

SCHOOL PRIORITY READING

AN EXPLICIT IMPROVEMENT AGENDA	ANALYSIS AND DISCUSSION OF DATA	A CULTURE THAT PROMOTES LEARNING
<p>Target To increase by 10% the number of students P-6 improving their reading levels.</p> <p>Measure/Instrument P-6 Reading Data Improvement Wall</p>	<p>Target To increase by 10% the number of students P-6 improving their reading levels. To increase teachers' data literacy and use of data to differentiate teaching and learning.</p>	<p>Target To increase by 10% the number of students P-6 improving their reading levels. To increase the profile and importance of reading across the school and the community.</p>
<p>Strategy Embed a consistent reading program across the school P-6</p>	<p>Strategy Develop a school data plan for reading that lists the schedule of reading data collection, analysis and discussions.</p>	<p>Strategy Build a shared belief that all students can have reading success.</p>
<p>Action</p> <ul style="list-style-type: none"> Use the Cycle of Inquiry to review the effectiveness and embeddedness of the school's reading program. Admin/T1 Revisit school Reading Program to assess gaps and strengths – what is embedded in school practice. Admin/T1 Identify staff expertise for reading peer reviews, coaching, etc. and areas for staff development. Admin/T1 Conduct PD activities (internal & external) based on identified needs and program gaps. Admin/Throughout 2017 	<p>Action</p> <ul style="list-style-type: none"> Establish and continue high expectations for reading achievement and the delivery for PM Benchmarks and PROBE. Admin/T1 Establish a reading data plan that informs what is to be collected, for what purpose, who, when, where the data is recorded and how it is to be used. DP/T1 Use I4S funding to allow each teacher in year level teams to meet to discuss student data. Admin/Data cycles throughout 2017 	<p>Action</p> <ul style="list-style-type: none"> Use of activities and newsletter items to promote reading engagement. DP/Throughout 2017 Establish before school <i>Buddy Reading</i> program targeting junior students needing greater reading mileage. DP/By the end of T1 Bookclub - Invite a special guest each month to talk about their reading experiences – why reading is important to them HOC/Sem 1 Focus on engagement of boys – Years 4-6 HOC/ Sem 1
<p>Strategy Celebrate reading progress and achievements with staff, students and the community</p>	<p>Strategy Introduce the use of the Literacy Continuum as means in which to monitor and progress student reading achievements</p>	<p>Strategy Build positive relationships with parents/caregivers – that they are active partners in their child's reading journey.</p>
<p>Action</p> <ul style="list-style-type: none"> Acknowledge and celebrate reading achievements measured against specific school targets and timelines. Admin/Throughout 2017 	<p>Action</p> <ul style="list-style-type: none"> Introduce and build teacher understanding and use of the Literacy Continuum. DP/Throughout Sem1 Allocate release time for teachers to engage with and trial the Literacy Continuum. DP/Throughout Sem 1 	<p>Action</p> <ul style="list-style-type: none"> Newsletter items that promote reading and engage parents as active partners in their child's learning. DP/Throughout 2017 Strategies to engage parents/caregivers in reading activities at school. Admin/Throughout 2017
TARGET USE OF RESOURCES	AN EXPERT TEACHING TEAM	SYSTEMATIC CURRICULUM DEVELOPMENT
<p>Target To increase by 10% the number of students P-6 improving their reading levels.</p>	<p>Target To increase by 10% the number of students P-6 improving their reading levels. To increase teachers' effective pedagogical practice in the teaching of reading.</p>	<p>Target To increase by 10% the number of students P-6 improving their reading levels. To increase teachers' effective pedagogical practice in the teaching of reading.</p>
<p>Strategy Use I4S funds to employ coaches (reading coach and pedagogical coaches) and release teachers for peer observations and coaching.</p>	<p>Strategy Use Instructional Walkthroughs to lead and model the explicit teaching of reading.</p>	<p>Strategy Embed the School Reading Program consistently across the school</p>
<p>Action</p> <ul style="list-style-type: none"> Train teachers in peer coaching. Admin/T1 Begin coaching with a small targeted group of beginning teachers and teachers early in their career. Coaches/T1 	<p>Action</p> <ul style="list-style-type: none"> Establish reading instructional walkthroughs with a small group of teachers. Admin/Sem 1 Conduct Walkthroughs to gather data regarding the effective implementation of the teaching of reading. Admin/Commence T1 and continue throughout 2017 Model reading teaching strategies to staff (e.g. vocab lesson) and provide feedback. Master Teacher/Admin/ Commence T1 and continue throughout 2017 	<p>Action</p> <ul style="list-style-type: none"> Revisit the components of the Reading Program frequently with teaching staff and teacher aides. DP/HOC/Master Teacher/Commence T1 and continue throughout 2017 Finalise the Bald Hills Reading Framework. Admin/Sem 1 Revisit frequently Bald Hills Givens – What does it look like in all classes eg. Guided Reading, Independent Reading, Modelled Reading, Shared Reading Admin/HOC/ Commence T1 and continue throughout 2017
<p>Strategy Prioritise teacher aides working with students I4S</p>	<p>Strategy Establish Peer Review / Co-teaching procedures focused on reading</p>	<p>Strategy Develop Explicit Lessons – Vocabulary</p>
<p>Action</p> <ul style="list-style-type: none"> Provide targeted reading PD to teacher aides enhance skills based on needs and gaps. HOC/Reading coach/Master Teacher/Throughout 2017 Timetable teacher aides to support reading – Levelled Literacy Program ; Read it Again DP/T1 	<p>Action</p> <ul style="list-style-type: none"> Provide time for teachers to visit classes of peers with a focus on identified expertise. Teachers / Admin / Coaches/T2 Review Co-Teaching in Year 4 towards extending into other year levels. Admin/T3 Organise school visit to Ashburton for Years 3 & 5 to extend co-teaching I4S Admin/T3 	<p>Action</p> <ul style="list-style-type: none"> Develop and model a scripted explicit vocab lesson to be taught weekly. Admin / HOC

