



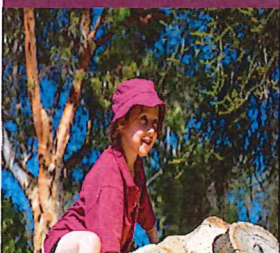
Two Wells Primary School

Our Context



Belonging & Connection Matters

We believe creating a nurturing school environment fosters a supportive and inclusive school community, ensuring every child has opportunities to be engaged and thrive within their learning and wellbeing.



Inclusivity & Safety

We embrace inclusivity and safety as core values at Two Wells Primary School, ensuring every student feels respected and secure, which promotes a compassionate and positive learning environment where all individuals can reach their full potential.



Positive Behaviour for Learning (PBL)

We explicitly teach the Positive Behaviour for Learning framework, implementing core learning for students to cultivate a respectful and supportive environment, enhancing student engagement and promoting academic and social success.



Academic Growth and Positive Academic Self-concept

We prioritise academic engagement and growth by nurturing positive academic self-concept and fostering a growth mindset, empowering students to embrace challenges, use problem solving and develop dispositions that promote life long learning.



Goal 1

If we embed practices that increase student belonging, connection and safety, then this will lead to greater engagement and positive learning outcomes.

Leaders will:

- Be a visible presence throughout the school, actively engaging with students and families to build positive relationships and support behaviour expectations.
- Enhance staff capability through targeted organisation of professional development opportunities focussed on PBL
- Lead a process with staff to review the school values and expected whole school behaviour expectations matrix
- Support teachers to explicitly teach and model school values, inclusive of student agency
- Provide communication and updates to the school community on agreed behaviour expectations and consequences.
- Strategically invest in resources that foster implementation of inclusive wellbeing strategies

Teachers will:

- Create a calm, welcoming and inclusive classroom environment, ensuring every student feels valued, respected and has a trusted adult.
- Model appropriate dispositions and meta-cognitive strategies across curriculum
- Maintain a restorative approach when discussing behavioural expectations
- Implement clear, consistent and agreed behaviour expectations with logical consequences.
- Explicitly teach students about agreed behaviour expectations & consequences
- Explicitly teach and model school values Compassion, Respect, Growth Mindset, Safety
- Explicitly teach PBL lessons, revisiting as required
- Teach and model developmentally appropriate self regulation and conflict resolution strategies
- Teachers share and utilise strategies that support students to have a sense of belonging and safety

Learners will:

- Take responsibility for their actions and accountability to repair inappropriate behaviour choices
- Take pride in themselves, their classmates, and their school, demonstrating respect for one another, by modelling the school values and appropriate behaviour choices
- Be safe and support others to be safe



Goal 1

Success Criteria & Monitoring

Leaders:

Know	Be	Do
Leading site wide expectations and the PBL processes that support these Aware of staff engagement levels and areas for development	Modelling dispositions and positive behaviour expectations, using meta-cognitive talk and restorative practises with children	Communicating with staff, students and community behaviour expectations and consequences for behaviour errors

Teachers:

Understand explicit instruction for desired behaviours and expectations to be understood Site based behaviour expectations and structures, including PBL Know how to analyse various data to support student regulation & intervention	Inquisitive and curious about their learners dispositions and develop relationship that improve learning outcomes Attentive and responsive to the diverse needs of students to foster a positive environment	Explicitly teach & model dispositions and meta-talk for learning and engagement Use restorative approaches in their daily practise with students Implement strategies that promote a positive learning environment for all students
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Learners:

Are able to articulate a clear understanding of behaviour expectations and how to make positive behaviour choices	Demonstrating lived school values in their everyday interactions and learning	Take responsibility for their actions, including being accountable for repairing harms caused by not keeping themselves and other safe
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Goal 2

When our teachers engage with the SA Maths Curriculum it will enable students to work towards achieving the conceptual understandings while developing the essential dispositions and capabilities to increase their academic self-concepts to thrive as mathematicians.

Leaders will:

- Provide a series of professional learning & coaching network opportunities to familiarise staff with the SA Maths Curriculum and pedagogical approaches and provide opportunities for them to collaboratively plan for implementation
- Use a PLC forum to discuss and collaborate on teaching sprints in relation to SA Maths Curriculum and a pedagogical shift
- Lead a process with staff to determine the essential components of a Maths lesson and support teachers with the implementation of this structure
- Release teachers to observe each other in mathematics lessons
- Develop leadership capabilities of teachers and leaders within SA curriculum

Teachers will:

- Dedicate themselves to ongoing collaborative professional learning on the SA Maths Curriculum, maintaining consistency in expectations, engaging in professional dialogue (PLCs) and practising reflective teaching
- Display and refer to Learning intentions and success criteria that will be stated in the 'know, be, and do' from the SA curriculum within the lesson delivery
- Teachers will explicitly teach multi-step problem solving activities to develop greater resilience in their students
- Explicitly teach dispositions and model meta-cognition related to these during numeracy lessons

Learners will:

- Take responsibility for their learning and accountability to be partners in learning working collaboratively with educators and peers
- Develop and implement positive dispositions through active engagement in learning experiences.
- Display readiness to engage with mathematical learning and use of mathematical talk in their everyday world.
- Identify their learning across the zones of proximal development (stretch, comfort, panic) and be comfortable in their own learning zones throughout mathematics lessons



Goal 2

Success Criteria & Monitoring

Leaders Are:

Able to articulate what Mathematical learning looks like across the site

Providing instructional leadership & feedback

Coaching Mathematical pedagogical improvement through purposeful PLCs

Implementation of sitewide mathematical agreements/ expectations alongside staff

Resource as required to support desired change

Teachers Are:

Effectively implement data informed learning design that incorporates explicit instruction, problem solving, reflection, feedback, assessment & moderation

Modelling and explicitly teaching dispositions & meta-cognitive talk

Teaching attributes, dispositions, capabilities and knowledge to enact shared values in the teaching of Mathematics, including waved intervention

Learners Are:

Know how to identify and articulate their zone of proximal development to stretch their learning and engage positively

Use language that represents mathematical dispositions towards their learning and see themselves as Mathematicians

Use problem solving to engage with mathematical learning and their world, collaborating with peers and educators