



Successful Learners		Performance Measures				Evidence Source
Strategies		2015	2016	2017	2018	
Successful Learners Goal: Students attend school every day and are engaged, focused and achieving success in reading, writing, and numeracy within learning areas.						
Core Priority: <u>Reading</u> <ul style="list-style-type: none"> Implement a whole school approach to guided reading. Require all classes to implement literacy block times focused on reading. Review, implement and embed current practices in <i>Reading Plan for Improvement</i>. Establish a committee to develop, review and audit the school's Reading Action Plan annually. 	<ul style="list-style-type: none"> Students achieving at or above year level reading benchmarks (PM and PROBE). Year 3 and 5 students at and above National Minimum Standard in Reading. Year 3 and 5 students identified in the upper two bands in Reading. % of Students achieving a C standard (<i>Working With – Prep</i>) or better in English in Prep - Year 6. Parents are satisfied that their child's English skills are being developed at this school. (Parent Survey). 	85%	90%	95%	→	<ul style="list-style-type: none"> Internal reading data NAPLAN (Annually) Semester reporting School Opinion Survey –Parent Headline indicators Data Action Plan
Core Priority: <u>Writing</u> <ul style="list-style-type: none"> Require all classes to implement literacy block times focused on writing. Sustain implementation of Words Their Way for spelling instruction. Embed Structured Tier Two Robust Instruction of Vocabulary Experiences (STRIVE) across all classes. Investigate high yield strategies for the teaching of grammar and punctuation for school-wide implementation. Investigate a whole school writing program to implement across the school ensuring consistency of language and strategies. Establish a committee to develop, review and audit the school's Writing Action Plan annually. 	<ul style="list-style-type: none"> Year 3 and 5 students at and above National Minimum Standard for writing, spelling, grammar and punctuation. Year 3 and 5 students identified in the upper two bands for writing, spelling, grammar and punctuation. % of Students achieving a C standard (<i>Working With – Prep</i>) or better in English in Prep - Year 6. Parents are satisfied that their child's English skills are being developed at this school. (Parent Survey). 	96%	98%	100%	→	<ul style="list-style-type: none"> NAPLAN (Annually) Semester reporting School Opinion Survey –Parent Headline indicators Data Action Plan
Core Priority: <u>Numeracy</u> <ul style="list-style-type: none"> Implement a whole school Mental Maths program. Conduct Deep Analysis of NAPLAN test items to improve Numeracy outcomes. Investigate Problem Solving strategies to implement across the whole school in line with the Australian Curriculum. Require all classes to implement a numeracy block which incorporates mental mathematics and problem solving. Establish a committee to develop, review and audit the school's Numeracy Action Plan annually. 	<ul style="list-style-type: none"> Year 3 and 5 students at and above National Minimum Standard Numeracy. Year 3 and 5 students identified in the upper two bands Numeracy. % of Students achieving a C standard (<i>Working With – Prep</i>) or better in Mathematics in Prep - Year 6. Parents are satisfied that their child's Mathematics skills are being developed at this school (Parent Survey). 	92%	96%	100%	→	<ul style="list-style-type: none"> NAPLAN (Annually) Semester reporting School Opinion Survey –Parent Headline indicators Data Action Plan
Core Priority: <u>Attendance</u> <ul style="list-style-type: none"> Review and refine the school's Attendance Policy to improve attendance and engagement of students. 	<ul style="list-style-type: none"> Whole school attendance. Proportion of students in the school with <85% attendance. All student absences are explained. 	95%	→	98%	→	<ul style="list-style-type: none"> School data profile OneSchool dashboard
Core Priority: <u>Learning Areas</u> <ul style="list-style-type: none"> Create Individual Curriculum Plans for Students who are accessing learning outside their year level. Establish and then maintain consistent processes and expectations of feedback to inform students of progress within all learning areas. Implement all learning areas of the Australian Curriculum. 	<ul style="list-style-type: none"> 100% Students are satisfied that 'my teacher provides me with useful feedback about my school work' and 'my teachers encourage me to do my best.' (Student Survey S2040, S2059). 90% Parents satisfied the 'teachers at this school provide my child with useful feedback about his or her school work.' (Parent Survey S2006). All students receiving instruction of Australian Curriculum learning areas by 2017. 					<ul style="list-style-type: none"> School Opinion Survey –Student, Parent Curriculum Framework



