

2022 AIP Outcomes – NUMERACY

2022 Priorities - Goal

Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy, literacy and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.

KIS 1.a: Learning

Actions: Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

Outcomes

Students	Teachers	Leaders
Articulate vocabulary and participate and understand Melrose mathematical instruction	Deliver the unit of "Developing a community Mathematicians"	Developing the unit 'Developing a Community of Mathematicians'.
Know where they are at/learning goals	Utilise formative assessments	Develop formative assessment/benchmarks
Consistent instruction received	Develop consistency in the teaching of Numeracy	Conduct learning walks Offer more PL opportunities

Activities

<ul style="list-style-type: none"> Receive a consistent approach to the teaching and learning of numeracy Actively engage in numeracy lessons with a growth mindset Identify their learning goals and next steps for numeracy learning Be mathematically literate Understand the essential elements of a maths lesson Engage with assessment that encapsulates progression and growth across the three strands of numeracy Understand where they are in the "Learning Pit" and use appropriate strategies to be successful in maths Participate in the unit of "Developing a community Mathematicians" Receive intervention through the Tutor Learning Initiative TLI Be able to explain what problem-solving strategies they are using and why 	<ul style="list-style-type: none"> Provide opportunities for students to develop an understanding of growth mindset Have self-efficacy about their ability to improve student outcome in numeracy Explicitly teach problem solving skills and provide opportunities to solve problems through open ended 'Rich Tasks' Use both formative and summative assessments to purposefully assess the learning of all students in numeracy and formulate goals Deliver a consistent approach to authentic/open ended numeracy tasks Support students to understand the application of numeracy to everyday life Teach "Developing a community of mathematicians". Use agreed planning templates and supporting documents when planning numeracy Continue to build knowledge and understanding of proficiency based planning model Challenge and support each other in the teaching of numeracy using the Professional Learning Community PLC model and Collaborative Planning approach 	<ul style="list-style-type: none"> Engage in PL on best practice in numeracy teaching and learning PMSS Facilitate professional learning on the agreed Numeracy Instructional Model (Essential Elements within a Numeracy lesson) Provide examples of exemplary practice Manage resources to allow for Rich Tasks Provide coaching, modelling and support in Melrose Numeracy Instructional model Celebrate student proficiencies Provide PL on authentic problem solving Develop a consistent and effective assessment schedule. Summative and formative Provide PL on agreed Summative and Formative assessment Quarantine time for numeracy PLC inquiry cycles Build capacity of staff in data literacy Promote the importance of numeracy to our school community Continue to build on the unit, 'Developing a Community of Mathematicians' after receiving feedback from staff. Arrange 'special' numeracy events and celebrations Use learning walks to monitor cohesion between classes Use SIMS to track learning data Provide professional learning on small group and individual targeted learning to support student intervention TLI
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| | <ul style="list-style-type: none">• Use a variety of practice models to include small group and individual targeted learning TLI | |
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Know Yourself

Choose Yourself

Give of Yourself

AIP 2022 PRIORITIES - GOAL 1

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KIS 1.b: Wellbeing

Actions: Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Outcomes		
Students will	Teachers will	Leaders will
<ul style="list-style-type: none"> Be supported by a consistent whole school approach to student Wellbeing and Mental Health Receive consistent EQ curriculum including the Resilience Project & Respectful Relationships Receive a Trauma-Informed and Strengths-Based strategies that are aligned with the Berry Street Education Model 	<ul style="list-style-type: none"> Understand and deliver a whole school approach to student Wellbeing and Mental Health Participate in Emotional Intelligence Professional Learning including <ol style="list-style-type: none"> Resilience, Rights and Respectful Relationships The Resilience Project Play is the Way Know Yourself, Choose Yourself and Give of Yourself Implement Trauma-Informed, Strengths-Based practices 	<ul style="list-style-type: none"> Develop a wellbeing meeting structure with a solution focus (Student Wellbeing & Strategic Wellbeing meetings) Support teachers to implement a consistent response to student Wellbeing, Behaviour and Mental Health Provide professional learning in Emotional Intelligence, more specifically: <ol style="list-style-type: none"> Resilience, Rights and Respectful Relationships The Resilience Project Play is the Way Know Yourself, Choose Yourself and Give of Yourself Berry Street Education Model
Activities		
<ul style="list-style-type: none"> Receive wellbeing and mental health support through the wellbeing referral process (student engagement groups, referral to School Psychologist, Wellbeing Officer and Wellbeing Team). Engage with the Resilience Project sessions and lessons through the EQ Curriculum and TRP student Journals (Gratitude, Empathy, Mindfulness and Emotional Literacy) Have increased understanding of gender and identity and positive gender relations Understand where they can go to seek help Have increased engagement and learning stamina Engage in Morning Circle Understand how they can use their Ready to Learn Plan to support Self-Regulation and readiness for learning 	<ul style="list-style-type: none"> Follow the wellbeing and mental health referral process Use the three tiers of intervention when responding to students with wellbeing and mental health needs Understand how to manage student disclosures to ensure student safety Explicitly teach Topic 7 (gender and identity) and Topic 8 (positive gender relations) of Respectful Relationships Explicitly teach child abuse awareness and prevention (Child Safe Standard 7 – element 4) Explicitly teach the three pillars of emotional intelligence (Know Yourself, Choose Yourself & Give of Yourself) Deliver The Resilience Project Curriculum (Gratitude, Empathy, Mindfulness and Emotional Literacy) Use a consistent language when referring to students with 	<ul style="list-style-type: none"> The Wellbeing Team will meet weekly to discuss student wellbeing and mental health The Strategic Wellbeing Team will meet fortnightly to collaborate around wellbeing processes to promote student wellbeing and mental health Develop a clear referral process to ensure that students receive wellbeing and mental health support Engage regional staff to deliver professional learning in Respectful Relationships (Topics 7&8) and Managing Disclosures Provide professional learning to ensure all staff understand how to manage student disclosures and ensure student safety aligned to Child Safe Standard 7 Engage with The Resilience Project to deliver professional

