

## 2023 AIP Outcomes – Learning (HITS)

<b>Strategic Plan Goal</b>	Maximise learning growth for all students
<b>AIP Goal</b>	To enhance staff capacity to embed High Impact Teaching Strategies (HITS) To enhance staff capacity to assess for responsive teaching

Students	Teachers	Leaders
Understand what they are learning, and why it is important	Use formative assessment to guide differentiated instruction	Prioritise HITS in the AIP
Build learning stamina and engagement	Teachers will use HITS throughout instructional practices	Provide PL opportunities in HITS
Receive quality learning instructions (HITS)	Actively participate in Professional Learning to build capacity in curriculum knowledge and HITS	Provide staff with cross-curricular PL opportunities
Activities		
<ul style="list-style-type: none"> <li>Build learning stamina</li> <li>Build aspirations for future</li> <li>Engage in learning through MPS Instructional Models</li> <li>Have agency and choice in their learning</li> <li>Articulate what they are learning and why it is important</li> <li>Receive instruction that is at their point of need</li> <li>Understand and articulate their goals and the strategies that they use to achieve them</li> <li>Receive feedback that is specific, relevant, and timely</li> <li>Build their language and vocabulary</li> <li>Engage in substantive talk using a shared vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use HITS to deliver high quality instruction (Goal Setting, Instructional Models, Explicit Teaching, Worked Examples, Collaborative Learning, Multiple Exposure, Questioning, Feedback, Metacognitive Strategies, Differentiated Teaching)</li> <li>Collaboratively plan to include HITS in lessons</li> <li>Create a culture of curiosity in their classrooms</li> <li>Use assessment data to inform curriculum planning and diagnose student learning needs</li> <li>Set goals with students using evidence to monitor and progress their learning</li> <li>Have a sound knowledge of literacy and numeracy pedagogical approaches and instruction (including phonics/spelling)</li> <li>Assess with purpose using both summative and formative assessment tools to support the needs and abilities of all students</li> <li>Challenge and support each other to apply HITS using the Professional Learning Community PLC model and Collaborative Planning approach</li> <li>Implement and embed teaching practices and approaches to differentiate and engage the learning of their students</li> <li>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)</li> <li>Provide opportunities for student voice and agency (opportunities for choice)</li> </ul>	<ul style="list-style-type: none"> <li>Build a shared and consistent understanding of HITS</li> <li>Collaborate with staff to create differentiated units and lessons that follows the Literacy and Numeracy scope and sequence &amp; instructional models</li> <li>Engage in learning walks to collect data to celebrate staff and student learning and identify areas of opportunity for future growth</li> <li>Target opportunities for PL to develop curriculum and pedagogy knowledge in Literacy and Numeracy (areas of need)</li> <li>Provide PL based on HITS</li> <li>Instructional Leaders (Literacy and Numeracy) to model HITS</li> <li>Instructional Leaders (Literacy and Numeracy) to support collaborative planning with the inclusion of HITS</li> <li>Provide PL (whole staff PL, ES PL, modelling, coaching, peer observations and learning walks) on the use of HITS</li> <li>Provide opportunities for staff to engage with external Professional Learning and internal Professional Learning through peer observations (identify and utilise pockets of excellence)</li> <li>Provide professional learning/readings and time for PLC instructional leaders to support the implementation of HITS in PLC's</li> <li>Continue to build a culture of collaboration by building the capacity of middle leaders and all staff</li> </ul>

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## 2023 AIP Outcomes – Wellbeing (EQ)

<b>Strategic Plan Goal</b>	Improve student motivation and engagement in learning
<b>AIP Goal</b>	To enhance staff capacity to embed the EQ Conceptual Framework

