

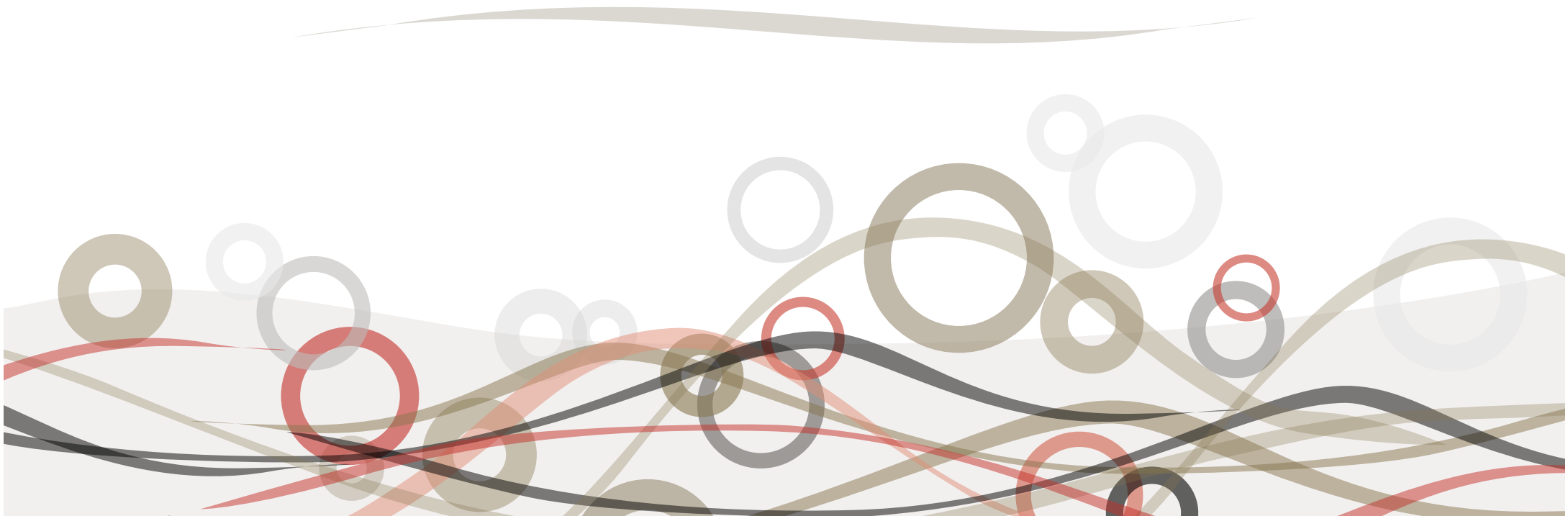


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AQUINAS
COLLEGE

Junior School Priority Focus Areas

Maximising Student Progress 2019



Maximising Student Progress

JS Focus One – Social and Emotional Learning (SEL)					
Goals/Intentions	Actions/Strategies How will we do it?	Responsibility Who is responsible?	Timeline When will this take place?	Success Criteria How will we know we have been successful?	Notes/Actioned
<p>I. All classroom teachers Years 1 - 6 continue to implement the evidence-based SEL Aussie Optimism program, based on Positive Psychology and the Protective Behaviours Program(K-6)</p> <p>Implement Growth Mindset attitudes</p> <p>a) Whole School focus on building relationships</p> <p>b) Highlight and reinforce Junior School Daily Routines doc</p> <p>c) Highlight FAB Five and align consequences to it</p> <p>d) Re-establish the expectations for outdoor play</p> <p>e) Common beliefs and expectations across year levels and in specialist classes in order to build and maintain positive relationships</p> <p>f) Identifying and recognising the need for special provisions for students at risk</p> <p>g) Promote Growth Mindset</p> <p>h) Implement personal and whole school philosophies</p>	<p>a) Focus on building relationships especially with at risk students take time to check in, consider groupings, regular parent contact where needed</p> <p>b) Using this document align the consequences and whole school approach to negative behaviour</p> <p>c) FAB Five document to be relaunched and displayed in all classrooms from beginning of the year and referred to when expectations are not met.</p> <p>d) All staff aware and expected to implement expectations and follow through to maintain high standards</p> <p>e) Using high 5, consequences and whole school behaviour plan, all staff take responsibility for inappropriate behaviour</p> <p>f) Use of behaviour modification plans individualised and including regular sensory breaks, checking in with teachers and a focus on building relationships to improve behaviour</p> <p style="text-align: right;"><i>Continued next page</i></p>	<p>a) Classroom teachers and EA's where appropriate</p> <p>b) DOS</p> <p>c) Parents notified and telephone calls made if expectations not met</p> <p>d) School Psychologist called upon to support at risk students and families</p> <p>e) Only escalate to DOS, EYLC or HOJS in extreme or highly repetitive instances</p> <p>g) Classroom teachers and DOL and Learning Support staff</p> <p>h) Classroom teachers</p> <p>i) JLT and Classroom teacher</p>	<p>a) Week one and ongoing</p> <p>b) Staff planning days Term 1 2019</p> <p>c-h) Daily</p>	<p>- DOS data collected on behaviour plans and slips</p> <p>- Staff pulse surveys end semester one</p> <p>- SEQTA notes anecdotal</p> <p>- Student pulse surveys end of each term</p> <p>- Staff pulse surveys regarding moderation end of Semester One</p>	

