

Our Vision Our why	Our Focus	Our Process	Our Measures of Growth
	What we will do / Where do we want to get to?	How we will achieve our goal / How might we get there?	How we will measure our growth, track our progress, celebrate our achievement, identify areas for improvement?
Develop Powerful learners  Demonstrate high achievement in all learning areas	<b>Community Connection</b>  Engage the community, involving all stakeholders in the success of our students	<ul style="list-style-type: none"> <li>• Directly seek family consultation and feedback</li> <li>• Provide opportunities for parents to engage in the learning experience through 'open classroom' events</li> <li>• Involve families in conversations about their child's learning</li> <li>• Increase opportunities to share learning with families</li> <li>• Consistency in sharing learning progress through Seesaw</li> </ul>	<ul style="list-style-type: none"> <li>• Families engaging with 'open classrooms' events</li> <li>• Increased sharing of learning, school data through newsletters, assemblies, Seesaw etc.</li> <li>• Families able to clearly articulate the learning that is occurring in their child's classroom.</li> <li>• Families providing feedback on learning, school reporting/ feedback systems, open classroom events</li> </ul>
<b>Our Values</b>  Personal Excellence  Trust  Responsibility  Courage	<b>Wellbeing - Emotional Literacy</b>  Support our students to enact our school values, bringing the best version of themselves to school and building the skills to clearly express themselves	<ul style="list-style-type: none"> <li>• Explicitly teach the principles and language of GEM (gratitude, empathy, mindfulness)</li> <li>• Engage students in the learning experience, building student agency and voice in what happens in the school</li> <li>• Provide opportunities for students to express their needs and give frameworks around language/ processes they can use</li> <li>• Support students to recognise that challenges in learning/ in school are okay and provide them with the language to express their struggles</li> </ul>	<ul style="list-style-type: none"> <li>• Students clearly and respectfully expressing their emotions</li> <li>• Students using taught strategies to express their learning needs and work through challenges that may arise.</li> <li>• Opportunities for learning challenges, targeted at students specific learning needs</li> <li>• Staff and students using the language of GEM during TRP lessons and at other opportunities throughout the school</li> </ul>
  2025 School Learning Plan	<b>Learning Achievement for all</b>  Support students to become confident, engaged, and critical consumers/ producers of language	<ul style="list-style-type: none"> <li>• Provide regular opportunities for discussion in the classroom and strategies to ensure all students participate</li> <li>• Teach the vocabulary of the learning area and support students to use the language</li> <li>• Provide clear learning objectives to students and regular feedback on their learning</li> <li>• Support students with frameworks around questioning and giving them a voice in the school.</li> <li>• Provide meaningful and authentic learning experiences, giving opportunities for 'challenge' at all levels of learning achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Students engaged more consistently in discussions in the classroom</li> <li>• Clear 'guidelines' around classroom talk established with students.</li> <li>• Increased use of tier 2 and 3 vocabulary amongst students</li> <li>• Students supported to explain their thinking, elaborate on each other, use discussions to deepen their understandings</li> <li>• Students engaged in regular dialogue about their learning and being provided with opportunities to have agency within the school</li> </ul>
Effective Learners			
Curiosity		Creativity	
Learners ask questions to 'get to the bottom of it' and are less accepting of received wisdom until it is evidenced		Learners 'think outside the box', take chances, use imagination and intuition and are receptive to hunches and inklings	