

<p><b>Goal 1:</b> Improve student achievement in reading</p>	<p><b>KIS 1</b> Build the capacity of staff and leaders to effectively lead teams to drive a cycle of continuous improvement</p>
<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>Year 3 NAPLAN: 28% students will be in the top 2 bands for reading</li> <li>Year 5 NAPLAN: 21% of students will be in the top two bands for reading</li> <li>Growth target: 70% of students will demonstrate medium to high growth in reading</li> <li>The percentage of students at or above the age expected level in Victorian Curriculum reading and viewing teacher judgments will be at 65% or above</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Develop the capacity of PLT leaders to consistently achieve a cycle of continuous improvement in Reading</li> <li>All leadership and teaching staff will be supported with coaching and mentoring opportunities specifically related to literacy</li> </ul> <p><b>Outcomes:</b></p> <p>Leadership will:</p> <ul style="list-style-type: none"> <li>Work in partnership with DSSI to ensure the improvement plan for reading is achieved</li> <li>Provide the necessary resources human, physical and financial to drive the improvement agenda for reading</li> <li>Support PLT leaders to develop their leadership capacity</li> <li>Attend professional learning related to literacy</li> </ul> <p>PLT leaders will:</p> <ul style="list-style-type: none"> <li>Effectively lead their PLTs</li> <li>Communicate high expectations about PLC process</li> <li>Ensure PLTs are consistent across the school with agreed norms, protocols and team goals and outcomes</li> <li>Identify common areas for staff professional development and support professional learning opportunities</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Participate effectively in PLTs to build their professional practice leading to improved student learning outcomes</li> <li>Have deepened their knowledge and understanding of the connection between student learning, teacher practice and engagement</li> </ul>
<p><b>Success Indicators:</b></p> <ul style="list-style-type: none"> <li>School climate (staff endorsement of collective efficacy, academic emphasis and collective responsibility)</li> <li>PLC Maturity Matrix growth (Culture of Collaboration &amp; Structures and systems to support collaboration are in place)</li> <li>Completion of Bastow Professional Learning</li> <li>Growth in Reading data</li> </ul>	

<b>Goal 1:</b> Improve student achievement in reading	<b>KIS 2:</b> Build curriculum knowledge and agreed instructional practice in reading
<b>Targets:</b> <ul style="list-style-type: none"> <li>• Year 3 NAPLAN: 28% students will be in the top 2 bands for reading</li> <li>• Year 5 NAPLAN: 21% of students will be in the top two bands for reading</li> <li>• Growth target: 70% of students will demonstrate medium to high growth in reading</li> <li>• The percentage of students at or above the age expected level in Victorian Curriculum reading and viewing teacher judgments will be at 65% or above</li> </ul>	<b>Actions:</b> <ul style="list-style-type: none"> <li>•</li> <li>• Data will be analysed and tracked against the scope and sequence and GVC to ensure student learning is optimised at all levels</li> <li>• Leadership, PLT leaders and DSSI will support and embed the consistency of instructional practice across the school</li> </ul> <b>Outcomes:</b> <p>Leadership will:</p> <ul style="list-style-type: none"> <li>• Analyse and identify cohorts of students in the NAPLAN top two bands</li> <li>• Work with DSSI to further develop a reading data tracker for the whole school</li> <li>• Ensure that tracking of cohort data occurs at every level across the school- SIT and PLTs</li> </ul> <p>PLT Leaders will:</p> <ul style="list-style-type: none"> <li>• Work in partnership with DSSI to design and develop a guaranteed and viable curriculum in reading underpinned by the Victorian Curriculum.</li> <li>• Design and develop supporting documents including Scope and Sequence and Developmental Continuums in Reading</li> <li>• Lead professional learning, modelling a strong understanding of the Victorian Curriculum and essential elements in Reading.</li> <li>• Organise initial trial and monitor the implementation of GVC and Developmental Continuum</li> <li>• Meet regularly with Principal Class and Leadership Partners to give and receive feedback on implementation progress</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Develop a shared understanding of how the Reading GVC, scope and sequence and developmental continuum aligns with the Victorian Curriculum.</li> <li>• Understand and utilise whole school curriculum documentation to consistently plan for student learning.</li> <li>• Identify students on the reading developmental continuum and differentiate student learning.</li> <li>• Understand and implement the instructional model and the lesson structure with fidelity</li> <li>• Ensure learning intentions and success criteria clearly mirror the purpose and evidence of learning</li> <li>• Articulate the purpose and elements of a GVC for Reading and know the content they are responsible for teaching</li> <li>• Confer regularly with students to set and monitor individual reading goals</li> </ul> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand the purpose of reading continuum</li> <li>• Articulate their learning goals, steps to achieve the goal, and future goals.</li> <li>• Articulate the purpose of the lesson and what is needed to achieve success.</li> </ul>
<b>Success Indicators:</b> <ul style="list-style-type: none"> <li>• Curriculum planners will reflect the GVC</li> <li>• Assessment will align to GVC and Victorian Curriculum</li> <li>• Students set achievable reading goals</li> <li>• Improvement in reading data</li> <li>• Improved student attendance</li> <li>• Student Attitudes to School Survey data improvement (Stimulating learning environment and Learning Confidence)</li> </ul>	

