

We have a **class team model at Hincks**. We have committed to having at least 3 adults in each class. This came from a need to feel safe (5 years ago) but the outstanding benefits relate to student and adult connections across all **4 areas of impact**. The training and empowering of adults has intentionally focused on student and staff wellbeing and now we are staged to make this about powerful learning (for all).

Areas of impact / Domains	The expectations for each domain	What this means for us at Hincks	School priorities & supports
Wellbeing			
Sense of belonging	Learners feel they belong, are culturally safe, and are free to experiment, to raise questions and learn without feeling threatened.	Class teams: <ul style="list-style-type: none"> - Connect with students and families to build a sense of belonging - Make cultural connections in the curriculum as much as possible - Check in at regular intervals with children, including the morning circle routine - Support but don't solve... - Intentionally teach self and social awareness skills - Co-regulate with students using gradual release of responsibility - Work as a team to differentiate for growth and stretch (plan for the questions and collaborations...) - Work together to contact families on a regular basis to offer support in reducing barriers to attending school regularly. - Check out with positivity at the end of each day 	Berry Street Education Model Restorative practices School values Self-Regulation Service Behaviour support for classes (leadership) Breakfast and lunch program Culturally responsive framework (action planning) ALALR (Action planning) Reconciliation Action Plan Student Wellbeing leader – full time Referrals for external family supports Student Support Services & on-site therapy Collaborative learning / dialogic practices (SIP) Teaching and Learning Cycle (SIP) HAPS attendance Procedures Australian Curriculum Literacy agreement 2024 Playberry Laser Platform (R-6) Hansberry Consultancy Heggerty R-6 Renaissance: Accelerated Reading MyON Digital library DIBELS and SPELD – checking in with JP learners Brightpath resources and termly coaching Literacy Guarantee Unit Maths Agreement 2024 Revised maths lesson structure & planning to promote engagement. Technologies, The Arts and HPE as specialist subjects in 2024 Additional NIT for teacher collaborative planning Wellbeing programs (making the most of our human resources to support student wellbeing) One plans / Adjustment plans & Risk assessments Bush Foods Program (ROOTS): A community engagement project A focus on Social Emotional Learning (SEL) Teaching the competencies and capabilities of the curriculum (linked with our school values and dojo rewards) Links with kindy (strong transition practices) Collaborative networking across primary schools SRC and connections with class circles Children's University Class Profiles on TEAMS to track learner data and attendance. Class Dojo catalogue of rewards Class dojo as communication platform with parents
Resilience and persistence	Learners have the capacity to cope with day-to-day challenges and persevere when faced with new or complex learning situations.		
Cognitive Engagement	Learners have the mental capability to engage actively in learning and feel stretched and challenged		
Attendance	Learners are attending school.		
Equity and Excellence			
Knowledge, skills, competencies and capabilities	Learners develop foundational knowledge, capabilities including literacy, numeracy and digital literacy, skills and values. All learners have the opportunity to develop mastery in their chosen areas of interest.	Class teams: <ul style="list-style-type: none"> - Provide literacy intervention for students getting D or E in English - Support students to develop keyboarding and digital literacy skills from reception - Involve disengaged learners in targeted wellbeing programs - Encourage children to learn on country together, through the Bush Foods program - Work collaboratively with ACEO's to meet the cultural needs of our Aboriginal learners - Pitch student learning at their appropriate age level (and scaffold as required) - Recognise that exclusion is not the first option. We will work together to mitigate risks to include children in both school-based and community activities. - Work together to promote and maintain positive relationships with families - Use trauma informed practices to support student wellbeing and inclusion - Encourage reading at home – incentivise with dojo points - Learn with and from colleagues to continually improve practice - Work collaboratively with Student Support Services and NGO's, as required. 	
Aboriginal Learners	Aboriginal children and young people build on their cultural identity and pride, and develop the knowledge, skills, confidence and resilience needed to achieve their goals and thrive in society.		
Inclusion	Learners from all social, cultural, community and family backgrounds, and of all identities and all abilities are able to access and fully participate in learning experiences.		
Breaking the link between background and excellence	Our education system helps to overcome barriers to learning and empowers all children and young people.		
Effective learners			
Curiosity	Learners ask questions to 'get to the bottom of it' and are less accepting of received wisdom until it is evidenced.	Class teams: <ul style="list-style-type: none"> - Encourage children to be curious and support them to seek new information - Provide consistent, predictable routines with consistent, predictable adults. - Support but don't solve... - Support learners to rationalise their previous experiences as learning events - Intentionally build self-management and responsible decision making skills with students - Co-regulate using a gradual release of responsibility - Teach children to learn from each other and with each other through collaborative and dialogical pedagogies. - Work with students to reflect on their own learning at the end of each lesson and day. Get them talking about their learning and thinking. - Link the competencies and capabilities of the curriculum with our school values (<i>Be respectful, Be responsible and Be your best</i>) – as learners. Poster provides clarity for what this looks like. - Use Class Dojo to reward the behaviours we want to see more of. Be intentional. 	
Creativity	Learners think 'outside the box', take chances, use imagination and intuition and are receptive to hunches and inklings.		
Making meaning	Learners make connections between past information and/or experiences and new knowledge.		
Strategic awareness	Learners know what to do when they don't know what to do.		
Meta-cognition and self-regulation	Learners who can stop and think about what's needed to best achieve the task in front of them. Learners are able to understand and manage their behaviour and reactions to their environment.		
Learner Agency			
Voice to Agency	Learners have a say and 'own' what they learn and how they learn.	Class teams: <ul style="list-style-type: none"> - Clearly communicate learning and social intentions of lessons and activities - Co-design and negotiate learning with students (Ready to Learn Class Agreements) - Develop Personalised Ready to Learn plans for Individual students, as required. - Are flexible to promote student voice and choice - Actively promote and participate in collaborative learning with students - Support students to use self-directed strategies to be successful (regulation and learning) - Use proactive strategies to prevent and heal stress factors. - Have fun with the learning and explore the unknown together ☺ 	
Partners in learning	Learners are active partners in their learning, collaborating with both teachers and peers to create a dynamic and engaging educational experience.		
Discernment and judgement	Learners are able to make considered decisions about the best ways for them to go about their learning and assessment tasks and what new learning may be necessary for them to be successful.		