



Priority	Improvement Strategy	Performance Indicators
Literacy	<p>Embed the Abecedarian Approach (3A) as a key strategy for SWD, EAL/D, student engagement and behaviour intervention.</p> <p>Embed the Abecedarian Approach (3A) as a key strategy for Play Facilitator during unstructured play opportunities.</p> <p>Embed the 2021 Pedagogical Framework, including our BESS Signature Strategies within daily classroom practice.</p> <p>Provide differentiated instructional leaders to develop staff capacity in the knowledge and application of BESS Signature Strategies.</p> <p>Embed the use of data walls with Professional Learning Communities (PLCs) focusing on Literacy Continua data and cross referenced with other diagnostic assessments.</p> <p>Develop staff capacity to analyse and act upon data (e.g. Sharratt's Assessment <i>for, as and of</i> learning).</p> <p>Embed processes to facilitate teacher reflection and collaboration to refine instructional practice (e.g. PLC, Case Management approach).</p> <p>Develop staff capacity in the teaching of literacy through mentoring and instructional coaching using the Developmental Stages of Reading and the 'Simple View of Reading House Model'.</p> <p>Develop staff capacity in their knowledge and application of the Bandscale process through whole staff PD and track student Bandscale progress through PLCs.</p> <p>Collaboratively develop plans and strategies for the universal support of EAL/D & IEAL/D students through the HPT PD Intensive structures.</p> <p>Enhance the BESS consistent approach and structures to Guided Reading.</p>	<p>>70% of students achieving between an A and C in English</p> <p>>30% of students achieving an A or B in English</p> <p>90% of EAL/D students with up to date Bandscale data (Historical Tracking Report - 6 monthly updates)</p> <p>Improvement in language proficiency of EAL/Dlearners in Macro Skills of Speaking</p> <p>Increase the proportion of Indigenous students achieving a C or above in English >60% and achieving A-B to >25%</p>
Pedagogy	<p>Embed the use of Lyn Sharratt's 'Assessment and Instruction Framework' and '14 Parameters of System and School Improvement' as the foundation of planning, instruction and assessment across all learning areas.</p> <p>Engage in Professional Learning Communities at a Regional level to support the implementation of the 14 Parameters of System and School Improvement.</p> <p>Develop staff capacity in the delivery of school wide signature strategies through professional development, modelling, feedback and instructional coaching.</p> <p>Redesign the Whole School Curriculum plan through –</p> <ul style="list-style-type: none"> - Enhancing staff knowledge and understanding of the ACARA Achievement Standards. - Planning commencing by 'backward mapping' from the ACARA Achievement Standards - Staff developing units through a 'connected' approach using a common theme. <p>Enhance the delivery of Age Appropriate Pedagogies in Prep and Specialist lessons and expand the approach throughout the rest of the school.</p> <p>Develop staff capacity to plan and provide differentiated support for students with additional needs within an Inclusive classroom environment</p> <p>Embed Nature Play/Outdoor Learning as a key pedagogical strategy in specialist lessons and at the centre of connected curriculum planning.</p> <p>Align school approaches such as Reboot, The Resilience Project and the Four Dimensions of classroom practice within the PBL Framework (7 Essential Features).</p> <p>Enhance staff capacity to deliver PBL concepts (e.g. Reboot, Positive Acknowledgement, etc.) through PD, mentoring and the HPT PD intensive cycle.</p> <p>Provide differentiated support to staff to implement cohesive and connected Literacy Blocks including Instructional Modes of Reading and Writing.</p> <p>Prioritise the embedding of Indigenous perspectives in Outdoor Learning, Specialist and classroom planning.</p>	<p>>80% of students making 12 months gain in Reading Texts, Comprehension and Aspects of Speaking</p> <p>>70% of students achieving between an A and C in English</p> <p>>30% of students achieving an A or B in English</p> <p>Whole school attendance rate greater than 89%. (with less than 25% of students with an attendance rate of less than 85%)</p> <p>Increase the proportion of Indigenous students achieving a C or above in English to >60% and achieving A-B to >25%</p>
Engagement	<p>Provide structured opportunities such as Professional Learning Communities (PLC's) and High Performing Teams (HPTs) for staff to work collaboratively.</p> <p>Strengthen and extend Peer Profiling, as a tool to allow staff to provide feedback to each other on classroom management using the 4 Dimensions Framework.</p> <p>Facilitate opportunities for staff to learn from each other through Learning Walk and Talks, Ghost Walks, WOW visits and staff meeting presentations.</p> <p>Further develop the role of Knowledgeable Others within the school with a focus on Inclusion, Literacy, Beginning Teacher Mentors and PBL.</p> <p>Develop a whole school vision for Inclusion and collaboratively develop the Roles and Responsibilities of all staff to achieve this.</p> <p>Restructure the deployment of Teacher Aides to support the whole school vision of Inclusion.</p> <p>Strengthen Kindergarten transitions by further enhancing Reciprocal Relationships, refining continuity or practice and expand the range of evidence based Early Years Approaches (e.g. Abecedarian, Nature Play, RAMSR – Rhythm and Movement for Self-Regulation)</p> <p>Scan, assess and refine assessment practices and pedagogy in the upper school, with a focus on cognitive verbs, to provide continuity to High School transition.</p> <p>Extend upon partnerships and approaches to provide unstructured play and outdoor learning opportunities as a whole school, class and individual level.</p> <p>Develop and embed a School Wellbeing Framework based on the Reboot concepts.</p> <p>Engage local elders and cultural experts to position Indigenous students as the 'holders' of local Indigenous knowledge through a targeted engagement program.</p> <p>Provide clear communication to parents through social media, apps (e.g. SeeSaw), newsletters, phone calls and conversations.</p> <p>Provide multiple opportunities for parents and community members to enter and engage with the school.</p> <p>Provide multiple opportunities for community groups and organisations to engage in the school (e.g. Pick of the Crop initiative)</p> <p>Enhance and extend upon existing partnerships with external agencies, community groups and government organisations.</p>	<p>Collective Teacher Efficacy (CTE) Scores greater the 75 for each month.</p> <p>CTE scores in Peer Support and Work/Life wellbeing higher than National norms.</p> <p>15% positive change in the area 'I feel staff morale is positive at this school' – School Opinion Survey (Staff)</p> <p>25% reduction in SDAs</p> <p>25% reduction in Major Office Referrals</p> <p>5% reduction in Attendance Gap data</p> <p>Greater than 90% satisfaction in all areas of the School Opinion Survey (Parents)</p>

Steve Kanowski – Principal

Kate Bentley – Assistant Regional Director

Tegan Gaffel – P&C President