

GOAL 1

STRENGTHEN INSTRUCTION

Implementing High Impact Teaching Strategies (HITS), with a focus on explicit instruction and participation techniques, across Literacy, Numeracy and Inquiry, will achieve increased student engagement and improved learning outcomes.

Apply key cognitive science research on how students learn, including management of cognitive load, connecting new knowledge to prior learning and effective feedback practices.

GOAL 2

STRENGTHEN INSTRUCTION

Collaboratively establish and implement an inquiry-based teaching approach focused on deep learning and effective questioning, to create an inclusive, student-centred environment that enhances critical thinking, problem-solving, and real-world application for improved outcomes.

STAFF:

- Engage in professional learning to implement HITS, explicit instruction and participation techniques.
- Integrate HITS into Literacy, Numeracy and Inquiry practices.
- Participate in coaching, peer observations and Quality Teaching Rounds.
- Use data reflections to improve teaching and student outcomes.

STUDENTS:

- Actively engage in HITS-designed lessons fostering deeper learning and critical thinking.
- Develop ownership of learning through clear goals and next steps.
- Experience equitable, inclusive teaching responsive to diverse needs.

FAMILY AND COMMUNITY

- Engage with school strategies through communication updates.
- Provide input on learning goals informed by data.
- Observe improved outcomes and engagement in A-E grades and surveys.

LEADERSHIP:

- Partner with an external coaching agency to build capacity in HITS and participation techniques.
- Build staff capacity in High-Quality Instruction and HITS through professional learning, measured by pre- and post-surveys and QTR data.
- Identify 2-3 HITS to focus on in 2025, unpacked and trialled through professional learning.
- Expand QTR participation, identifying new teachers to collaborate with trained colleagues.
- Develop a High Impact Teaching Instructional Model incorporating HITS, QTR and the NT Learning and Teaching model, ready by 2026.

STAFF:

- Collaboratively develop and implement an inquiry-based teaching framework emphasising deep learning, conceptual understanding and questioning.
- Integrate general capabilities and cross-curriculum priorities into teaching to equip students with 21st-century skills.

STUDENTS:

- Develop critical thinking, problem-solving and decision-making skills in real-world contexts.
- Achieve deeper conceptual understanding and meaningful content mastery.
- Build personal and social capacity to take ownership of learning.

FAMILIES AND COMMUNITY:

- Gain insight into the Anula Inquiry Cycle and support learning at home.
- Observe positive impacts of student-centred teaching through engagement and real-world learning.

LEADERSHIP:

- Build a shared understanding of inquiry-based teaching, deep learning and general capabilities through professional learning, measured by surveys.
- Engage staff in PD with an external agency to refine questioning techniques for inquiry and critical thinking.
- Teachers implement questioning techniques to boost participation and engagement.
- Establish PLCs through QTR for teachers to share experiences, challenges and successes.
- Share the Anula Inquiry Cycle with families and the community.

GOAL 3

ENGAGEMENT GOALS AND ACTIONS

Implementing a consistent and proactive approach to attendance and wellbeing, therefore increasing our student engagement and attendance rate to 93%.

Utilising the Quality Teaching Academy – University of Newcastle, to empower teachers with the conceptual and practical tools for ongoing improvement.

STAFF:

- Follow the Attendance Policy and Flowchart for consistent practices.
- Complete eLearn modules for accurate and compliant attendance marking.
- Monitor students with attendance below 85% and implement timely interventions.
- Support families proactively in addressing attendance issues.
- Consistently apply BSEM strategies like morning circle and ready-to-learn plans to enhance engagement.

STUDENTS:

- Establish consistent daily routines to prepare for and attend school.
- Recognise the importance of regular attendance for learning and future success.

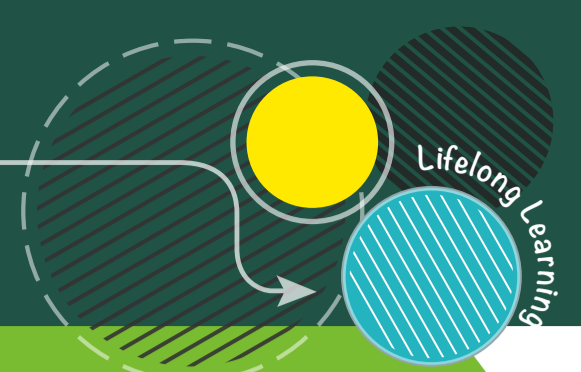
FAMILIES AND COMMUNITY:

- Collaborate with teachers to address attendance challenges and seek support.
- Maintain regular communication with the school regarding attendance.
- Learn about BSEM strategies and how they support attendance and engagement.

LEADERSHIP:

- Ensure staff complete eLearn modules for consistent attendance marking.
- Revisit and update the Attendance Policy for consistent implementation (e.g., rolls marked twice daily, unnotified absences followed up).
- Reduce unnotified absences by dedicating a team member and space for follow-ups.
- Hold weekly attendance team meetings to monitor students below 85% and discuss strategies.
- Encourage families to seek support for attendance issues and collaborate with the school.
- Implement case management for students with ongoing low attendance as part of the policy.
- Revisit BSEM practices and upskill new staff to ensure consistent implementation (e.g., morning circle, ready-to-learn plans).

- BSEM Berry Street Education Model
- HITS High Impact Teaching Strategies
- PLC Professional Learning Communities
- QTR Quality Teaching Rounds



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