We will engage and challenge all students to reach their full potential within a safe, respectful and positive learning environment.

Key school values:

*I show respect.
I act with safety.
I take responsibility.*

Achievement:

Goal:

To foster the achievement of high quality educational outcomes for all students in all curriculum areas, with a particular focus on increasing learning growth in literacy and numeracy.

Target:

Expected student progression of twelve months or more from an established starting point.

Key Improvement Strategy:

Teachers teach to each individual student's point of need, through the effective use of assessment, feedback and a differentiated curriculum.

Engagement

Goal:

To improve the engagement of students in their learning and in their connectedness with the school.

Target:

By 2017, the School Mean for the Attitudes to School and the Parent Opinion Survey, will show improvement in the following measures:

Student Connectedness (at or above 4.48 on A.T.S)

School Connectedness (at or above 5.98 on P.O.S.)

Student Motivation (at or above 4.45 on A.T.S)

School Motivation (at or above 5.89 on P.O.S.)

Key Improvement Strategy:

Extend students' ownership of, confidence, independence and accountability for, their own learning, (student voice)

A whole school focus on providing a more stimulating learning environment for students which includes eLearning

Well Being

Goal:

To create a safe, orderly secure learning environment for the whole school community and where students become confident, responsible and independent learners.

Target:

By 2017, the School Mean for the Attitudes to School and the Parent Opinion Survey, will show improvement in the following measures:

Classroom Behaviour (at or above 3.38 on A.T.S)

Classroom Behaviour (at or above 5.13 on P.O.S.)

Consistent protocols are embedded across the school to support the 'SWPBS' framework.

Key Improvement Strategy:

To implement a consistent, positive behaviour management strategy – building a whole school community culture based on making the values inherent in the 'School Wide Positive Behaviour Support' framework explicit for students, staff and parents.

Productivity

Goal:

To effectively, efficiently and fairly manage resources to deliver the best possible educational experiences and outcomes for all students.

Target:

All staff have rigorous, measurable goals and targets based on data embedded in their performance plans and student learning outcomes.

Key Improvement Strategy

Demonstrate pro-active and robust management of staff performance, including capacity building and evidence based progression against agreed targets.

Develop and implement a distributed model of leadership throughout the school.

Goal:	Key Improvement Strategies: (What)	How:	Who:	When:	Success Criteria:
Achievement					
To foster the achievement of high quality educational outcomes for all students in all curriculum areas, with a particular focus on increasing learning growth in literacy and numeracy.	Teachers teach to each individual student's point of need, through the effective use of **assessment**, **feedback** and a **differentiated curriculum.** • **Assessment.** To build the collective accountability of teachers to teach to students point of learning.	Collaboratively revise the school assessment schedule. Use of ZPD tool and student learning data spreadsheets to record, track and analyse student learning growth and effect size for individual students and teachers. Investigate/trial use of PAT Maths and PAT English as a tool for tracking individual student progress and effect size. Use of Fountas and Pinnell BAS Assessment Kit to benchmark and moderate reading assessment and judgements across the school. Use of pre and post testing cross teams and learning areas further utilised to support teaching to point of need. Staff involvement and contribution to whole school and team literacy and numeracy moderation sessions: addressing AUSVELS knowledge / judgements and supporting formal Student Reporting Further developments around embedded classroom use of daily Learning Intentions and Success Criteria. Tracking students across the school using SPA tool.	All staff.	Ongoing.	Staff data literacy capacity enhanced. Student learning growth to reflect 12 + months progression. Improved / consistency re AusVELs judgements Improved student learning outcomes. Analysis of student learning growth by individual teachers and teams.
	• **Feedback.** Knowledge of the appropriate responses at the point of instruction, including when and how to use teaching strategies and matched resources and having the classroom structures, routines and tools to deliver differentiated instruction.	Staff Professional Development on explicit purposeful feedback; types of feedback; to, with and from students and consistency re the daily classroom use of.	All staff.	End term 2.	Improved relationships, classroom behaviour and engagement in learning.
	• **Differentiated curriculum.** To implement an effective and consistent teaching and instructional model across the school.	Staff support and PD around What does a differentiated learning task look like? Further refinements to Mano Instructional Model / McREL, centred around a clear evident focus on the Big 4 and creation / use of ILIP.	All staff.	End term 2.	Differentiation more evident in all classes. Documented model / ILIPs.

