

Goal 1: 2021 Priorities Goal	KIS 1 Curriculum planning and assessment: Learning, catch-up and extension priority	
<p>Fountas and Pinnell Reading Targets F: 100% will be at or above the expected Level Year 1: 50% will be at or above the expected Level Year 2: 40% will be at or above the expected Level Year 3: 75% will be at or above expected Level Year 4: 74% will be at or above the expected Level Year 5: 75% will be at or above expected Level Year 6: 50% will be at or above the expected Level</p> <p>NAPLAN NUMERACY <u>Year 3 NAPLAN:</u></p> <ul style="list-style-type: none"> Maintain the percentage of students in the top 2 bands from 27% (2019) to 27% (2021) Maintain the percentage of students in the bottom 2 bands from 18% (2019) to 18% (2021) <p><u>Year 5 NAPLAN:</u></p> <ul style="list-style-type: none"> Increase the percentage of students in the top two bands from 6% (2019) to 20% (2021) Decrease the percentage of students in the bottom two bands from 47% (2019) to 33% (2021) <p><u>NAPLAN Benchmark Growth Year 3-5:</u></p> <ul style="list-style-type: none"> Increase the percentage of students demonstrating high growth from 20% (2019) to 25% (2021) Maintain the percentage of students demonstrating low growth at 10% <p><u>Staff Opinion Survey:</u> Increase the percentage of positive responses for</p> <ul style="list-style-type: none"> Collective Efficacy from 55% (2020) to 91%. (2021) Academic Emphasis from 48% (2020) to 92%. (2021) Peer Feedback from 38% (2020) to 50%. (2021) <p><u>Student Attitudes to School Survey:</u> Increase the percentage of positive responses for</p> <ul style="list-style-type: none"> Stimulating Learning 72% (2019) to 80%. (2021) Learning Confidence 65% (2019) to 75%. (2021) Managing Bullying 65% (2019) to 73%. (2021) <p><u>Attendance:</u></p> <ul style="list-style-type: none"> Decrease the percentage of students with 20 or more absence days from 43% in 2020 to 15% 2021 Decrease the average number of unapproved days absent per student: In F to Year 6 from 23% in 2020 to 6% in 2021. 	<p>ACTIONS Implement the Guaranteed and Viable Curriculum (GVC) and Scope and Sequence for Reading F-6, underpinned by the Victorian Curriculum Develop and implement a GVC and Scope and Sequence for Writing Develop Reading and Writing continuums of learning</p> <p>Continue to develop data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support Continue data analysis and moderation in PLT and PLC to build staff capacity to differentiate learning for all students Establish and support teachers to embed the use of data walls for reading and writing to inform targeted planning</p> <p>Continue and expand small group targeted intervention in reading and numeracy (Tutoring program) Build staff capacity to understand, develop and implement Individual Learning Plans</p>	<p>OUTCOMES <u>Leadership will:</u></p> <ul style="list-style-type: none"> Analyse and identify cohorts of students in the NAPLAN top two bands for reading and numeracy Build data literacy of teachers to inform understanding of student needs and progress, and identify students requiring support/intervention Develop and implement a consistent approach to recording and tracking student learning data and ensure that tracking of cohort data occurs across the school Schedule regular meetings with PLC and PLT leaders Monitor the implementation of intervention/small group tutoring. Ensure students in need of targeted academic support or intervention will be identified and supported <p><u>PLT/PLC Leaders will:</u></p> <ul style="list-style-type: none"> Work in partnership with DSSI to design and develop a GVC in writing underpinned by the Victorian Curriculum Design and develop supporting documents including Scope and Sequence and Developmental Continuums in Writing Monitor the implementation of the GVC and Scope and Sequence in reading Regularly meet with Principal Class and Leadership Partners to give and receive feedback on implementation progress Support their team to collect and analyse multiple sources of data to assess learning impact. <p><u>Teachers will:</u></p> <ul style="list-style-type: none"> Implement the Reading and Writing GVC, scope and sequence and developmental continuums Apply their knowledge of data literacy to plan, implement and evaluate effective teaching practices. Confidently and accurately identify student learning needs of their students Create data walls and ensure they are used consistently to monitor student progress and inform next steps in learning Ensure students in need of targeted academic support or intervention are identified, planned for and supported in their learning Work with parents/carers in the development, implementation and monitoring of Individual Learning Plans. <p><u>Students will:</u></p> <ul style="list-style-type: none"> Know how lessons are structured and how this supports their learning Know what their next steps are in reading, writing and numeracy Actively participate in their learning.