<p><b>Goal 2:</b> Improve student achievement in number and algebra</p>	<p><b>KIS 1:</b> Build curriculum knowledge and agreed instructional practice in number and algebra</p>
<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>• Year 3 NAPLAN: 28% students will be in the top 2 bands for numeracy</li> <li>• Year 5 NAPLAN: 20% of students will be in the top 2 bands for numeracy</li> <li>• Growth target: Year 5 students (matched cohort) with low relative growth in NAPLAN numeracy will be 15% or below</li> <li>• The percentage of students at or above the age expected level in Victorian Curriculum number and algebra teacher judgments will be at 74% or above</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Review and refine the implementation of the Mathematics Lesson Structure</li> <li>• Leadership and the MAV-MGSE team will support and embed the consistency of instructional practise across the school</li> <li>• Develop and implement real problem-based learning that includes maths across multiple strands and sub-strands within mathematics and across curriculum areas.</li> </ul> <p><b>Outcomes:</b></p> <p>Leadership will:</p> <ul style="list-style-type: none"> <li>• Provide the necessary resources human, physical and financial to drive the improvement agenda for numeracy</li> <li>• Ensure that tracking of cohort data occurs at every level across the school - SIT and PLTs</li> </ul> <p>Numeracy SIT will:</p> <ul style="list-style-type: none"> <li>• Lead their team in reviewing and refining the lesson structure with a focus on learning intentions and success criteria</li> <li>• Lead professional learning, modelling understanding of the KUD, lesson structure and problem-based instruction</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Understand and utilise the developmental sequence of teaching and learning of mathematical concepts</li> <li>• Align success criteria and learning intentions to the KUD and Victorian Curriculum for numeracy</li> <li>• Implement the Mathematics Lesson Structure (including mathematic vocabulary)</li> <li>• Incorporate problem-based instruction in mathematics</li> <li>• Know how to create an effective classroom environment that engages students in learning about mathematics (ICT as a tool to support students learning in mathematics)</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Articulate the learning intention for each lesson and know if they were successful</li> <li>• Understand the expectations and their role within the numeracy block</li> <li>• Be active participants in the development and monitoring of their individual learning goals, reflecting on their progress and identifying what they need to learn next</li> </ul>
<p><b>Success Indicators</b></p> <ul style="list-style-type: none"> <li>• A consistent approach to the implementation of the Mathematics Lesson Structure (including mathematic vocabulary).</li> <li>• The use of the gradual release of responsibility model in the teaching and learning of mathematics.</li> <li>• Problem-based learning is evident in unit planners</li> <li>• Improvement in numeracy data</li> <li>• Student Attitudes to School Survey data improvement (Stimulating learning environment, Learning Confidence and Engagement)</li> </ul>	

<p><b>Goal 3:</b> Empower students as learners and improve student sense of wellbeing</p>	<p><b>KIS 1:</b> Develop and implement school-wide systems that build a culture of positive behaviour and student wellbeing</p>
<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>Percentage of positive responses on the Student Attitudes to School Survey for the following factors will be: <ul style="list-style-type: none"> <li>*Managing bullying: 70% or above</li> <li>*Student voice and agency: 70% or above</li> <li>*Classroom behaviour: 78% or above</li> <li>*Respect for diversity: 75% or above</li> </ul> </li> <li>Percentage of positive responses on the Staff Opinion Survey for the following factors will be: <ul style="list-style-type: none"> <li>*Collective efficacy: 60% or above</li> <li>*Trust in students and parents: 60% or above</li> <li>*Parent and community involvement: 60% or above</li> </ul> </li> <li>Percentage of positive responses on the Parent Opinion Survey for the following factors will be: <ul style="list-style-type: none"> <li>*Stimulating learning environment to remain at or above 85%</li> <li>*Managing bullying to remain at or above 84%</li> </ul> </li> <li>The Foundation - Year 6 average absence per year will be 18 days or below</li> <li>The Year 2 average absence per year will be 21 days or below</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Embed the 7-essential feature of the SWBPS Universal Prevention Framework within the classroom and across the whole school</li> <li>Ensure all learning areas are explicitly teaching expected behaviours and acknowledging those behaviours within their classroom and outdoor settings</li> </ul> <p><b>Outcomes:</b></p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>Ensure resources are allocated to meet identified student needs including specialist supports for individual and cohorts of students.</li> <li>Develop clearly documented responses to manage student behaviour with expectations that these will be implemented by all staff</li> <li>Model positive and respectful relationships at all times</li> <li>Regularly monitor implementation and effectiveness of SWPBS</li> <li>Support staff to use effective classroom practices, including inducting new staff to SWPBS</li> <li>Ensure acknowledge system is used more widespread</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Understand and implement the 7essential features of the SWBS framework</li> <li>Consistently implement the acknowledge system</li> <li>Model positive and respectful relationships at all times</li> <li>Develop individual plans to support students displaying Tier Two and Tier Three behaviours</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Perceive the school as a safe environment and perceive that bullying is managed</li> <li>Demonstrate behaviours in alignment with SWPB matrix</li> <li>Self-regulate and monitor their own behaviour</li> <li>Know and use processes for when they feel unsafe</li> </ul>
<p><b>Success Indicators:</b></p> <ul style="list-style-type: none"> <li>TFI report shows greater than 70% fidelity</li> <li>SAS scores greater than 80%</li> <li>Bronze Level accreditation</li> <li>Student Attitudes to School Survey increases in areas of Student Safety, Stimulating Learning Environment</li> <li>Student incidents will reduce</li> <li>Improvement in Parent Opinion Survey - Managing Bullying</li> </ul>	