DIFFERENTIATED TEACHING AND LEARNING	EFFECTIVE PEDAGOGICAL PRACTICES	SCHOOL COMMUNITY PARTNERSHIPS
<p>Target To increase by 10% the number of students P-6 improving their reading levels. To increase teachers' data literacy and use of data to differentiate teaching and learning.</p>	<p>Target To increase by 10% the number of students P-6 improving their reading levels. To increase teachers' effective pedagogical practice in the teaching of reading.</p>	<p>Target To increase by 10% the number of students P-6 improving their reading levels. To increase the profile and importance of reading across the school and the community.</p>
<p>Strategy Use Targeted Intervention and Enrichment Reading Programs to meet student needs I4S</p>	<p>Strategy Build teachers' capacity to effectively teach reading through the use of quality research-based pedagogical practices</p>	<p>Strategy Provide opportunities for parent and para-professional helpers to be inducted in the use of reading teaching strategies that can be used to support their child with reading in the home</p>
<p>Action</p> <ul style="list-style-type: none"> Year level teams analyse and use reading data to identify student needs and establish goals. Teachers/Commence T1 and continue throughout 2017 Use individualise reading goals using movement data. Teachers/Commence T1 and continue throughout 2017 Use regular testing to ensure movement. Teachers/Commence T1 and continue throughout 2017 Build teachers' capacity understand and cater for specific student needs through targeted PD and professional support. Admin/Commence T1 and continue throughout 2017 Use of individualised PD in the analysis of diagnostic data Admin/Commence T1 and continue throughout 2017 	<p>Action</p> <ul style="list-style-type: none"> Review teacher use of and revisit where required effective strategies of Guided Reading, Independent Reading, Modelled Reading, Shared Reading. Admin/Commence T1 and continue throughout 2017 Model reading teaching strategies to staff (e.g. vocab lesson) and provide feedback. Master Teacher/Admin/ Commence T1 and continue throughout 2017 	<p>Action</p> <ul style="list-style-type: none"> Provide Reading information and workshop sessions for parents. HOC/Commence T2 Create parent information brochures that provide practical reading strategies and tips. Admin/T2 Ongoing use of Newsletter, Website to provide information about Reading. Admin/Commence T1 and continue throughout 2017
<p>Strategy Establish and implement a consistent Reading Case Management approach for targeted students</p>	<p>Strategy Review Advanced Organiser and Cues in Reading Lessons Admin</p>	<p>Strategy</p> <ul style="list-style-type: none"> Connect with community groups to support further reading opportunities for students
<p>Action</p> <ul style="list-style-type: none"> Review effective Reading Case Management progresses that are based in research. DP/T2 Establish a Reading Case Management process and commence rolling out across the school. Admin/T3 	<p>Action</p> <ul style="list-style-type: none"> Revisit Lesson Intent and develop school document Admin Research the use of Success Criteria and add to document. Admin 	<p>Action</p> <ul style="list-style-type: none"> Provide Aboriginal and/or Torres Strait Islander students with additional reading support through the Turrwan Circle Reading Groups in association with St Pauls. Turrwan Circle/St Pauls/Commence T1 Continue ABCN Partnership with the Commonwealth Bank to provide 1 to 1 additional reading support to targeted students. ABCN/Commonwealth Bank/STLan/Commence T1

