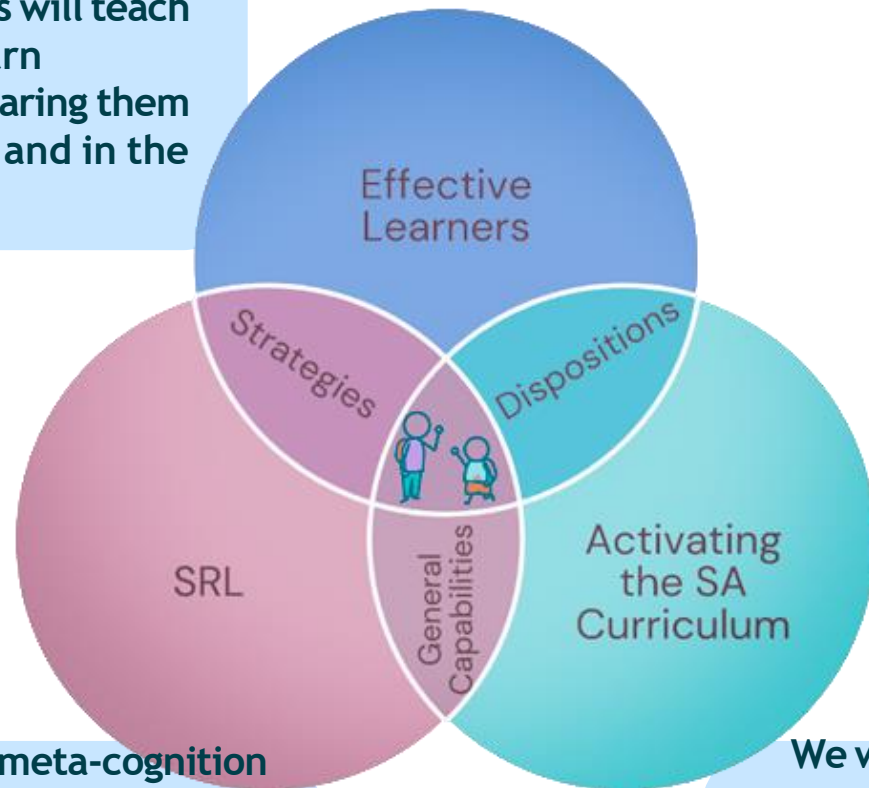


We will focus on developing students metacognition and self regulated learning as we believe this will teach them how to learn effectively, preparing them for success now and in the future.



We will focus on meta-cognition and self-regulated learning to

equip students with the skills to understand how they learn, make informed choices and take ownership of their progress. This focus builds confident, capable learners who are prepared for success now and into the future.

We will deliver a culturally responsive, relevant curriculum that builds

learners' knowledge, skills and dispositions. We will activate the curriculum through purposeful design, clear learning expectations, evidence-informed teaching and high-quality assessment

We develop self-aware, future-focused learners who take ownership of their learning. Through explicit teaching of meta-cognition, self-regulation, and effective reading instruction, every child achieves success and leaves Year 6 able to read with confidence and understanding.

Trust and Verify

Tight and Flexible

Impact for Learning

Learning System

Collective Responsibility

We *trust* teachers to apply their professional expertise, and *verify* impact through shared evidence, professional dialogue and consistent whole-school processes.

We are *tight* with expectations and aligned practices, while allowing *flexibility* to respond to learner needs.

We *evaluate for impact* by using evidence of learning, reviewing practice and adjusting our approaches to improve outcomes.

Our *learning system* provides clear, consistent practices that support effective teaching, responsive intervention and ongoing improvement.