Maximising Student Progress

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	<p>g) Using techniques to promote a positive mindset and having professional learning and reading material available to staff</p> <p>h) Model personal philosophies and develop own (to be in front of all daily work pads) and on individual one notes. Work collaboratively to develop a whole school philosophy that is owned by all staff</p>				



Maximising Student Progress

Priority Junior School Focus Two – Maximising Individual Student Progress in Writing (K-6)

Goals/Intentions	Actions/Strategies How will we do it?	Responsibility Who is responsible?	Timeline When will this take place?	Success Criteria How will we know we have been successful?	Notes/Actioned
<p>2. All learning areas will continue to support the teaching and promotion of effective writing skills and attitudes, through the following:</p> <p>a) 'The High Five' b) Daily writing c) Explicit grammar and punctuation focus d) Continued use of Brightpath e) Moderation of writing samples f) Focusing on sentence structure</p>	<p>a) Use goal setting in age appropriate settings and with "the High Five" as a priority. Consider displaying the brightpath ruler with samples to inform classroom discussion and conferencing.</p> <p>b) Create writing journals daily writing implemented during the first 10 minutes of each day.</p> <p>c) Use of grammar and punctuation texts.</p> <p>d) Use of brightpath scale to assess. Year levels to decide upon writing genre samples to collect.</p> <p>e) Using professional learning to moderate samples across year levels and syndicates</p> <p>f) Implementing the sentence structure strategies as suggested by Dr Ian Hunter's writing suggestions PI 2018</p>	<p>Junior School Leadership Team</p> <p>Classroom teachers and specialists where applicable</p>	<p>a) once per term and referred to often b) daily c) twice per week in Year 3-6 and explicit teaching of grammar in context in the Early Years d) Four times per year e) Three times per term f) Create a timeline for implementation and engage Dr Ian Hunter for Professional Development</p>	<p>- Surveys each term</p> <p>- Data regarding grammar and punctuation from NAPLAN 2019 and beyond</p> <p>- Brightpath scores</p> <p>- Teacher anecdotal information regarding daily writing and impact of sentence structure on writing quality</p>	

Maximising Student Progress

JS Focus Three – Using Technology (iPads) for Collaboration

Goals/Intentions	Actions/Strategies How will we do it?	Responsibility Who is responsible?	Timeline When will this take place?	Success Criteria How will we know we have been successful?	Notes/Actioned
3. All staff will be aware of and encourage implementation of iPads for collaboration.	<ul style="list-style-type: none"> a) Increase iPads in K-3 b) Use of Padlet c) Provide further PD in the use of One Note classrooms d) Share projects with other staff to enable cross collaboration e) Use of Padlet to inform assessment process 	<ul style="list-style-type: none"> a) Classroom teachers b) JLT and classroom teachers c) Individual teachers requiring further PD d) JLT and classroom teachers e) Classroom teachers 	<ul style="list-style-type: none"> a) Beginning Term One b) Staff professional learning days at beginning of the 2019 year c) Opportunities given at 3 PL sessions over each term d) Minimum of 4 x per term at staff PL's e) Once per term 	<ul style="list-style-type: none"> a) Data analysis from ICT on usage b) Staff discussion regarding implementation of scope and sequence and impact on education c and d) Feedback from staff as to relevancy and crossover into classrooms f) Student engagement and rubrics 	

Maximising Student Progress

JS Focus Four - Professional Learning for Staff through mentoring and collaboration

Goals/Intentions	Actions/Strategies How will we do it?	Responsibility Who is responsible?	Timeline When will this take place?	Success Criteria How will we know we have been successful?	Notes/Actioned
<p>4. All staff will engage in professional development to improve student learning through developing and supporting:</p> <p>a) Peer observations b) Inquiry approaches</p>	<p>a) Observing other teachers as a way towards improving teaching and learning and developing better skills b) Providing PL in how to best accommodate for inquiry learning in every year level</p>	<p>a) Teachers and EA's b) JLT to provide and/ or suggest PL for teachers Years 4-6</p>	<p>a) Minimum of twice per term b) Semester Two</p>	<ul style="list-style-type: none"> - Peer feedback and checking in with students. - Progress aligned with regular assessment/ teaching and learning cycle. - Shared vision at Professional learning meetings when making decisions about teaching and learning - Use of inquiry practices - Children's questioning techniques and levels of differentiation 	