



	Purpose/Vision	Strategic Plan Actions	2022 Actions	2022 Status	2022 – Implementation	Data Source Targets	
Learning Literate Students	To develop learning literate students who are resilient, creative and critical thinkers and who can effectively communicate and collaborate.	<b>Learning Dispositions</b> Enhance student thinking, communication, resilience and collaborative behaviours by teaching a range of 'Learning Dispositions' and 21 <sup>st</sup> century pedagogies.	☑ Embed Learning dispositions through curriculum planning teaching strategies and inclusive pedagogical approaches	Building on 2021	<ul style="list-style-type: none"> <li>Liaise with graphic designer for life size cut outs</li> <li>T1- 4 All teacher planning &amp; teaching to incorporate Learning Dispositions</li> <li>T1-4 Provide professional learning for all staff</li> <li>Use Elements and Design Principle frameworks to review and refine teaching strategies and pedagogical approaches</li> <li>Build a shared language to talk about the dispositions and habits of effective learners</li> </ul>	☑ Review of planning documents display evidence of Learning Superpowers ☑ Anecdotal evidence – student interviews and work samples, classroom observations	
			☑ Immerse students, staff and community in the Learning dispositions through newsletters, social media and face to face meetings.	Building on 2021	<ul style="list-style-type: none"> <li>T1-4 Display posters in classrooms</li> <li>Investigate innovative ways to incorporate Learning Super Powers</li> <li>Planned collaborative activities to reflect and share teaching practice and outcomes</li> <li>Showcase high quality student work</li> </ul>	☑ 100% classrooms display evidence of the Learning Dispositions in action	
			☑ Establish BSS STEM Education program developing students' passion for STEM subjects through transdisciplinary units fostering 21 <sup>st</sup> century transferable skills and inquiry learning.	NEW	<ul style="list-style-type: none"> <li>T1-4 Create new Technology units that immerse students in authentic problems building their capacity to think critically and creatively, collaborate and manage projects and empathise with users</li> <li>Provide professional learning for STEM teachers in inquiry / problem-based learning approaches and knowledge of STEM AC Learning Areas and General Capabilities / Curriculum Priorities</li> <li>Create STEM lab including review and purchase of digital devices and training requirements</li> <li>Liaise with Belmont STEM Steering Committee for unique opportunities to engage students in STEM learning within and beyond the school</li> <li>Whole school event promoting Science Week (Term 3)</li> </ul>	☑ High student engagement in STEM lessons ☑ 100% improvement in student confidence and independence with inquiry and problem-based learning ☑ Improvement in student performance in Technologies (A-E data)	
	<b>Language of Learning</b> Promote student self-efficacy by introducing a common language of learning. Develop every student's capacity to monitor and progress his or her own learning.			☑ Deepen Teacher knowledge regarding student-centred feedback processes – <ul style="list-style-type: none"> <li>Co-construction of success criteria</li> <li>Peer/self-assessment (feedback)</li> <li>Individual goal setting</li> </ul>	Building on 2021	<ul style="list-style-type: none"> <li>Provide professional learning for teachers in Prep, Year 2 and Year 6 and new staff in feedback based on the work of Dr Cam Brooks</li> </ul>	☑ 100% teachers are confident in their capacity to provide feedback on student work applying student-centred feedback approach
				<ul style="list-style-type: none"> <li>Provide opportunities for students and parents to authentically share their voice and agency around adjustments required to remove learning and engagement barriers</li> </ul>	New	<ul style="list-style-type: none"> <li>Student agency reflective through moderation discussions</li> <li>Stakeholder meetings to capture student and parent collaborative decision-making</li> </ul>	90% of students and parents contribute to decision-making on adjustments
	<b>Learning Pathways</b> Vary the pathways, enabling all students to maximise engagement, achievement and wellbeing.			☑ Embed the Second Step program (Social Emotional Learning)	BUILDING ON PREVIOUS WORK	<ul style="list-style-type: none"> <li>T1-4 Check in with classroom teachers to ensure that lessons are delivered.</li> <li>T1-4 Fortnightly article in newsletter from Guidance Officer</li> <li>Check that staff is doing the online training/reminder</li> <li>See how this can be aligned with mindfulness/meditation practices.</li> <li>Investigate whole school programs and processes to implement mindfulness/meditation</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers delivering the program</li> </ul>
				☑ Implement actions identified in the Inclusion Inquiry Tool to enhance learning opportunities for all students	BUILDING ON PREVIOUS WORK	<ul style="list-style-type: none"> <li>Renew vision for inclusive and culturally responsive practices in line with DoE policies and legislation</li> <li>Refine process of identification and documentation of Personalised Learning Plans to capture and support the diverse learning needs of all students</li> <li>Targeted Student Support Team co-develop and implement NCCD 12-month plan in consultation with stakeholders</li> <li>Inclusion teacher coaching model to embed inclusive practices within the classroom</li> </ul>	☑ 90% of language being used by the school community is inclusive  Every student can articulate who is their champion All students with diverse learning needs are captured through Personalised Learning process

