


BELIEFS	<p>At Ferny Hills State School, we:</p> <ul style="list-style-type: none"> • foster a 'small school' experience with a strong sense of belonging • embrace a multi-age philosophy which increases opportunities for collaborative learning and peer mentoring whilst recognising student individuality • believe all students can achieve high standards, when given the right time and support (Fullan, 2011) • commit to the provision of a high-quality education that makes a positive difference to the lives of our students • believe in strong, positive relationships between all members of our community 		PRIORITIES	<p>Wellbeing</p> <p>Numeracy</p>
----------------	--	---	-------------------	----------------------------------

	Priorities	Critical Work	Evidence	Expected Performance Indicators	Check in/Review Points
Quality Teaching	<p><i>Further strengthen understanding of the AC maths & numeracy, to align pedagogy and curriculum across the school.</i></p>	<ul style="list-style-type: none"> □ Develop consistency by developing a school approach to the teaching of Maths using the Gradual Release of Responsibility model. PD to target: <ul style="list-style-type: none"> ▪ Warm-ups, WALTs, WILFs, ▪ Think alouds, ▪ Modelled, shared, guided, and independent lessons ▪ Check for understanding & closure. □ Implement a whole school pre-& post data collection and moderation process for maths. □ Collect data to inform teaching and decision-making. □ Maths data meetings with classroom teachers (1 per term) □ By the end of 2022, we will implement pre-& post data conversations. □ Randomised Student Learning Conversations (SLCs) in Maths, 1 per semester (Lynn Sharratt questions) □ Support the explicit maths and numeracy agenda through coaching, WoWs, focused observations and targeted resourcing. □ Collaboratively develop multi-age learning units that are engaging and challenging cross-curricula numeracy tasks. 	<ul style="list-style-type: none"> □ Staff observations and feedback □ Leadership Team walk throughs □ Sharing of resources via Teams □ HOD-Cs discussion regarding the content and expectations from P-6 □ Clear moderation plan with timeframes and impact on current meeting structure 	<p>100% of teachers engaged in professional development in maths.</p> <p>100% of classroom teachers engage in maths data meetings</p> <p>60% of students to achieve an A or B (or equivalent) in Maths</p> <p>90% of students to achieve at least a C in Maths</p> <p>100% of students to know what they are learning in Mathematics and know what they need to do to improve</p> <p>100% of teachers participating in explicit improvement agenda strategies (coaching, WoWs, FOs) within mathematics and numeracy.</p> <p>100% of teachers engage in collaborative planning (each term)</p>	<ul style="list-style-type: none"> □ Planning day data discussions – end of each term □ Moderation – week 5 (pre) and week 9 (post) □ Fortnightly check in during cohort meeting □ HOD-Cs discussion regarding the content and expectations
	<p><i>Moderation processes</i></p>	<ul style="list-style-type: none"> □ Maths will be internally moderated at the end of each term (weeks 9/10), during cohort meetings. □ Writing will be moderated externally with a local school (Terms 2, 3 and 4) 	<p>Staff participation and discussion in 4 phases of moderation cycle</p>	<p>100% of classroom teachers engage in maths & writing moderation</p> <p>100% of specialist teachers engage in internal & external moderation</p>	
Connected Community & Culture	<p><i>Enhance staff and student wellbeing</i></p>	<ul style="list-style-type: none"> □ Develop student and staff wellbeing frameworks which: <ul style="list-style-type: none"> ▪ build a deeper understanding of authentic wellbeing practices ▪ value our Explicit Improvement Agenda and Life/Work Balance. □ Create dynamic learning environments which support student wellbeing and a sense of belonging. <ul style="list-style-type: none"> e.g. fortnightly mindfulness lessons, lunchtime clubs □ Continue to embed and promote Positive Behaviour for Learning Program □ Provide induction program for new & beginning teachers. □ Mentoring early career teachers 	<ul style="list-style-type: none"> □ Whole school Wellbeing Framework □ Teaching the Zones of Regulation □ Fortnightly mindfulness lessons □ Lunchtime clubs □ Clear whole school expectation followed in all school areas □ Tokens banked regularly □ Clear student behaviour referral processes □ Behaviour data (SDA, top behaviour location and category) 	<p>Enhanced SOS data for relevant questions relating to wellbeing.</p> <p>LCC to lead the workload reduction consultation processes with staff.</p> <p>Aligning staff work practices to the <i>Communication and Meeting Protocols</i></p> <p>Enhanced SOS data for relevant questions relating to wellbeing.</p> <p>100% of students and staff support PBL</p> <p>100% of staff implementing PBL with fidelity</p>	<ul style="list-style-type: none"> □ Wellbeing committee meeting □ Fortnightly new & beginning teachers induction meetings □ PBL meeting 2-3 per term □ Weekly leadership meeting