<p>Success Indicators: Curriculum planners and assessment will align with the GVC and Victorian Curriculum Improved reading data Teachers' formative assessment data and teacher judgement data Teacher records and observations of student progress Classroom observations and learning walks demonstrating take-up of professional learning</p>	<p>Data walls clearly indicating student progress Data used to identify students for tailored supports Assessment data and student surveys from intervention groups Progress against Individual Education Plans Staffing of tutoring programs</p>	

Goal 1: 2021 Priorities Goal	KIS 2: Health and Wellbeing: Happy, active, healthy kids priority	
<p>Fountas and Pinnell Reading Targets F: 100% will be at or above the expected Level Year 1: 50% will be at or above the expected Level Year 2: 40% will be at or above the expected Level Year 3: 75% will be at or above expected Level Year 4: 74% will be at or above the expected Level Year 5: 75% will be at or above expected Level Year 6: 50% will be at or above the expected Level</p> <p>NAPLAN NUMERACY <u>Year 3 NAPLAN:</u></p> <ul style="list-style-type: none"> Maintain the percentage of students in the top 2 bands from 27% (2019) to 27% (2021) Maintain the percentage of students in the bottom 2 bands from 18% (2019) to 18% (2021) <p><u>Year 5 NAPLAN:</u></p> <ul style="list-style-type: none"> Increase the percentage of students in the top two bands from 6% (2019) to 20% (2021) Decrease the percentage of students in the bottom two bands from 47% (2019) to 33% (2021) <p><u>NAPLAN Benchmark Growth Year 3-5:</u></p> <ul style="list-style-type: none"> Increase the percentage of students demonstrating high growth from 20% (2019) to 25% (2021) Maintain the percentage of students demonstrating low growth at 10% <p><u>Staff Opinion Survey:</u> Increase the percentage of positive responses for</p> <ul style="list-style-type: none"> Collective Efficacy from 55% (2020) to 91%. (2021) Academic Emphasis from 48% (2020) to 92%. (2021) Peer Feedback from 38% (2020) to 50%. (2021) <p><u>Student Attitudes to School Survey:</u> Increase the percentage of positive responses for</p> <ul style="list-style-type: none"> Stimulating Learning 72% (2019) to 80%. (2021) Learning Confidence 65% (2019) to 75%. (2021) Managing Bullying 65% (2019) to 73%. (2021) <p><u>Attendance:</u></p> <ul style="list-style-type: none"> Decrease the percentage of students with 20 or more absence days from 43% in 2020 to 15% 2021 Decrease the average number of unapproved days absent per student: In F to Year 6 from 23% in 2020 to 6% in 2021. 	<p>Actions: Embed the 7 essential features of the SWPBS Universal Prevention Framework within the classroom and across the school. Establish a whole school approach to social-emotional learning and wellbeing Continue to develop and implement Building Classroom Communities Unit underpinned by the Personal and Social capabilities, social & emotional learning and co-created routines Establish an agreed approach to monitoring and responding to student wellbeing concerns Build staff capacity to collect, analyse, monitor and respond to student engagement and wellbeing data Ensure all students can re-engage in all forms of the arts, including music, dance, drama and visual arts.</p> <p>Outcomes <u>Leaders will:</u></p> <ul style="list-style-type: none"> Ensure resources are allocated to meet identified student needs, including specialist supports for individual and cohorts of students. Regularly monitor the implementation and effectiveness of SWPBS Ensure the staff and school community share a common understanding of the whole school approach to wellbeing Ensure that social-emotional learning is integrated into school practice, policies and programs In collaboration with staff, will develop an agreed approach to monitoring and responding to wellbeing concerns. <p><u>SWPBS team will:</u></p> <ul style="list-style-type: none"> Develop, implement and audit the SWPBS Action Plan Monitor the collection, analysis and evaluation of SWPBS data and communicate to the SIT team the SWPBS professional learning needs of the school <p><u>Teachers will:</u></p> <ul style="list-style-type: none"> Understand and implement the 7essential features of the SWBS framework Develop individual plans to support students displaying Tier Two and Tier Three behaviours, wellbeing concerns or acute needs Plan and implement a Building Classroom Community unit incorporating personal and social capabilities and social and emotional learning Follow the agreed approach to monitoring and responding to student wellbeing concerns Identify at-risk students and provide targeted support promptly Include Arts elements (music, drama and dance) when planning units of work <p><u>Students will:</u></p> <ul style="list-style-type: none"> Perceive the school as a safe environment and perceive that bullying is managed Demonstrate behaviours in alignment with SWPB matrix Self-regulate and monitor their own behaviour Feel supported and engaged at school and contribute to building a strong classroom community of learners Have strong relationships with their peers <p><u>Parents/carers/kin will:</u></p> <ul style="list-style-type: none"> Share a common understanding of the whole school approach to wellbeing Receive regular communication and support from the school Be connected to allied health and mental health services. 	