Teaching Quality Great People <i>Goal: Professional and dedicated teachers are focused on implementing a range of high yield strategies which are targeted, evidence based and supported by research.</i>		
Strategies	Performance Measures	Evidence Source
Core Priority: <u>Curriculum Planning</u> <ul style="list-style-type: none"> Implement a schedule and process for year level planning that includes year level teaching staff and support staff members. Build teachers' capacity to use the classroom dashboard to plan, assess and differentiate for students, particularly the higher achieving students. Promote and engage teachers in collaborative planning, assessment and moderation procedures to achieve consistency in judgements across the partnership schools. Deepen teacher knowledge of how to enhance curriculum differentiation. Maximise student access to learning ensuring learning programs for all students with learning disabilities are suitably adjusted. 	<ul style="list-style-type: none"> 100% teachers are satisfied that they are confident using student assessment data to improve student achievement. (Teacher Survey S2116). 100% teachers are confident in engaging all of their students in learning at this school. (Teacher Survey S2118). 100% of staff use OneSchool as the single point of truth for diagnostic, formative and summative assessment. 	<ul style="list-style-type: none"> School Opinion Survey –Teacher OneSchool Data conversations
Core Priority: <u>Improving practice</u> <ul style="list-style-type: none"> Extend, refine and embed co coaching and mentoring strategies. Enhance staff capacity through focused classroom observations, walk throughs and data conversations. Provide staff with ongoing feedback through the teacher review process. Test and refine opportunities to engage staff with ICT and 21st century learning practices, including initiation of 1 to 1 laptop class/es and Bring Your Own Device programs (BYOx) across the school. Implement and embed the 16 elements of Explicit Instruction (Archer & Hughes) as part of our pedagogical framework across all learning areas, using an instructional coach to improve practice. 	<ul style="list-style-type: none"> Performance and Capability Matrix includes records of access to co-coaching and mentoring within the school. 100% staff participation in classroom observations, walkthroughs and data conversations. Implementation of 1:1 trial in 2015, progressive rollout of BYOx program from 2016 to 100% implementation of Years 4-6 by 2017. 	<ul style="list-style-type: none"> Teacher Performance and Capability Matrix Asset Register P&C Meeting Minutes BYOx Program
Principal Leadership & Performance Great People <i>Goal: The principal and leadership team engage with performance data to identify, plan and support needed changes in curriculum programs and instructional strategies.</i>		
Strategies	Performance Measures	Evidence Source
Core Priority: <u>Principal Leadership</u> <ul style="list-style-type: none"> Develop and refine leadership attributes of the Principal using Performance and Capability Framework indicators. Engagement and focused leadership learning through participation in Regional Principal Learning Communities (PLCs). Extension of leadership capacity across regional schools through coaching and mentoring of future leaders. 	<ul style="list-style-type: none"> Annual completion of Principal Performance and Development Plan goals. Review of Principal Performance* Participation rate in regional leadership forums and PLCs. 	<ul style="list-style-type: none"> PPDP ARD Feedback School Opinion Survey
Core Priority: <u>Leadership Team development</u> <ul style="list-style-type: none"> Develop leadership skills of Deputy Principals using Deputy Principal Performance and Capability Framework. Identification of leaders amongst teaching staff for both formal and informal leadership positions and building leadership capability. Create opportunities for school based leadership – year level coordination, curriculum teams and school based committees. Employ a Head of Curriculum (HoC) to ensure curriculum planning processes for year level unit plans are monitored and supervised by the curriculum leader and includes attention to identifying students for differentiation. 	<ul style="list-style-type: none"> Annual completion and review of Deputy Principal Performance and Development Plan goals. Review of Deputy Principal Performance* Engagement of all Experienced Senior Teacher staff in school committee leadership positions. Recruitment and selection of HoC by 2015. 	<ul style="list-style-type: none"> DPDP School Organisational Structure ARD Feedback School Opinion Survey

*subject to measures developed under *Great Teachers=Great Results* action plan.



