


## School Specific: Term 4 Priority Strategy

These key strategies and actions are intended to provide intense focus in support students and staff in a return to on-site school learning program

<p><b>DET Priorities</b></p> 	<p>A focus on mental health &amp; wellbeing of students &amp; staff</p>	<p>Learning - assessing where students are at, once they return to onsite learning, and meeting that need - this may mean catch up work for some students or the continuation of supporting those who have thrived in remote and flexible learning</p>	<p>Transition - some deliberate focus actions to support transition into Prep next year and to support Grade 6 into Year 7 transition</p>
<p><b>Key Strategy</b>  <b>What is the key strategy(s) that your school will implement with fidelity to support each priority?</b></p>	<p>To use SWBPS and Social and Emotional Learning to support students and staff</p>	<p>We continue to develop, implement and evaluate the area reading and writing strategy.          Our Maths Focus will be on an audit on our Pathways program Years 5 -10. The continuation of delivering differentiation and relevant Individual Learning Plans.</p>	<p>Kinder to Prep -our usual Kinder transition Program of school visits and teacher meetings to take place Term 4 led by Assistant Principal</p> <p>Year 6-7 Building on our existing transition program to incorporate Social and Emotional Learning.</p>

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<p><b>Action 1</b> <b>What is the key action(s) that your school will implement with fidelity to support each priority?</b></p>	<p>Fully implement the Resilience, Rights and Respectful Relationships curriculum across P-12 and use staff resources send by DET coaches to support staff and their care plans</p>	<p>We are currently in the process of carrying out Fountas and Pinnell and moderated writing tests for all students P-10. The data will be recorded on our tiered document and we will use it to identify students who have fallen behind during the remote learning period. Maths pathways and maths on-line and formative assessments will guide the next pieces of work for students</p>	<p>New group to replace normal Prep Teacher who is on leave.</p> <p>Years 6-7 Implement a modified transition program from week 5, including a focus on staff-staff transition meetings on wellbeing, engagement, academic dev and engagement with virtual learning</p> <p>Use Home Groups to get students (6-9) to create activity week (week 10).</p>
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<p><b>Action 2</b>  <b>What the other action(s) that your school will implement with fidelity to support each priority?</b></p>	<p>Focus our explicitly teaching and positively reinforcing our SWPBS matrix.</p>	<p>Our reading and writing strategies continue to be implemented and evaluated and we are focusing on vocabulary as part of our whole school literacy strategy. Secondary students have been given individual reading targets and Educational Support and Middle Years Literacy and Numeracy Support teachers are working with our tier 2 and 3 students toward their individualised reading goals.</p> <p>Workforce planning will hopefully allow for more Maths Coaching Pedagogy and Assessments Prep – Year 10.</p>	<p>Workforce Planning adaption as needed.          Parent information sessions and Induction Buddy system implemented.</p> <p>Years 6-7 Inclusion of a Male identity program by using steps 7 and 8 of the 4R curriculum.</p>
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