

## Vision for Learning and Wellbeing

All students are empowered to learn and achieve, experiencing high quality teaching practice that promotes learning and wellbeing, equipping them with the knowledge, skills and dispositions for lifelong learning and to shape the world around them.



### Teaching and learning

- 2. A supportive and productive learning environment promotes inclusion and collaboration
- 4. Curriculum planning and implementation engages and challenges all students
- 5. A Deep learning challenges students to construct and apply new knowledge
- 7. Evidence-based strategies drive practice improvement

### Assessment

- 6. Rigorous assessment practices and feedback inform teaching and learning

### Engagement

- 1. High expectations for every student promote intellectual engagement and self-awareness
- 3. Student voice, agency and leadership empower students and build school pride
- 8. Global citizenship is fostered through read world contexts for learning
- 9. Partnerships with parents, carers and kin enhance student learning and wellbeing



<b>Teaching and learning</b>	<b>2. A supportive and productive learning environment promotes inclusion and collaboration</b>	<b>2.1</b> Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner	<b>2.2</b> Teachers ensure all students' cultural backgrounds, needs and abilities are recognised and addressed in the learning program	<b>2.3</b> Teachers develop student -capacity to collaborate	<b>2.4</b> Teachers maintain an energised and focused teaming environment
	<b>4. Curriculum planning and implementation engages and challenges all students</b>	<b>4.1</b> Teachers place student needs at the centre of program planning and delivery	<b>4.2</b> Teachers collaboratively design and implement a scope and sequence of learning	<b>4.3</b> Teachers regularly review and update learning programs in line with school curriculum plans	
	<b>5. A Deep learning challenges students to construct and apply new knowledge</b>	<b>5.1</b> Teachers design learning programs to explicitly build deep levels of thinking and application	<b>5.2</b> Teachers support students to explore the construction of knowledge	<b>5.3</b> Teachers support students to be reflective, questioning and self-monitoring learners	
	<b>7. Evidence-based strategies drive practice improvement</b>	<b>7.1</b> Teachers evaluate the impact of teaching on learning by analysing multiple sources of data	<b>7.2</b> Teachers identify and target areas for professional learning	<b>7.3</b> Teachers draw on current research and use an inquiry improvement cycle	<b>7.4</b> Teachers challenge and support each other to improve practice
<b>Assessment</b>	<b>6. Rigorous assessment practices and feedback inform teaching and learning</b>	<b>6.1</b> Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives	<b>6.2</b> Teachers moderate student assessment and use data to diagnose student learning needs and plan for learning	<b>6.3</b> Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards	<b>6.4</b> Teachers analyse student achievement data to improve their practice
<b>Engagement</b>	<b>1. High expectations for every student promote intellectual engagement and self-awareness</b>	<b>1.1</b> Teachers convey high expectations of learning, effort and engagement for all students	<b>1.2</b> Teachers co-design aspirational goals with students	<b>1.3</b> Teachers scaffold and differentiate learning to enable students to achieve their goals	<b>1.4</b> Teachers build student capacity to monitor and evaluate their own progress and achievement
	<b>3. Student voice, agency and leadership empower students and build school pride</b>	<b>3.1</b> Teachers empower students to have a democratic voice in the running of the communities in which they learn	<b>3.2</b> Teachers co-design opportunities for students to exercise authentic agency in their own learning	<b>3.3</b> Teachers co-design leadership opportunities	<b>3.4</b> Teachers build school pride and connectedness
	<b>8. Global citizenship is fostered through real world contexts for learning</b>	<b>8.1</b> Teachers support students to explore their role as global citizens	<b>8.2</b> Teachers model and facilitate using digital tools and resources to access, use and share learning	<b>8.3</b> Teachers and .students co-design learning that connects to real world contexts	<b>8.4</b> Teachers and .students collaborate in learning partnerships in and beyond the school
	<b>9. Partnerships with parents, carers and kin enhance student learning and wellbeing</b>	<b>9.1</b> Teachers establish open and sustained communications with parents/carers	<b>9.2</b> Teachers seek and use parents' /carers' knowledge and feedback	<b>9.3</b> Teachers facilitate parent/carer involvement in education within the classroom, school and beyond	