School Performance High Standards		School Performance <i>Goal: All school staff work together creating a positive and safe learning environment where intentional decisions are made about explicit teaching and learning.</i>																	
Strategies	Performance Measures	Evidence Source																	
<p>Core Priority: <i>Evidence based decision making</i></p> <ul style="list-style-type: none"> Review, implement and embed the school's data action plan and data storage processes, including OneSchool dashboard audits. Collect and collate all student achievement, intervention and behaviour information in OneSchool. Utilise data to identify starting points for learning, particularly higher achieving students and monitor all student achievement independently and frequently. Develop a whole school planning and implementation process for differentiation so that it is evident in planning documents and classroom practices. Create a rubric to raise teaching staff's consistency in assessing student effort and behaviour on semester report cards. 	<ul style="list-style-type: none"> 100% teachers are satisfied that they are confident using student assessment data to improve student achievement. (Teacher Survey). Progressive use of OneSchool for data recording and analysis – by 2015 all student summative assessment data in OneSchool Markbook; by 2016 all formative assessment data in OneSchool; by 2017 student assessment profile is single point for all student performance data (Diagnostic, Formative and Summative). Recording of differentiation is included in all unit plans from 2016. All student Case Management and Individual Curriculum Plans are listed in support provisions in OneSchool. From 2015, all judgements of effort and behaviour are made using Student Effort and Behaviour Matrix. 	<ul style="list-style-type: none"> ✓ School Opinion Survey –Teacher ✓ OneSchool 																	
<p>Core Priority: <i>School-wide Positive Behaviour Support</i></p> <ul style="list-style-type: none"> Review the school's reward system to ensure that frequency, distribution and transparency add to the consistency and effectiveness of these systems. Continue to develop School-Wide Positive Behaviour Support (SWPBS) to ensure the strategies generate the behaviours the school wants to see. Systematically identify, clearly communicate and reward the values that will strengthen the school's positive culture. 	<ul style="list-style-type: none"> 95% Students satisfied they feel safe at school and my teachers care about me. (Student Survey). 95% Students and parents are satisfied that 'behaviour is well managed at this school.' (Parent and Student Survey). Whole school rewards system in place from 2016 and recorded in OneSchool. School-Wide Evaluation Tool (SET) Data annually reviewed by SWPBS team. All decisions made by SWPBS team are evidence based by end of 2015. 	<ul style="list-style-type: none"> ✓ School Opinion Survey –Student and Parent ✓ OneSchool behaviour incident data (positive and negative) 																	
Local Decision Making Engaged Partners		Local Decision Making <i>Goal: All school staff work proactively with the wider school community to support improved student learning opportunities.</i>																	
Strategies	Performance Measures	Evidence Source																	
<p>Core Priority: <i>School and community engagement</i></p> <ul style="list-style-type: none"> Strengthen existing relationships between school and stakeholders by working in partnership to identify needs and aspirations of students and communicating clear expectations. Continue to involve actively the Parents and Citizens (P&C) Association and established sub-committees in decision making processes and activities to support student learning. Develop and implement a process to ensure the resources from external agencies are maximised to support the needs of identified students. Expand network of support for Defence Families by upskilling Defence Service Teacher Aide (DSTA). 	<ul style="list-style-type: none"> 95% Parents surveyed are satisfied 'that the school encourages me to participate in school activities.' (Parent Survey). Procedures for Special Needs Committee referral include external agency support, proportion of students accessing external agencies increased. DSTA has targeted professional development plan, participates fully in DSTA network meetings and liaison with ADF families evident. 	<ul style="list-style-type: none"> ✓ School Opinion Survey –Student ✓ SNC / GO Meeting Minutes ✓ DSTA Performance Review 																	
<p>Core Priority: <i>Solid partners Solid futures</i></p> <ul style="list-style-type: none"> Provide differentiated teaching through case management for identified Indigenous students. Provide opportunities for staff to develop knowledge of culturally appropriate teaching and learning strategies by engaging local Aboriginal and Torres Strait Islander community groups. Strengthen partnerships with local indigenous groups through the Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIP) committee consultation. 	<table border="1"> <tr> <td rowspan="3"> <ul style="list-style-type: none"> Indigenous Students at or above the National Minimum Standard in 3 and 5 NAPLAN testing. </td> <td>Reading</td> <td>2015</td> <td>2016</td> <td>2017</td> <td>2018</td> </tr> <tr> <td>Writing</td> <td>85%</td> <td>90%</td> <td>95% →</td> <td></td> </tr> <tr> <td>Numeracy</td> <td>90%</td> <td></td> <td>95% →</td> <td></td> </tr> </table> <ul style="list-style-type: none"> Indigenous students attending school 95% or more of the time. Full representation of Aboriginal and Torres Strait Islander groups on EATSIP committee. Full participation in Regional Aboriginal and Torres Strait Islander Aspiration Program (ATSIP) and local cultural events. 	<ul style="list-style-type: none"> Indigenous Students at or above the National Minimum Standard in 3 and 5 NAPLAN testing. 	Reading	2015	2016	2017	2018	Writing	85%	90%	95% →		Numeracy	90%		95% →		<ul style="list-style-type: none"> ✓ NAPLAN ✓ School Data Profile ✓ School Opinion Survey ✓ EATSIP Action plan ✓ Committee Membership 	
<ul style="list-style-type: none"> Indigenous Students at or above the National Minimum Standard in 3 and 5 NAPLAN testing. 	Reading		2015	2016	2017	2018													
	Writing		85%	90%	95% →														
	Numeracy	90%		95% →															

The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements.

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 Principal

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 P & C President

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 Assistant Regional Director