Links to Powerful Learning		
Principles of School Improvement	Principle 5	Principle 6
	<p>WHEN: teachers constantly acquire a richer repertoire of pedagogic practice THEN: students learning constantly deepens</p>	<p>WHEN: data is used to monitor, provide feedback about, and enhance student performance THEN: students' progress accelerates more quickly</p>
Theories of Action	Theory of Action 3: Adopt Consistent Learning Protocols	
	<p>WHEN: We adopt consistent teaching protocols THEN: student behaviour, engagement, learning and will be curiosity enhanced</p>	

SCHOOL PRIORITY NUMERACY

AN EXPLICIT IMPROVEMENT AGENDA	ANALYSIS AND DISCUSSION OF DATA	A CULTURE THAT PROMOTES LEARNING
<p>Strategy Develop Numeracy Strategy for School (SNS)</p>	<p>Strategy Year Level Data Conversations</p>	<p>Strategy High Expectations to achieve school targets</p>
<p>Action Action team to develop the <i>School's Numeracy Strategy</i> (1) SNS Draft/Matt/T1/Drafted; (2) SNS Review /Numeracy Action Team/T2/Policy Released</p>	<p>Action Student performance will be analysed and discussed through data conversations each semester Data Conversation/Admin (Matt provides data) /T2&3/ Recommendations</p>	<p>Action Brochure for parents – Real Life Mathematics for Children Brochure/Matt/T1 2018/Newsletter attachment Data analysis each semester Basic fact knowledge/Matt/T2, T4/Student progress report to teachers Warmups to take core curriculum content from short term memory to long term memory (1) Trial/Numeracy Action Team/T3 (Team Leaders) T4 (Teachers)/Classroom observations; (2) Implementation/All teachers/2018 Explicit teaching of Problem Solving (1) Trial & Review/Numeracy Action Team & Team Leaders/T4; (2) Implementation/All teachers/T1 2018/Classroom observations;</p>
<p>Strategy Increased focus on automaticity of number facts using warmups</p>	<p>Strategy Diagnostic tests each term to improve number facts automaticity</p>	
<p>Action All teachers will focus on quick recall of number facts – daily practice. (1) Trial/Numeracy Action Team/T3 (Team Leaders) T4 (Teachers); (2) Implementation/All teachers/2018</p>	<p>Action Students are tested each term on their knowledge and ability to recall number facts relevant to their year level. Assessment /Teaching Teams/ T1/Matt feeds results back to Teachers</p>	
<p>Strategy Extend the whole school problem solving program – Singapore Bar method to Years 2-4</p>	<p>Strategy PAT Maths in Term 4</p>	
<p>Action Investigate a whole school approach to problem solving involving a daily problem with an explicit procedure. (1) Investigation Report & Recommendations/Matt/T2 2017/Draft; (2) Policy/Numeracy Action Team/T3 2017/Review & Release (3) Trial & Review /Numeracy Action Team & Team Leaders/T4; (4) Implementation/All teachers/T1 2018/Classroom observations;</p>	<p>Action Results from PAT maths will be analysed and strategies implemented to address needs. (1) Teacher PD in PAT data website/Matt/T4/registration sheet; (2) Data conversation Admin/T1 2018/Recommendations</p>	
TARGET USE OF RESOURCES	AN EXPERT TEACHING TEAM	SYSTEMATIC CURRICULUM DEVELOPMENT
<p>Strategy Allocated teacher (Ainsley 0.2) to provide support to increase U2B</p>	<p>Strategy School Visits – visit to Ascot SS to see warmup delivery in Numeracy</p>	<p>Strategy Development of School Numeracy Strategy</p>
<p>Action Targeted Teacher support in years 2-5 to analyse and design strategies to target students on the verge of U2B. I4S (1) Assessment /Teaching Teams/ T1/Matt feeds results back to Teachers for targeting teaching</p>	<p>Action Small group of teachers to attend Ascot SS to watch and discuss warmups (1) Investigate/Numeracy Action Team/T1/Classroom observations;</p>	<p>Action Problem Solving Strategies school program (1) Investigation Report & Recommendations/Matt/T2 2017/Draft; (2) Policy/Numeracy Action Team/T3 2017/Review & Release (3) Trial & Review /Numeracy Action Team & Team Leaders/T4; (4) Implementation/All teachers/T1 2018/Classroom observations; Warmups targeted to move core curriculum content from long term memory to short term memory in classroom practice – Number facts (1) Trial/Numeracy Action Team/T3 (Team Leaders) T4 (Teachers)/ Classroom observations; (2) Implementation/All teachers/2018</p>
<p>Strategy Purchase of essential hands on resources</p>	<p>Strategy Ongoing PD for teachers in the delivery of warmups Coaching of a small group of teachers in warmups</p>	
<p>Action Year levels have sufficient hands on resources to plan activities that will embed numeracy skills. (1) Trial/Numeracy Action Team/T3 (Team Leaders) T4 (Teachers); (2) Implementation/All teachers/2018</p>	<p>Action Teachers to share their practice and knowledge with other teachers in workshops Teachers to coach teachers in year level in warmups (1) Trial/ Numeracy Action Team/T3 (Team Leaders) T4 (Teachers)/ Classroom observations; (2) Implementation/All teachers/2018/Data discussions, PD sessions, coaching sessions, staff meeting minutes, team meeting minutes</p>	
	<p>Strategy Coaching of a small group of teachers in Problem Solving Strategy – Singapore Bar Method</p>	
	<p>Action Teachers to coach teachers in year level in Problem Solving (1) Trial & Review /Numeracy Action Team, Team Leaders & Kathy/T4; (2) Implementation/All teachers/T1 2018/Classroom observations;</p>	