Student Engagement					
To improve the engagement of students in their learning and in their connectedness with the school.	Extend students' ownership of, confidence, independence and accountability for, their own learning (student voice).	'Student voice' – creating enhanced opportunities for all students to play an active role in their education and schooling. This will be evidenced by students reflecting on their learning, contributing to curriculum design (co-construct and self-directed learning opportunities), building a sense of belonging, being respected and listened to, enhanced relationships, taking on responsibility in and out of the classroom.	All staff.	Ongoing.	Improved Student's Attitudes to School survey and Parents data.
		Staff PD on elearning and creating / using rubrics.	All staff.	Ongoing.	Greater evidence of ICT / Rubrics embedded in classrooms.
		Improved engagement for Prep students through more structured developmental play opportunities.	Prep team.	Ongoing.	Positive parent survey data trending.
		Research into a structured program for teaching social skills – eg: Prep and Kimochi dolls.	Leadership team.	End term 2.	Staff training and acceptance for program implementation.
		Improved student connectedness to peers – optimise learning in groups / cooperative learning groups in and out of classroom.	All staff.	Ongoing.	Classroom pedagogy approaches to address this.
	A whole school focus on providing a more stimulating learning environment for students which includes eLearning.	Staff PD on effective use of ipads and other ICT programs (Including Bounc Ed), to enhance targeted learning outcomes, engagement and student voice.	All staff.	Ongoing.	Staff capacity to embed ICT in everyday teaching developed and evidenced in P and D plans.

Well Being

To create a safe, orderly secure learning environment for the whole school community and where students become confident, responsible and independent learners.	To implement a consistent, positive behaviour management strategy – building a whole school community culture based on making the values inherent in the 'School Wide Positive Behaviour Support' framework explicit for students, staff and parents.	Full documentation and implementation of School Wide Positive Behaviours Program.	SWPBIS Team.	Ongoing.	School Values and behaviour rubric.
		Develop greater consistency within and between classrooms of SWPB, leading to improved attitudes to school survey data.	All staff.	Ongoing.	Enhanced student survey data.
		Common language developed, documented and owned by school community re behaviour / expectations / rules.	School community.	End term 2.	Documented processes, collaboratively developed and subsequently implemented.
		Enhanced student rewards system.	All staff.	End term 2.	
		Monitoring / recording processes of student behaviour to be developed.	Leadership team.	End term 2.	

Productivity

To effectively, efficiently and fairly manage resources to deliver the best possible educational experiences and outcomes for all students.	Demonstrate pro-active and robust management of staff performance, including capacity building and evidence based progression against agreed targets.	Staff performance and development processes revisited and staffPD online software introduced.	All staff.	End term 2.	All staff using staffPD, with clear AIP alignment evident for all staff performance and development plans.
		Enhanced staff alignment to AIP with variability between classrooms to be reduced – re pedagogy, assessment, curriculum and wellbeing approaches.	All staff.	Ongoing.	
		Resource sharing sessions for whole staff for each department eg: library, numeracy resources……	All staff.	Ongoing.	Enhanced resource usage emerging.

		Professional Development for staff on 'effect size' and use of, building teacher capacity and improving learning outcomes.	All staff.	End term 2.	Staff using 'effect size' routinely.
		Leadership Roles for PLT members: Leader, Literacy and Numeracy. PLT involvement for all staff, linked to P and D plans.	PLT members.	End term 1.	PLT model effectively operating.
		Staff Professional Development re Effective Numeracy teaching with a focus on the proficiencies of understanding Fluency, Problem Solving and Reasoning (links to AMSI).	All staff.	Ongoing.	Documentation created and owned by staff.
	Develop and implement a distributed model of leadership throughout the school.	Shared responsibilities for staff across all teams.	All staff.	Ongoing.	Documentation.
		Duty / role statements updated for all positons.	Leadership team.	Ongoing.	Documentation.
		Clarity of responsibilities of leadership team and individual members.	Leadership team.	End term 1.	Documentation.
		Leadership team professional learning activities.	Leadership team.	End term 1.	School leaders participating in building capacity activities. Leadership team operating effectively.
		Enhanced consultation and communication across school.	All staff.	Ongoing.	Positive trends to staff survey data.