<p>Success Indicators: TFI report shows greater than 70% fidelity, and SAS scores will be greater than 80% Bronze Level accreditation Student Attitudes to School Survey increases in areas of Student Safety, Stimulating Learning Environment and Managing Bullying Improvement in Parent Opinion Survey - Managing Bullying</p>	<p>Improvement in Parent Opinion Survey - Managing Bullying Self-assessment against the DET Inclusive Schooling Index tool Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Data used to identify students in need of targeted support Documentation of strategies students will use in classes and at school</p>	

Goal 1: 2021 Priorities Goal	KIS 3: Building Communities: Connected Schools priority
<p>Fountas and Pinnell Reading Targets F: 100% will be at or above the expected Level Year 1: 50% will be at or above the expected Level Year 2: 40% will be at or above the expected Level Year 3: 75% will be at or above expected Level Year 4: 74% will be at or above the expected Level Year 5: 75% will be at or above expected Level Year 6: 50% will be at or above the expected Level</p> <p>NAPLAN NUMERACY <u>Year 3 NAPLAN:</u></p> <ul style="list-style-type: none"> Maintain the percentage of students in the top 2 bands from 27% (2019) to 27% (2021) Maintain the percentage of students in the bottom 2 bands from 18% (2019) to 18% (2021) <p><u>Year 5 NAPLAN:</u></p> <ul style="list-style-type: none"> Increase the percentage of students in the top two bands from 6% (2019) to 20% (2021) Decrease the percentage of students in the bottom two bands from 47% (2019) to 33% (2021) <p><u>NAPLAN Benchmark Growth Year 3-5:</u></p> <ul style="list-style-type: none"> Increase the percentage of students demonstrating high growth from 20% (2019) to 25% (2021) Maintain the percentage of students demonstrating low growth at 10% <p><u>Staff Opinion Survey:</u> Increase the percentage of positive responses for</p> <ul style="list-style-type: none"> Collective Efficacy from 55% (2020) to 91%. (2021) Academic Emphasis from 48% (2020) to 92%. (2021) Peer Feedback from 38% (2020) to 50%. (2021) <p><u>Student Attitudes to School Survey:</u> Increase the percentage of positive responses for</p> <ul style="list-style-type: none"> Stimulating Learning 72% (2019) to 80%. (2021) Learning Confidence 65% (2019) to 75%. (2021) Managing Bullying 65% (2019) to 73%. (2021) <p><u>Attendance:</u></p> <ul style="list-style-type: none"> Decrease the percentage of students with 20 or more absence days from 43% in 2020 to 15% 2021 Decrease the average number of unapproved days absent per student: In F to Year 6 from 23% in 2020 to 6% in 2021. 	<p>Actions: Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the use of technology Develop a plan for increasing the engagement of parents/carers/kin or community groups that are under-represented or harder to reach Continue to build the capacity of staff to embed the use of digital learning within the classroom Plan for school facilities and grounds works that create a welcoming environment for all member of the community</p> <p>Outcomes: <u>Leadership will:</u></p> <ul style="list-style-type: none"> Prioritise time for staff to engage in professional learning around the use of the school's identified communication strategy Provide time for staff to communicate and build relationships with parents/carers/kin Ensure that school resources are prioritised and available to improve the school's learning environment Ensure all students are connected to resources and learning opportunities. <p><u>Teachers will:</u></p> <ul style="list-style-type: none"> Have high-level competence and familiarity with digital technology to support learning Be confident in integrating digital learning in classroom practice to support learning Have strong relationships with students and parents/carers/kin Regularly connect with the parents/carers/kin of all students using the school's communication processes Ensure all students are connected to resources and learning opportunities. <p><u>Students will:</u></p> <ul style="list-style-type: none"> Feel connected to the school and have positive attitudes to attendance Have opportunities to contribute to the design of their classroom learning environment Contribute to school projects to create a welcoming environment. <p><u>Parents/carers/kin will:</u></p> <ul style="list-style-type: none"> Have a high level of connectedness and awareness of student learning and school initiatives Feel welcomed and engage in school events and activities.