DIFFERENTIATED TEACHING AND LEARNING	EFFECTIVE PEDAGOGICAL PRACTICES	SCHOOL COMMUNITY PARTNERSHIPS
Strategy Targeted Intervention and Extension	Strategy Warmups used in all year levels	Strategy Workshops for parents
Action Students grouped according to ability and explicitly taught or extended using problem solving strategies (1) Investigation Report & Recommendations/Matt/T2 2017/Draft; (2) Policy/Numeracy Action Team/T3 2017/Review & Release (3) Trial & Review /Numeracy Action Team & Team Leaders/T4; (4) Implementation/All teachers/T1 2018/Classroom observations;	Action Draft Warmup school document by Term 4 (1) Trial/Numeracy Action Team/T3 (Team Leaders) T4 (Teachers) Classroom observations; (2) Implementation/All teachers/2018	Action Day time and Night time Workshops Prep-2, Yr. 3-4 & Yr. 5-6 for parents (Problem Solving and Warmups a main focus) (1) Drafts/Matt/T4/Drafted; (2) Workshops/Matt/2018/Registration
Strategy Differentiation with Warmups	Strategy Explicit Problem Solving Lesson	Strategy Information Brochures for parents
Action Draft Warmup school document by Term 4 (1) Trial/Numeracy Action Team/T3 (Team Leaders) T4 (Teachers) Classroom observations; (2) Implementation/All teachers/2018	Action Draft an example of an Explicit problem solving Lesson – Best Practice by Term 4 (1) Investigation Report & Recommendations/Matt/T2 2017/Draft; (2) Policy/Numeracy Action Team/T3 2017/Review & Release (3) Trial & Review /Numeracy Action Team & Team Leaders/T4; (4) Implementation/All teachers/T1 2018/Classroom observations;	Action Development of information brochures for parents outlining the key number facts taught across the year level and Real life mathematics for Children. (1) Drafts/Matt/T4/Drafted; (2) Brochure/Matt/T1 2018/Newsletter attachment
Strategy Targeted intervention to increase upper 2 bands in year 3 and 5 - term 1&2		Strategy Involve parents in conversations regarding learning issues for students below Numeracy Benchmarks
Action Pre test Year 3&5 NAPLAN 2014. Target students sitting just below upper two bands using additional teacher. I4S (1) Assessment /Teaching Teams/ T1/Matt feeds results back to Teachers for targeting teaching		Action Ensure parents are aware of their child's needs and give practical suggestions and methods to improve the child's performance (1) Parent Teacher interview/Teaching staff/T2, T4/PTO booking, (2) Student Support Services referral/Teaching staff/T1-4/SSS Referral, (3) Brochure/Matt/T1 2018/Newsletter attachment

