



Engaging young minds to influence and shape a better world

GROWTH MINDSET

We cultivate respect, acceptance and collaboration.



CONNECTED

We cultivate respect, acceptance and collaboration.



NURTURE

We foster confidence, kindness and compassion.



AIM FOR EXCELLENCE

We achieve more than we think is possible.



Thriving
Assessment
Capable Learners

INDEPENDENT

We take responsibility for learning through creativity, intellectual curiosity and self-regulation.



RESILIENCE

We cope and thrive in the face of difficulties, challenges and adversity.



Let's be *curious* a little longer ...

Grand Avenue State School creates a caring, dynamic and connected community that inspires all students to be creative, curious thinkers who grow, achieve and succeed.

Grand Avenue State School acknowledges the traditional owners of the land on which our school is built, the Jagera People. We acknowledge and pay respect to the Australian Aboriginal and Torres Strait Islander peoples as the First Nations People and the Traditional Custodians of the land on which we live, learn and work. We also acknowledge Elders past, present and emerging and thank them for allowing us to work together, share knowledge and walk alongside them in educating our Jarjums.

Improvement Priority 1: Safe, Healthy, Caring Environment (Wellbeing & Connectedness)

Our belief is that positive teacher/student relationships are key to every student growing and succeeding. We value an evidenced-informed whole school systematic approach to wellbeing and positive behaviour for learning with identified tiers of support to meet the diverse needs of staff students and families. Explicitly teach social and emotional skills using evidence-informed practices related to personal safety, resilience, self-regulation / co-regulation, help seeking and protective behaviours across the curriculum. We aim to build and uphold a culture of community responsibility and trust that emphasises the school's expectations of a safe, respectful and responsible learning environment.

Actions		Tracking	Responsible Officers
1	Build caring and trusting relationships through the implementation of daily circle time and morning greetings across all classrooms to create a student-centred culture.		Principal Deputy Principals Heads of Department Curriculum (HOD – C)
2	Develop staff knowledge and capability that will ensure students acquire a range of strategies that allow students to co and self-regulate back to baseline, and engage in learning.		Head of Student Services (HOSS) Wellbeing Engagement Learning Key Teacher (WEL – KT)
3	Employ scripted language encompassing the STAR ladder and Zones of Regulation to create positive relationships where all students feel cared for and valued.		WEL Team Classroom Teachers and Support Staff
4	Review and embed effective Tier 2 and Tier 3 whole school strategies that targets and supports students and teachers, based on data evidence, through a complex case-management approach.		

Our Measures (what will our success 'look' like?)

Staff will

- Deepen their knowledge and implement a school-wide common/consistent language and processes to promote an inclusive, safe, healthy and caring learning environment
 - Positive and structured conversations between students and colleagues
 - Positive behaviour expectations implemented in all classrooms
 - A 'break space' is provided every classroom for students to regulate their behavioural choices
- Establish a CARING and connected class culture (teacher-student, student-student relationships)
 - Circle time and greeting implemented daily
 - Students identify which Zone they are in and articulate what tools they need to self/co regulate
 - Co-regulate behaviours with students
- Monitor behavioural referrals and analyse school-wide data trends to make informed decisions/reflections
 - Data driven lessons implemented in all classrooms to support whole school student behaviour
- Community engagement
 - Fortnightly newsletter items communicating how the Zones of Regulation is used within the school
- Parent information evening

Students will

- Self-identify their emotions and implement strategies from taught toolkit
- Understand the impact they have on others
- Talking with staff and their peers about their feelings and emotions through circle time and morning greeting
- Respond with respectful use of language
- Feel connected to school, classroom and teachers

Improvement Priority 2: Excellence in Learning and Inspired Teaching (Empowered Learners and Innovative & Reflective Teachers and Leaders)

Build practice excellence through a collaborative and accountable culture that has high expectations for all learners, including students, staff and parents.

Actions		Tracking	Responsible Officers
1	Collaboratively design purposefully connected units of work based on transferable concepts, focusing on the cognitive demands that engage, challenge and empower students to be thriving, self-directed learners.		Principal Deputy Principals Heads of Department Curriculum (HOD – C) Head of Student Services (HOSS)
2	Establish a culture of a love of reading and writing across all learning areas through the explicit teaching of reading and writing with consistency and precision.		Teaching & Learning Team Classroom Teachers and Support Staff
3	Implement a school-wide meta-language using the five learning questions, building consistency and precision implementing our whole school pedagogical approach.		
4	Provide students the opportunity to have agency over the types of assessment they use to demonstrate their knowledge, understanding and skills.		