Students	Teachers	Leaders
Understand the core elements of the EQ Conceptual Framework	Understand and consistently deliver the core elements of the EQ Conceptual Framework	Prioritise EQ in AIP & PL Schedule
Feel valued, connected and supported through a Trauma Informed Approach to teaching, learning and school culture	Use a Trauma Informed approach to teaching, learning and the development of a classroom community and school culture	Lead PL on best practice in Trauma Informed Practices and the Melrose Behaviour Education Model
Understand, articulate and follow the Melrose Way (Rights & Responsibilities, Staged Response to Behaviour in Class)	<ul style="list-style-type: none"> <li>Use the Melrose Behaviour Education Model to support student wellbeing and academic progress</li> <li>Develop collective efficacy to support/manage students with complex additional needs</li> </ul>	Provide additional fortnightly mentor program for new and existing staff to support understanding of behaviour education and trauma informed practices
Activities		
<ul style="list-style-type: none"> <li>Be engaged in EQ curriculum instruction</li> <li>Understand the purpose and relevance of EQ and how it plays a vital role in our lives (why we learn it)</li> <li>Receive consistent and explicit EQ instruction using the Gradual Release model</li> <li>Participate in weekly EQ Games (rain, hail or shine)</li> <li>Participate in regular Class Meetings (using the GPS methodology)</li> <li>Restore and repair harm when behaviour has been inappropriate</li> <li>Clearly articulate what EQ is and what each of the 3 Pillars of EQ are (Know Yourself, Choose Yourself and Give of Yourself).</li> <li>Explain what each of the life raft concept posters mean and use them as a support for learning and social interaction</li> <li>Actively participate in the morning circle</li> <li>Benefit from a calm and predictable start to the school day (CPR)</li> <li>Develop, understand and engage with their own 'Ready to Learn Plan'</li> </ul>	<ul style="list-style-type: none"> <li>Use the EQ curriculum documents to guide collaborative planning for weekly EQ lessons and EQ Games.</li> <li>Consistently model and use EQ language on a daily basis.</li> <li>Facilitate weekly EQ Games and regular Class Meetings.</li> <li>Explicitly teach what EQ is and each of the 3 Pillars (Know Yourself, Choose Yourself and Give of Yourself).</li> <li>Embed the life raft concept posters in daily teaching practise and display these in classrooms.</li> <li>Use Trauma informed practices when responding to student behaviour</li> <li>Use learning intentions to highlight the focus of each EQ lesson.</li> <li>Engage in regular professional learning on EQ through the PL schedule</li> <li>Understand the impact of trauma and the implications of this in the classroom</li> <li>Apply unconditional positive regard to all students at all times</li> <li>Provide CPR (Calm, Predictable, Routines)</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional learning on EQ concepts and language (including additional induction &amp; PITW)</li> <li>Provide resources to staff for effective EQ teaching and learning</li> <li>Instructional Leaders to model EQ Teaching and Learning and Trauma Informed response to behaviour</li> <li>Promote and celebrate EQ with the school community through assembly, school events, Facebook posts and student voice/agency</li> <li>Plan for cross age opportunities with an EQ focus</li> <li>Understand the implications of trauma on the school community (including vicarious trauma for staff)</li> <li>Provide PL on Trauma Informed Practice (BSEM) Ensure classroom teachers are timetabled to facilitate the morning circle Monday -Thursday</li> <li>Provide PL on the morning Circle</li> <li>Use Trauma Informed Language during Triage conversations</li> <li>Use restorative practice when supporting students</li> <li>Provide PL on Self-regulation, interoception and Ready to Learn Plans/ Scales</li> <li>Build staff capacity to support students with complex additional needs</li> <li>Support staff (including ES) to manage students with complex additional needs</li> </ul>

<ul style="list-style-type: none"><li>• Participate in positive primers, brain breaks and movement breaks throughout the school day</li><li>• Follow the Melrose Way (Rights &amp; Responsibilities, Staged Response to Behaviour in Class)</li></ul>	<ul style="list-style-type: none"><li>• Facilitate a morning circle 4 days a week from 9-9.20</li><li>• Explicitly teach the Ready to Learn Plan and Scale to every student</li><li>• Explicitly teach self-regulation and interoception</li><li>• Provide students with opportunities to engage in positive primers, brain breaks and movement breaks throughout the school day</li><li>• Explicitly teach The Melrose Way Unit of work</li></ul>	<ul style="list-style-type: none"><li>• Understand and provide PL of Trauma informed practice and research</li><li>• Support Teaching of the Melrose Way during Assemblies</li><li>• Support management of student with complex needs</li></ul>
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