

Staff Cultural Agreement Plan

		WHAT IS THE AGREED EXPECTATION?	RECOMMENDATIONS OR REJIGGING
BIG PICTURE	OUR VISION & OUR MISSION	Implement both the agreed 'academic' and 'social' foci as detailed within this document.	
	WHAT IS OUR PURPOSE?	That we contact families regularly and engage with families who come into school. Every term we reach out to & speak to all families at least once. (Focus on positives first, this creates a positive connection) That we act professionally and friendly with all stakeholders within and out of the school. That we use the Positive Education term focus in our class on a daily basis. That our teaching is 'point of need' and differentiated as appropriate.	Every term we reach out to & speak to all families at least once (Focus on positives first, this creates a positive connection) - done
	OUR SCHOOL VALUES – 3R'S RESPECT, RESILIENCE & RESPONSIBILITY OVERARCHED BY 'RELATIONSHIPS'	That we use the school values in our everyday discussions with students whether in the classroom or outside for both positive and negative situations.	Values stickers or values token / connect to parents with class Dojo's (another app to consider is Story Park) or 'R' stamp. Maybe a team to drive values. A new team to explore?
	OH&S	That all staff members (including CRT's) take full responsibility for any OH&S concerns. That we complete all 'classroom' or 'location' checklists as required each term.	Difference between 'Values' & 'Pos Ed'?
	ONE DAY AT SHNPS	Staff will open classes any time from 8:40am (otherwise students will be on the oval). Staff stay with their grade and monitor 'eating time' either inside classroom or in Junior or Senior covered eating areas Staff will do duty as per the 'Duty Roster' (located in the Staff Room)	Students must be out on oval before school, not wandering.
	RESOURCES & PROGRAMS	We expect all staff to use the agreed school structures and follow the guidance of your team leader. It is an expectation that Foundation classes implement Play-based Learning. Play is an essential part of learning and it promotes the holistic development. Play-based learning provides opportunities for children to actively and imaginatively engage with people, objects and the learning environment. (physical, social, emotional, cognitive and creative) of the child. Other important programs & Resources: HOL (Hands on Learning / Chaplain / Indonesian / PE / ICT/ Little Learners Love Literacy / Music / Essential Assessments & Maths Pathways.	Do we need to retrain for play-based learning? To keep fidelity of program. Recognise other programs & resources (see changes highlighted in yellow)
	HOW TO ACCESS 'RESOURCES' ON SHAREPOINT	That any resources are to be shared so that all teachers can access them easily for present and future teaching as well as for CRT's. Your Weekly Planning goes here.	
	HOW OUR LEADERSHIP TEAM WORKS	It's important that all staff understand that our decisions are focussed on two key parameters: What we believe is best for our students. What is the evidence and research telling us.	
		Other / Notes?	

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INSTRUCTION	<u>PLANNING & CO-PLANNING</u>	It is expected that we plan whole school in our curriculum teams – this will help us build our respective capacity, increase the opportunity for collaboration & sharing, develop our collective understanding of the curriculum & provide a expertly scaffolded two week plan for scaffolding topics across the whole school – increasing the usability for student differentiation & fluid groupings. Planning for all lessons must include: <ul style="list-style-type: none"> ○ A clear ‘Learning Intention’ (Focussing on the skill, knowledge or understanding you are teaching). ○ A clear ‘Success Criteria’ that uses SOLO verbs (this ensures we are thinking about the ‘depth’ of expectation). ○ Activities that are detailed enough for someone else to understand & that the activities reflect the L.I. & S.C. That planning is <u>uploaded on Sharepoint</u> & printed and <u>easily accessible</u> in your classroom.	Reworded Curr Planning Expectation – done.
	<u>FLISC’ING</u> (‘INSTRUCTIONAL’ MODEL)	That you take responsibility to become familiar & skilled with FLISC’ing That you use the FLISC’ing Instructional model in your daily teaching & planning. That you use Visible Learning in your classroom by writing up the Learning Intention & Success Criteria every day. That you focus your feedback to students on achieving the Success Criteria (and consider whether your feedback is ‘task’ or ‘ego’ related).	
	<u>FEEDBACK TO & FROM STUDENTS</u>	Move around the classroom to ensure we provide feedback as students require or request it. That when we give ‘Feedback’ that it focuses mostly on supporting students to achieve the Success Criteria	Students reflecting on own learning based on student goals. Teaching students how to use feedback
	<u>HITS – HIGH IMPACT TEACHING STRATEGIES</u>	That the use of HITS is evident in our day to day planning. We are actively discussing the HITS in professional conversations during co-planning meetings and using the document to improve our knowledge and understanding of the HITS.	Continue focus on metacognition.
	<u>HOW WE USE TECHNOLOGY</u>	It is expected that all staff use ICT each session i.e. 9-11am, 11:30-1:30pm & 2:20-3:20pm Plan activities that are mindful of being in the ‘A’, ‘M’ & ‘R’ of the SAMR model.	Revisit SAMR model
		Other / Notes?	Grounds & Buildings – School Council will be working on a ‘Master Plan’ that staff will be asked to contribute towards.

