

# ENPS Strategic Improvement Plan 2025

Our Vision: "To inspire a community of learners to achieve personal greatness"



Priority Areas	Actions	Timeline
To develop both <b>Metacognition &amp; Self-Regulation (M &amp; SR)</b> in our learners, through explicit teaching of strategies which support these skills	<p>Leader Actions:</p> <ul style="list-style-type: none"><li>- Co-construct professional learning with the PLC facilitators, for staff to develop their own knowledge and understanding of M &amp; SR.</li><li>- Provide space, time and processes for staff to enact strategies to improve the M &amp; SR of the learners they teach</li></ul> <p>Educator Actions:</p> <ul style="list-style-type: none"><li>- Initially, identify actions which will have maximum impact for minimal effort, in improving the M &amp; SR skills of learners</li><li>- Through an improvement cycle process - identify, implement, track and monitor the impact, and review specific actions to improve M &amp; SR</li><li>- Share progress and impact of actions with staff and community</li></ul>	<p>Professional Learning:</p> <ul style="list-style-type: none"><li>- Week 0 (all staff)</li><li>- Week 7 PFD</li><li>- 2 staff meetings per term</li><li>- Semester 2 PFD ?</li></ul> <p>Educator Actions:</p> <ul style="list-style-type: none"><li>- Identify initial actions early Term 1</li><li>- Termly improvement cycles</li></ul>

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Explore and engage with the <b>SA Curriculum: Mathematics</b> , and specialist learning areas	<p>Leader Actions:</p> <ul style="list-style-type: none"><li>- Numeracy leader (with support from other leaders) provide professional learning in SA Curriculum, through a mathematics lens</li><li>- Numeracy leader (with support from other leaders) work closely with teachers to begin trialling the implementation of the SA Curriculum: Mathematics</li></ul> <p>Educator Actions:</p> <ul style="list-style-type: none"><li>- Develop knowledge and understanding to support the trialling of SA Curriculum: Mathematics</li><li>- Collaborate with PLC members and leaders to identify aspects of mathematics teaching that can be improved, using the SA Curriculum: Mathematics as a resource</li><li>- Trial, implementation of SA Curriculum: Mathematics</li></ul>	<p>Professional Learning:</p> <ul style="list-style-type: none"><li>- Term 2 PFD</li><li>- Term 4 PFD</li><li>- Multiple staff meetings from Term 2 onwards</li></ul> <p>Educator Actions:</p> <ul style="list-style-type: none"><li>- Semester 2, identify starting point for trialling SA Curriculum: Mathematics</li><li>- By the end of 2025, feel confident to implement SA Curriculum: Mathematics in 2026</li></ul>

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Continue to develop and refine both <b>inclusive and trauma-informed practices</b> to ensure we are meeting each student where they are at and catering for their unique needs	<p>Leader Actions:</p> <ul style="list-style-type: none"> <li>- Deputy Principal, AP – Inclusive Education, and Wellbeing Leaders provide professional learning and support to teachers and SSOs in inclusive education and trauma-informed practices</li> <li>- Review school-wide processes and expectations to ensure that our practices are impactful, efficient and consistently implemented</li> </ul> <p>Educator Actions:</p> <ul style="list-style-type: none"> <li>- Consistently implement school-wide agreed upon trauma-informed practices</li> <li>- Adapt teaching practices to support individual learners</li> <li>- Follow school-wide processes and expectations when considering increased levels of support for individual students</li> <li>- Upskilling and implementation on newer concepts through Berry Street Briefs (Predictable routines, Unconditional Positive Regard and Golden Statements)</li> </ul>	<p>Professional Learning:</p> <ul style="list-style-type: none"> <li>- Top-up Berry St PD for new staff at beginning of Term 1, and as required</li> <li>- 10-15min focus on Berry St PD every staff meeting</li> <li>- Wellbeing leaders to attend BSEM Master class training Term 3</li> </ul> <p>Educator Actions:</p> <ul style="list-style-type: none"> <li>- Ready to learn plans completed for complex students by week 2 term 1, all 1-6 students by week 5 term 1, all reception students week 11, term 1</li> <li>- Ready to learn plans reviewed regularly and as needed</li> </ul>

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Refine the implementation of <b>InitialLit (R-2)</b> to support our context, and develop a consistent school-wide approach to the way <b>spelling</b> is taught year 3-6	<p>Leader Actions:</p> <ul style="list-style-type: none"><li>- Literacy leader (with support from portfolio literacy lead, and buy-in speech) to support R-2 classroom teachers to consistently implement InitialLit, while considering the unique needs of our context</li><li>- Portfolio Literacy Lead to support with professional learning and in class coaching in identified areas</li><li>- Literacy leader (with support from portfolio literacy lead) to work with Year 3-6 teachers to trial the DfE Spelling Scope and Sequence</li></ul> <p>Educator Actions:</p> <ul style="list-style-type: none"><li>- R-2 teachers to implement our agreed InitialLit approach with fidelity</li><li>- 3-6 teachers to have trialled DfE Spelling Scope and Sequence</li><li>- Class teachers use data to inform their practice</li></ul>	<p>Professional Learning:</p> <ul style="list-style-type: none"><li>- TBC in meeting with portfolio literacy lead and principal consultant early Term 2</li></ul> <p>Educator Actions:</p> <ul style="list-style-type: none"><li>- Following cumulative reviews, R-2 teachers adapt program to address learner needs</li><li>- By the end of the year, 3-6 teachers have trialled implementation of DfE Spelling Scope and Sequence, ready for full implementation in 2026</li></ul>