Excellence Motivation Thinking Empathy Courage



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AIP 2022 PRIORITIES - GOAL 1

	<p>complex unmet needs</p> <ul style="list-style-type: none"> • Consistently implement the agreed Berry Street Education Model practices (Ready to Learn Scales, Ready to Learn Plans, CPR, Morning Circle, Brain Breaks) 	<p>learning to all staff, deliver student sessions and resources in relation to Gratitude, Empathy, Mindfulness and Emotional Literacy</p> <ul style="list-style-type: none"> • Provide professional learning in the Berry Street Education Model • Provide resources that support consistent trauma-informed, strengths-based classrooms
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2022 AIP Outcomes – WRITING

Strategic Plan Goal	Maximise learning growth for all students
AIP Goal	To embed consistent high-quality Writing instructional practices across Melrose Primary School

Students	Teachers	Leaders
Be engaged and excited about writing	Plan writing collaboratively	Prioritise in AIP
Understand the purpose of their writing	Follow a consistent writing Instructional Model	Support the development/consultation of a writing Instructional Model
Make links between their learning and real life	Actively participate in Professional Learning to build capability	Provide staff with PL opportunities
Activities		
<ul style="list-style-type: none"> Receive and engage with a consistent writing approach aligned with the Melrose Primary School Writing Workshop Instructional Model. Use a writers notebook Engage in the process of writing where they make intentional choices about their writing to fit the purpose and audience Receive an authentic literacy program where reading and writing is linked Understand and articulate their writing goals and strategies they use to achieve them Receive feedback that is specific, relevant and timely Receive a sequential spelling program that includes a phonics scope and sequence Engage in substantive talk using a shared vocabulary about writing Teacher and students use a common vocabulary to describe the qualities of good writing 	<ul style="list-style-type: none"> All teachers will explicitly teach the agreed approach to Writing including the use of the gradual release model and evidenced based teaching practices and approaches Assess with purpose using both summative and formative assessment tools to support the needs and abilities of all students Engage in writing moderation Provide time and explicit instruction on the use of the writers notebook. Implement and revise the Establishing Writing and Reading Communities unit of work. Challenge and support each other in the teaching of writing using the Professional Learning Community PLC model and Collaborative Planning approach Implement and embed teaching practices and approaches for writing to differentiate and engage the learning of their students Use an admiring lens when providing students with feedback (where they are now, Where they need to be, how to get there - specific, relevant and timely) Provide opportunities for student voice and agency with the writing planner (opportunities for choice) Provide a differentiated approach to phonics instruction Identify next steps for writers to ensure differentiated instruction 	<ul style="list-style-type: none"> Build a shared and consistent understanding of the elements of good writing Collaborate with staff to create differentiated units of work the follow a scope and sequence Provide PL (whole staff PL, ES PL, modelling, coaching, peer observations and learning walks) based on the agreed approach to the teaching of Writing at Melrose Primary School Review and embed the of the agreed Writing Workshop model Structure through professional learning and learning walks Provide PL (whole staff PL, ES PL, modelling, coaching, peer observations and learning walks) on the use of the Writers' Notebook Provide opportunities for staff to engage with external Professional Learning and internal Professional Learning through peer observations Provide collaborative planning time to focused on the AIP goals Provide professional learning/readings and time for PLC instructional leaders to support the implementation of Writing PLC's Evaluate and diagnose student motivation and engagement in writing through administration of a writing survey Provide phonics professional learning Build a shared and consistent understanding of the elements of good writing