Links to Powerful Learning		
Principles of School Improvement	Principle 5	Principle 6
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Theories of Action	Theory of Action 3: Adopt Consistent Learning Protocols	
	WHEN: We adopt consistent teaching protocols THEN: student behaviour, engagement, learning and will be curiosity enhanced	

SCHOOL PRIORITY – WRITING 2017

AN EXPLICIT IMPROVEMENT AGENDA	ANALYSIS AND DISCUSSION OF DATA	A CULTURE THAT PROMOTES LEARNING
<p>Strategy Focus on technical features of writing (sentence structure, cohesion, vocabulary, ideas, audience, persuasive devices)</p> <p>Action</p> <ul style="list-style-type: none"> Develop and implement whole school 'Expanded Sentence' lessons focused on sentence structure and vocabulary. Present and model lesson implementation Design & provide resources: Lesson plan, Learning Goal, Success Criteria, 2x weekly picture prompts Peer coaching and teacher support <p style="color: red;">Master Teacher / Semester One / Years 1 - 6</p>	<p>Strategy Investigate NAPLAN Data – creating a BHSS narrative</p> <p>Action</p> <ul style="list-style-type: none"> Analyse Sentence Structure and Vocabulary results across 3 – 5 to track Expanded Sentence Lesson effectiveness Analysis of 2017 data to investigate distance travelled and identify areas for support U2B – identify students and strategies for enhancement <p style="color: red;">Master Teacher - ongoing</p>	<p>Strategy 7 Steps to Writing Success whole school approach</p> <p>Action</p> <ul style="list-style-type: none"> Implement whole school program – support new staff Continued support of implementation, and embedding of language, skills and concepts across all year levels. Master Teacher in class and planning support Staff PD and Parent information <p style="color: red;">Master Teacher – ongoing. 100% of classes embedding practice</p>
<p>Strategy Continue 7 Steps of Writing Process</p> <p>Action</p> <ul style="list-style-type: none"> 7 Steps revision workshop to revisit the framework Resource Bank – Manuals, PowerPoints, Posters etc Peer Coaching and teacher support <p style="color: red;">Master Teacher – ongoing. 100% of classes embedding practice</p>	<p>Strategy MT, Coaches and HOC to focus on areas of most need</p> <p>Action</p> <ul style="list-style-type: none"> Sharing of data findings with staff Continuation of MT Action Research project Planning and program support <p style="color: red;">Master Teacher/ Coaches / HOC</p>	<p>Strategy School Wide approach to editing</p> <p>Action</p> <ul style="list-style-type: none"> Agree upon or develop and school wide, consistent approach to editing (e.g: COPS) Link to 7 Steps Implement school wide strategy Provision of necessary resources and classroom support <p style="color: red;">Master Teacher / Coaches – 2017</p>
TARGET USE OF RESOURCES	AN EXPERT TEACHING TEAM	SYSTEMATIC CURRICULUM DEVELOPMENT
<p>Strategy Building Whole School Approach – embedding 7 Steps to Writing Success</p> <p>Action</p> <ul style="list-style-type: none"> Ongoing teacher and teacher aide professional development Shared whole school language (7 Steps) Provide resources for classroom use Digital resource bank on GDrive and Team Portal <p style="color: red;">Master Teacher – ongoing. 100% of classes embedding practice</p>	<p>Strategy Building Knowledge and Understanding of skills</p> <p>Action</p> <ul style="list-style-type: none"> 7 Steps Training of all staff (2 trained coaches on staff) Work on Writing (Daily 5) – content and pedagogy support Introduction and supported implementation of CAFÉ for explicit teaching and assessment PD and information around the language of Literacy – Big 6 / Grammar / Reading strategies <p style="color: red;">Master Teacher / Coaches - ongoing</p>	<p>Strategy Identify target areas – sentence structure, cohesion, punctuation, vocabulary, paragraphing / editing</p> <p>Action</p> <ul style="list-style-type: none"> Create Scope and Sequence aligned to Australian Curriculum <p style="color: red;">Master Teacher / Curriculum Team</p>
DIFFERENTIATED TEACHING AND LEARNING	EFFECTIVE PEDAGOGICAL PRACTICES	SCHOOL COMMUNITY PARTNERSHIPS
<p>Strategy Expanded Sentence lessons I4S</p> <p>Action</p> <ul style="list-style-type: none"> Whole school implementation - 2x weekly lessons Target all C&D students for additional lessons / support Provide lesson structure (per year level), examples and resources to teachers Train Teacher Aides <p style="color: red;">Master Teacher - Semester 1</p>	<p>Strategy Explicit Expanded Sentence Lesson</p> <p>Action</p> <ul style="list-style-type: none"> Visit school to see modelled lesson Model Explicit lesson on Expanded Sentences to whole staff Coach modelled lesson Walkthroughs to give feedback. <p style="color: red;">Master Teacher / Coaches / Principal</p>	<p>Strategy Promote and celebrate good writing by students</p> <p>Action</p> <ul style="list-style-type: none"> School wide writing tasks and competitions (Big Write Friday) Publishing students work in newsletters / Facebook etc Writing awards targeting areas of focus Parent information <p style="color: red;">Master Teacher/ Teachers</p>