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PROFESSIONAL EXPECTATIONS	<p><u>WHAT IS REALLY IMPORTANT TO US?</u></p>	<p>Having consistency with – High Expectations / What we teach and learn / Student and Staff Expectations.</p> <p>Agreements – As a staff we have a culture of building shared agreement. This means that in most major decisions, we don't make major changes unless there is understanding of the reasoning / research first, then build agreement later.</p> <p>Feedback – this is central to the work we do in classes and with one another. Feedback is a central part of our FLISC'ing model. Feedback is also central to building each other's (staff) capacity.</p> <p>Embracing Diversity – whether students or staff, we see diversity as a strength and will embrace this.</p> <p>Inclusion – is central to our school and central to making everyone feel a part of the school.</p> <p>Being evidenced based – know what you are doing and why. Is it an effective practice, do we know it's been successful? Don't get drawn into fads or fashion.</p> <p>Positivity – Stay in the 'Blue Zone' & think of 'P1-3'.</p> <p>Reflective – People who are reflective are more likely to grow as a person and reflect on their work professionally.</p> <p>Nurturing – this brings out the best in others and is an evolved state of being, as we think about others as well as ourselves.</p> <p>Respect – Showing and expecting this.</p>	<p>The well-being of all students and staff.</p>
	<p>PROFESSIONAL LEARNING</p>	<p>All teaching staff are expected to be an active member of our 'School Focus Teams'.</p> <p>All staff are expected to 'trial' the 'Take Away Tasks' from staff PL sessions ready to share and collaborate at the next meeting.</p>	
	<p>ROLES & RESPONSIBILITIES</p>	<p>We take on 'Roles & Responsibilities' that reflect our category expectations i.e. Teachers in the 'Expert' category are more likely to take on 'leading' roles & responsibilities.</p> <p>We take responsibility for our 'Roles & Responsibilities' and ensure these are done without reminders.</p> <p>Responsibilities are links to the number of years teaching experience or role within our school environment.</p>	<p>Reminder of each teachers' roles and responsibilities.</p>
	<p>PERCEPTUAL POSITIONING & RED TO BLUE ZONE</p>	<p>That we are professional in our interactions / behaviours & thinking - being mindful of or impact beyond ourselves.</p>	
	<p>Other / Notes?</p>		

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WELL BEING	POSITIVE EDUCATION	<p>Circle time is expected to be evident in <u>every classroom</u> – this is to connect with students & ensure students ‘voices’ are heard (<u>at least 3 times per week</u>) F-6</p> <p>Follow the annual overview using Positive Education <u>daily</u> (for full details see ‘Sharepoint’)</p> <p>Term One: <u>Relationships</u> = Bucket Filling / Awareness of Others</p> <p>Term Two: <u>Respect</u> = Growth Mindset (Positive Reframing)</p> <p>Term Three: <u>Responsibility</u> = Gratefulness (Recognising & Appreciating)</p> <p>Term Four: <u>Resilience</u> = Mindfulness</p>	<p>Circle Time - (at least 3 times per week) F-6</p> <p>Continue to promote Pos Ed in all our social media & Kalori</p> <p>More staff Pos Ed understanding needed. Respectful Relationships to be done.</p>
	BEHAVIOUR MANAGEMENT	<p>That we use the Behaviour Matrix to support students understanding of ‘Expectations’.</p> <p>That staff take all situations on their ‘context’ but that we reasonably follow the steps detailed in the ‘Minors & Majors’ document – see below.</p> <p>That as a school we support the removal of a student from the class if they are disrupting the learning of others – supports will be put in place outside of the classroom <u>so that teacher can focus their teaching who are ‘ready’ to learn.</u></p>	<p>Building a simplified Junior School Matrix</p> <p>- Follow up to rebuild relationship between student & teacher.</p>
	YARD DUTY	<p>Focus on ‘Positive Behaviours’ reinforcing these with Class Dojo’s</p> <p>It is expected that teachers wear a fluorescent vest and hat.</p> <p>Stay mobile on Yard Duty, get amongst and involved with the students</p> <p>School hats are to be worn by all students & staff in Term 1 & Term 4. Optional, but encouraged during Term 2 & 3</p>	<p>Carry folder on duty.</p> <p>Use phones <u>only in emergency</u> (not using phone for any other reason whilst on duty)</p> <p>Hats in behaviour matrix</p>
	<u>STAFF ROOM</u>	<p>That the staff room is a safe, fun and enjoyable space to be. Therefore, we expect staff to be supportive and professional in what we do and say in this space.</p> <p>Important information will be clearly communicated in the staffroom</p> <p>A weekly roster allocates staff to do a general tidy of the staff room. It is expected that staff clean up after themselves – washing dishes, putting rubbish in bins etc.</p>	
		Other / Notes?	