						50% of staff engaged in classroom coaching and co-teaching
			☑ Plan collaborative cycles of inquiry using data to identify student learning needs for enrichment	Building on 2021	<ul style="list-style-type: none"> <li>Personalised learning process – 5 week inclusion data sprints</li> <li>Decisions recorded on OneSchool in consultation with all stakeholders</li> </ul>	All students with diverse learning needs are captured through Personalised Learning process
<b>Excellence in Teaching and Leading</b>	To plan, deliver and evaluate effective evidence-based teaching and leadership practices that cater for all students.	<b>Teacher Leadership</b> Promote and foster pedagogical and curriculum leadership opportunities.	☑ Establish process to strengthen consistency of teacher judgement (improvement of A-E + N data)	Ongoing	<ul style="list-style-type: none"> <li>Provide opportunities for teachers to moderate summative assessment each term.</li> <li>HOD-C's engage with HOD-C's from like schools for moderation</li> </ul>	☑ Consistency of teacher judgement. 90% A-C data and 55% A-B data
			Establish service delivery model and ways of working for inclusion support	New	<ul style="list-style-type: none"> <li>Professional development <ul style="list-style-type: none"> <li>- Café</li> <li>- Book study</li> <li>- Coaching</li> <li>- School visits</li> </ul> </li> </ul>	☑ 100% Inclusion support staff involved in at least one activity
		<b>Reading/Writing</b> Grow students as highly effective readers through the provision of a whole school synthetic phonics Literacy program.  Build teacher capacity and knowledge of the Australian Curriculum to enhance the alignment of A- E data and build consistency of teacher judgement for English.	☑ Embed 'Promoting Literacy Program' in Prep-Year 1 classrooms. Trial' PLD' in Years 2-6.  Develop an Early Years assessment schedule that identifies every student's stage of learning and tracks student progress.	NEW	<ul style="list-style-type: none"> <li>Professional Development for teachers</li> <li>PLC focus</li> <li>Development of resources</li> </ul>	All teachers are confident in their capacity to deliver the PLD program, track student progress and respond to individual learning needs.
			☑ Review and refine the Three Levels of Planning	ONGOING	<ul style="list-style-type: none"> <li>Audit of English Curriculum processes and documentation</li> <li>Audit specialist subject area planning processes and documentation</li> <li>Build capability in developing marking guides using the 4Cs model</li> <li>Refine moderation processes for English to build consistency of judgement, planning and inclusive pedagogy.</li> <li>Building a culture of pedagogical inquiry through formative assessments and moderation processes</li> <li>Refine moderation processes for Maths to build consistency of judgement, planning and inclusive pedagogy (Semester 2)</li> <li>Build understanding of inclusive practices through the Three Levels of Planning</li> <li>Review the Provision of the Whole School Curriculum for 2023</li> <li>Increasingly personalise curriculum planning and delivery differentiated teaching, tailored supports and adjustments throughout the 3 levels of planning</li> </ul>	☑ Alignment of NAPLAN and A-E English Data- 43% A; 55% A-B; 90% A-C ☑ Development of marking guides using 4C process  3 levels of planning aligned and responsive to student data 90% of staff employing tailored supports, adjustments and differentiation to meet individual student needs 80% of the time



		<p><b>Digital Technology</b> Build teacher capacity to support student use of digital technologies for thinking and learning across all Learning Areas.</p>	<ul style="list-style-type: none"> <li>Develop a shared understanding of digital pedagogies in Years 4-6.</li> </ul>	New	<ul style="list-style-type: none"> <li>Develop a shared vision for student learning with iPad</li> <li>Build teacher capability to embed iPad in learning through regular workshopping and in-class coaching</li> <li>Develop a shared understanding of the T-PACK model</li> <li>Embed digital pedagogies as part of Unit Planning, with a focus on student creation and inquiry</li> <li>Build capability for iPad use in day-to-day access (e.g. email, note taking, productivity) across whole staff including leadership team</li> <li>Refine the BYO Program and supporting documentation to further support learning with iPad</li> </ul>	<ul style="list-style-type: none"> <li>Apple Learning Technologies survey data collected T1 and T4 to measure student digital products</li> <li>Shared identifiable vision</li> <li>Observe staff using iPad as device of choice for some productive tasks</li> </ul>
		<p><b>Communication Process</b> Continue to develop processes to better facilitate parent communication and parent involvement in the school community</p>	<ul style="list-style-type: none"> <li>Utilise social media to showcase excellence</li> <li>Utilise YouTube and TEAMS as a communication tool where possible for communication during COVID</li> </ul>	Renew	<ul style="list-style-type: none"> <li>Post regularly on social media to showcase excellence in teaching and learning</li> <li>Utilise YouTube for parent information sessions; how to videos for iPad program T1-T4</li> </ul>	T1- T4 minimum of 10 posts per term
<b>Cohesive Learning Community</b>	To create a sense of belonging and community with a clear focus on learning, through strong partnerships and open communication.	<p><b>Local partnerships</b> Liaise with local community links for enhanced learning and opportunities for students to serve their community.</p>	<ul style="list-style-type: none"> <li>Strengthen connections with B4C to enhance sustainable practices at BSS</li> </ul>	RENEW	<ul style="list-style-type: none"> <li>Engage students and community in revegetation project (Nature Play / Koala Corridor – Urban Utilities grant)</li> <li>Establish Worm Farm and school management process (Organic Schools grant) – Sustainability Team and Waste Warriors</li> </ul>	<ul style="list-style-type: none"> <li>Partnership continuing across the year</li> </ul>
			<ul style="list-style-type: none"> <li>Consult with STEM Steering Committee to create opportunities for students which foster a love and passion for STEM learning</li> </ul>	NEW	<ul style="list-style-type: none"> <li>Schedule regular meeting (each term)</li> <li>Access Phd students to showcase and promote STEM subjects and career pathways (Assembly and classroom experiences)</li> <li>Create opportunities beyond the school for interested students to engage in STEM activities</li> </ul>	<ul style="list-style-type: none"> <li>External stakeholders engaged throughout the year</li> </ul>

Endorsement:

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