Our Measures (*what will our success 'look' like?*)

Staff will...

- Successfully implement the GASS Pedagogical Framework through;
 - Models, Critique and Descriptive Feedback throughout their pedagogy
 - Incorporating **Thinking routines** (aligned to the 8 eight cultural forces) into their pedagogy and model visible thinking/learning
 - Use goal setting with students to promote aspiration and efficacy
- Deepen their knowledge and understanding about what an assessment capable learner is and how to foster the growth of them
 - Confidently answer the following guiding questions in relation to their pedagogy and student learnings
 - *How are students going in their learning? How do I know? What am I doing to improve students' learning? How do I know it is working?*
- Be able to confidently implement the GASS Instructional Model throughout all curriculum lessons:
 - Structure lessons to ensure the 'Gradual Release of Responsibility' (I do, We do, You do)
 - Learning Intention and Success Criteria for all lessons are clear and known
- Ensure that year level moderation focuses on Big-ticket items/cognitive verb misconceptions
- Engage in cycles of PLT meetings and extend their knowledge through selected professional readings
- Engage in cycles of Case Management and *Learning Walks* to reflect upon and influence their pedagogy
- Engage in scripted/focused/encouraging conversations to ensure each staff member and student is known and understood, valued and cared for.

Students will...

- Be able to describe what an Assessment capable learner is and how to progress their learning (understand the TAP and what the GTMJ/criteria suggests for success)
- Confidently use 'Bump It Up Walls' in the classroom to improve their learning – identify where they are at and where they need to be (learning progression) and student portfolios
- Co-construct 'Success Criteria' and explain what a 'successful learner' looks like (what are they learning and why...?)
- Regulate their own behaviour to ensure they are ready for learning.
- Understand their responsibilities through different stages of the GASS Instructional Model
- Participate in peer-to-peer and individual feedback (feed forward) – understanding how to receive and provide kind, specific and helpful feedback.
- Set SMART goals– both personal and academic. Understand how to monitor progression and growth through the term/semester/year.
- Celebrate success of their learning through the sharing of their portfolio at the Student led conferences.

Improvement Priority 3: Inclusive and Connected Community

Striving for excellence by strengthening meaningful partnerships and connections through a planned and proactive approach to engagement that addresses the changing needs of the community, ensuring a collaborative and sustainable culture of success that promotes student learning.

Actions		Tracking	Responsible Officers
1	Build, strengthen and promote positive collaborative relationships between schools, local education providers, secondary schools, community groups, Indigenous Elders and other potential partners, contributing to a more powerful integrated support system for all children, students and families transitioning into and out of our school.		Principal Deputy Principals Head of Student Services (HOSS) HODs - Curriculum WEL Team
2	Engage with, and empower all students to facilitate student led conferences with their parents, sharing their portfolio of work that demonstrates their growth and achievement, building their sense of responsibility and accountability for their own learning.		GST Team Teaching & Learning Team Indigenous and Torres Strait Islander Team
3	Help build the capacity of families and the quality of the home learning environment by offering information sessions and learning opportunities for parents to support their children's self-regulation tools, communication and numeracy skills.		
4	Develop a suite of differentiated professional learning to support the development of embedded inclusive practices to address the needs of the full range of learners.		

Our Measures (what will our success 'look' like?)	
By the end of Semester One	<ul style="list-style-type: none"> • School has transitioned to online communication with the Parent/Carers via SchoolZine platform. • Network with local ECEC services to collaborate on year-long transition to school strategy • Invite key community stakeholders to engage with school to review and discuss transition strategy and processes • Conduct parents and community 'Zones of Regulation' workshops • Strengthen network connections and transition opportunities with Forest Lake SHS
Our Measures (what will our success 'look' like?)	
By the end of Semester Two	<ul style="list-style-type: none"> • Identify need for more targeted or intensive transition to school strategies for individual children and families • Co-design transition strategies with children and their families, empowering them in the process and building a sense of belonging well before the first day of Prep • Increase parent and school community understandings of 'Inclusive Education'

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

Mr Tony Maksoud
Principal

Ms Naomi Henry
P & C President

Mr Rob Van den Heuvel
Assistant Regional Director