of Inquiry”. • Promote Thinking as a pedagogical approach to fostering classroom inquiry. • Investigate opportunities to employ the “Values of Inquiry” in school/Curriculum into the Classroom (C2C) units.
		Technologies (STEAM*) Students learn and are assessed using Australian Curriculum: Technologies (Design and Digital). *STEAM: Science, Technology, Engineering, Arts, Mathematics	<ul style="list-style-type: none"> • Provide and timetable a co-teacher to support the implementation and assessment of Digital Technologies from Prep to Year 6. • Review, modify and implement C2C Design and Digital Technologies units.

Our vision: Inspired. Innovative. Involved.

Endorsement:

Our three School Improvement Priorities:
I Am Critical & Creative | I Am Me | I Am Connected


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