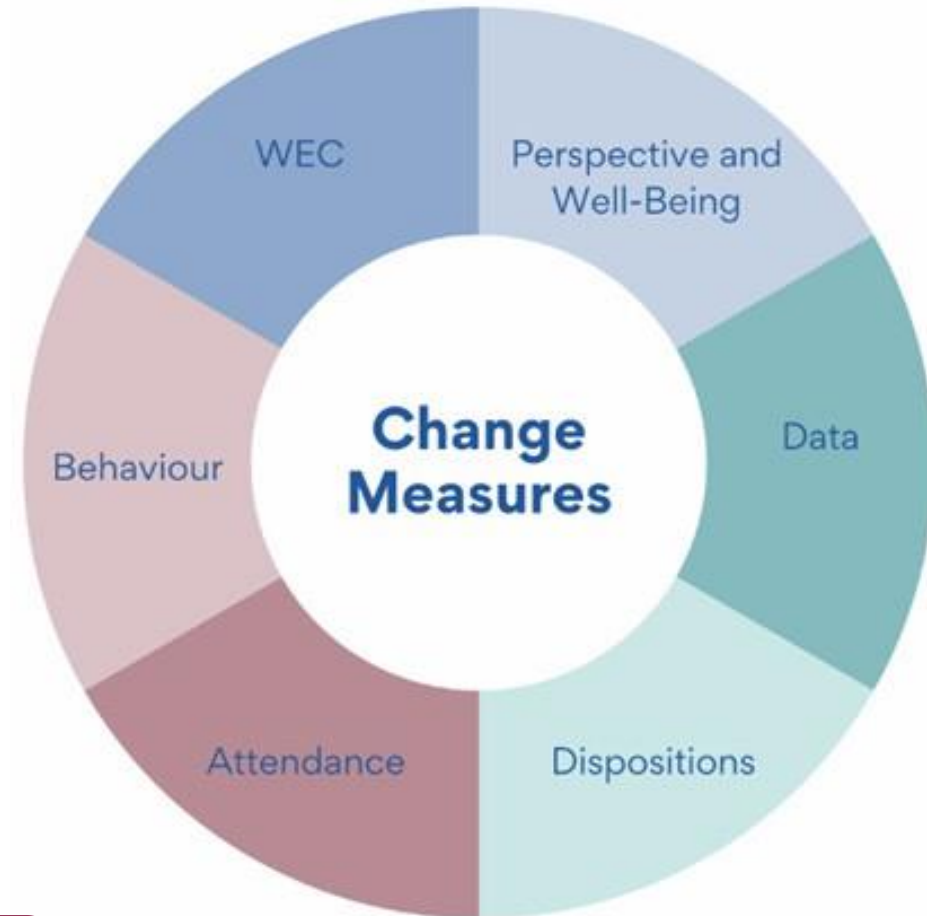
We share a *collective responsibility* to ensure every learner is known, supported and able to achieve.

Wellbeing literacy increase to 30%
Perseverance to 50%
Emotional Regulation to 55%

Focus on:
empowering practices
change management
communication

Roles clarified and shaped for impact and engagement.
Professional learning opportunities on site priorities. Achievements celebrated.
Shared responsibility and collaboration amongst all staff.

Develop learners' independence, self-awareness and agency.
Implement evidence-based teaching and learning approaches.
Goals, priorities and resources aligned to support learning outcomes.



Decrease of yard incidents by 6%

Increase number of learners to strong and developing in Naplan.
Increase YR 1 phonics and numeracy

ENABLING PEOPLE

- Shared responsibility and collaboration
- Role clarity and job characteristics
- Recognition
- Professional learning

EMPOWERING LEARNING

- Strategic focus
- Learning strategy
- Engaging learners
- Empowering practices

DRIVING EFFECTIVE CHANGE

- Voice
- Communication
- Change management

BUILDING SHARED MEANING

- Goal focus
- Decision making
- Site expectations
- Effectiveness

Everyone's voice is heard.
Clear, concise and consistent communication.
Structured changes are Deliberate, organised and evidence-informed change is clearly communicated.

Clear goal focus.
Collaborative, informed decisions.
Set and reinforced consistent expectations.
Vision, goals and practices are all aligned.

Increase attendance to 94%

Explicitly taught in all learning areas