

<b>Goal</b>	To maximise learning growth and achievement for all students.
<b>KIS</b> Building practice excellence	Embed the use of the school's agreed instructional model across the curriculum to enable consistent, high-quality instruction in every classroom.  Build the capacity of all leaders to support, monitor and evaluate the impact of teaching on student learning outcomes.  Share student-learning data routinely so learning growth and progress are monitored and visible to all.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Collaboratively plan using the agreed Instructional Model in teams.</li> <li>• Tutoring program to continue across the school and to use data to determine need, develop a sequential learning plan and monitor growth</li> <li>• Support promotion of high quality Learning and Teaching practices through Learning Walks and coaching</li> <li>• Development of high quality IEP's for students requiring this level of support</li> <li>• Undertake Phonological and Phonemic Awareness Professional Learning</li> <li>• Introduce a Performance and Development process for all staff</li> <li>• Introduce a new ongoing reporting process</li> </ul>
<b>Outcomes</b>  Measurements will include – NAPLAN, EOI, PAT, Teacher Judgement, PLC Maturity Matrix, Learning Walks - outcomes, Staff Survey, PIVOT Survey	<p><b>Students at all year levels will:</b></p> <ul style="list-style-type: none"> <li>• Develop their learning goals/IEP's. These goals will be developed through learning conferences</li> <li>• Have formal IEP developed for students at risk – including EAL, OHC, Koorie, High Ability, etc</li> <li>• Provide teachers feedback in relation to teacher practice through PIVOT (P-6 and Specialists).</li> <li>• Understand the Instructional Model</li> </ul> <p><b>Education Support staff will:</b></p> <ul style="list-style-type: none"> <li>• Use data, in collaboration with the teacher, to inform their practice with the students they support</li> <li>• Support students in selecting their learning goals and recording evidence of their success in google drive</li> <li>• Participate in a Performance and Development process with a focus on feedback through Peer Observations and Learning Walks.</li> <li>• Contribute to the documentation of strength based IEPs for students and implement these goals, through a program planned by the teacher</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Plan collaboratively using the curriculum, agreed Instructional Model across all domains and use student data to inform inclusive practices.</li> <li>• Develop IEPs for students and lead the implementation of these plans with support from Education Support staff</li> <li>• Participate in Professional Learning to improve teacher practice, including Phonological and Phonemic Awareness.</li> <li>• Participate in a Performance and Development process with a focus on feedback through Peer Observations and Learning Walks.</li> <li>• Participate and contribute to an agreed student reporting process, with a strong focus on formative assessment and tracking of data</li> </ul> <p><b>School Leaders will:</b></p> <ul style="list-style-type: none"> <li>• Provide Professional Learning for all staff on a weekly basis including Instructional Model implementation and Phonological and Phonemic Awareness</li> <li>• Support PLCs to develop data literacies, professional practice of staff and use of the scope and sequence documents for sequential learning</li> <li>• Undertake reflective practices through a strong Performance and Development process including colleague (agreed norms) and student feedback</li> <li>• Provide staff with support in their understanding of our students at risk - EAL, OHC, Koorie</li> <li>• Coach PLC leaders and teams on a weekly basis around formative assessment to support data literacy and PLC cycles, including new staff</li> <li>• Embed Learning Walk practices throughout the school including the coaching of facilitators</li> <li>• Continue to implement Disability Inclusion process</li> <li>• Investigate innovative practices to assist with future development of LPS, including different ways to activate student voice to enhance their learning</li> </ul>
<b>Goal</b>	To improve the social and emotional wellbeing of all students
<b>KIS</b> Empowering students and building school pride. Setting expectations and promoting inclusion.	<ul style="list-style-type: none"> <li>• Build the capacity of teachers, students and parents to adopt Social and Emotional Learning strategies across the school and community.</li> <li>• Enhance the use of the school's learning management system to monitor and track student health and wellbeing, and achievement.</li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Continue to focus on BSEM and Respectful Relationships &amp; cultural inclusion into student/staff practice.</li> <li>• Improve student attendance through partnerships with students, families and associated outside agencies</li> <li>• Implement strategies to support the Mental Health and Wellbeing of the LPS Community</li> </ul>
<b>Outcomes</b>  Measurements will include – ATTS, AWE Survey, Attendance Data, School Staff Survey,	<p><b>Students at all year levels will:</b></p> <ul style="list-style-type: none"> <li>• Have set social, emotional and wellbeing goals to enhance their learning</li> <li>• Create, utilise and self-review their Ready to Learn Plan to self-regulate and build stamina</li> <li>• Prioritise a high level of attendance</li> <li>• Participate in wellbeing lessons and the development of wellbeing norms as well as Respectful Relationships lessons</li> <li>• Have voice in our school values in the school and community environment</li> </ul> <p><b>Education Support Staff will:</b></p> <ul style="list-style-type: none"> <li>• Undertake BSEM training for those staff that haven't completed each domain</li> <li>• Use Berry St and Respectful Relationships strategies in everyday practice to guide students IEPs and use the Inclusive Practice Champions to support</li> <li>• Use Compass to enter chronicles relating to student wellbeing</li> <li>• Support the implementation of consistent behavioural expectations across the school</li> <li>• Implement processes to support the Mental Health and Wellbeing of the LPS community</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Undertake BSEM training for those staff that haven't completed each domain</li> <li>• Use Berry St and Respectful Relationships strategies in everyday practice and use the Inclusive Practice Champions to support students</li> <li>• Undertake inclusive practices professional development and include in everyday practices including differentiation</li> <li>• Track student behaviour in chronicles and support the implementation of consistent behavioural expectations across the school</li> <li>• Implement processes to support the Mental Health and Wellbeing of the LPS community</li> <li>• Use Compass to enter chronicles relating to student wellbeing and behaviour</li> <li>• Develop a culture of "Our Students' attitude, not my student attitude" and focus on improving student attendance</li> <li>• Support the improved links to Leopold Community</li> </ul> <p><b>School Leaders will:</b></p> <ul style="list-style-type: none"> <li>• Provide staff with inclusive practices professional development including cultural inclusion</li> <li>• Lead and follow the agreed values matrix</li> <li>• Coach staff in the BSEM and Respectful Relationships practices</li> <li>• Lead the implementation of the Disability Inclusion process</li> <li>• Provide the opportunity to link the school values and student development in the Leopold community</li> <li>• Provide strategies and support whole school improvement to student attendance</li> <li>• Investigate innovative practices to assist with future Social and Emotional Learning strategies development of Leopold Primary School</li> </ul>