<p>Success Indicators: Observations and learning walks demonstrate use of digital learning Whole school use of digital communication Positive outcomes on whole school surveys (SSS, AToSS) Student perception and survey data Student/staff/parent/carers/kin focus groups and interviews</p>	<p>Pulse checks with parents/carers/kin Increased student attendance Parent Opinion Survey data Increased attendance (parents/carers/kin) in intervention/tailored support programs Welcoming and engaging school environment</p>

<p>Goal 2 Improve student achievement in reading</p>	<p>KIS 2: Building practice excellence Build the capacity of staff and leaders to effectively lead teams to drive a cycle of continuous improvement</p>
<p>NAPLAN</p> <ul style="list-style-type: none"> Year 3 NAPLAN: 45% of students will be in the top 2 bands for reading. (maintained) Year 3 NAPLAN: 18% of students will be in the bottom 2 bands for reading (maintained) Year 5 NAPLAN: Increase the percentage of students in the top 2 bands for reading from 6% (2019) to 25% (2021) Year 5 NAPLAN: Decrease the percentage of students in the bottom 2 bands for reading from 44% (2019) to 25% (2021) <p>NAPLAN Benchmark Growth Year 3-5:</p> <ul style="list-style-type: none"> Increase % of students demonstrating high growth in reading from 25% (2019) to 35% (2021) Decrease % of students demonstrating low growth in reading from 40% (2019) to 25% (2021) <ul style="list-style-type: none"> 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. 	<p>Actions:</p> <ul style="list-style-type: none"> Plan whole-school professional learning on identified AIP priority areas throughout the year (GVC, EAL, reading instructional model & teaching approaches) Develop a school-wide approach to using an Improvement Cycle Develop staff understanding of the PLC cycle to improve student learning outcomes Continue to embed and expand upon PLC and PLT structures to support teacher collaboration and reflection of teaching practice Develop effective systems for classroom observation and the modelling of effective practice and feedback Embed the consistency of instructional practice across the school <p>Outcomes:</p> <p><u>Leadership will:</u></p> <ul style="list-style-type: none"> Establish a School Improvement Team (SIT) to monitor and track student growth across the whole school Develop leadership capability through coaching & connections with region & other schools in partnership with DSSI Develop protocols for peer observations and prioritise time for teachers to engage in peer observations. Regularly engage in Learning Walks and classroom observations. <p><u>PLC Leaders will:</u></p> <ul style="list-style-type: none"> Communicate high expectations about the PLC process Lead teams of teachers and build the capacity of staff in using collaborative practices that will have a positive impact on learning outcomes Focus their team/whole school on using an inquiry cycle to measure the impact of their teaching and identify areas for professional learning. <p><u>PLT leaders will:</u></p> <ul style="list-style-type: none"> Effectively lead their PLTs to use a planning cycle to plan units of work with a focus on differentiation Ensure PLTs are consistent across the school with agreed norms, protocols and team goals and outcomes Identify common areas for staff professional development and support professional learning opportunities. <p><u>Teachers will:</u></p> <ul style="list-style-type: none"> Participate effectively in PLCs and PLTs to build their professional practice leading to improved student learning outcomes Have deepened their knowledge and understanding of the connection between student learning, teacher practice and engagement Actively participate in classroom and peer observations Consistently and explicitly implement the school's instructional model Engage in professional learning and coaching with the learning specialist or external literacy and numeracy consultants.
<p>Success Indicators:</p> <p>School climate (staff endorsement of collective efficacy, academic emphasis and collective responsibility)</p> <p>PLC Maturity Matrix growth (Culture of Collaboration & Structures and systems to support collaboration are in place)</p> <p>Completion of Bastow Professional Learning</p> <p>Teaching teams regularly observe and provide feedback on teaching, with support and input from leaders</p> <p>Classroom observations and learning walks demonstrating take up of professional learning strategies</p>	