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Theories of Action	Theory of Action 3: Adopt Consistent Learning Protocols	
	<p>WHEN: We adopt consistent teaching protocols</p> <p>THEN: student behaviour, engagement, learning and will be curiosity enhanced</p>	

SCHOOL PRIORITY SCHOOL LEARNING CULTURE

AN EXPLICIT IMPROVEMENT AGENDA	ANALYSIS AND DISCUSSION OF DATA	A CULTURE THAT PROMOTES LEARNING
<p>Strategy Improve school culture & engagement with PBL</p> <p>Action</p> <ul style="list-style-type: none"> Review 2016 School opinion survey to identify areas of strength/weakness Admin/Term 1/ Identify One Major Weakness Focus on shared practice by initiating peer coaches and co-teaching within the school. Teachers/Admin/ Term 1-4/ 6 Coachees I4S Continue to emphasize school image and spirit. Eg. PBL; sports houses to enhance student sense of belonging and team ownership; assembly; grounds and facilities. Admin/Term 1-4/ Increase in Satisfaction Surveys. 	<p>Strategy Improve reading levels of students performing below the standard – PM and PROBE.</p> <p>Action</p> <ul style="list-style-type: none"> Introduction of a reading intervention co-teacher. Admin/P-3 Teachers/ Term 1/ 80% teachers using guided reading/ 5% increase of students above the standard in years 1-3. I4S Reading intervention teacher and STLAN to assign students to programs. STLAN/Reading Intervention teacher/ Term 1-4/ Clear delineation of targeted students on data wall. Reading Intervention Teacher to co-plan and co-teach students identified with classroom teachers. Teachers/ Reading Intervention teacher / Terms 1-4/ 100%. Reading Intervention teacher to model reading school strategies. Reading Intervention teacher / Terms 1-4/ 100% 	<p>Strategy Peer Coaches</p> <p>Action</p> <ul style="list-style-type: none"> Employ 2 peer coach coaches from within the staff (0.4). Admin/ Term 1/ Employed Coaches to work closely with 6 coachees towards incubating school desired goals. Eg. Guided reading, Daily 5, CAFÉ, warmups, Profiling, 7 Steps. Admin/ Term 1-4/ 100% -APDP Coaches and coachees plan APDP together. Coaches/ Term 1/ 100% Coaches available to all other staff on request. Coaches meet with Principal 2 times a term to discuss coaching progress. Glen/ Term 1-4/8 Meetings
<p>Strategy Build consistency in whole school expectations</p> <p>Action</p> <ul style="list-style-type: none"> Communication of expectations through assembly, newsletters, Facebook. Admin/Teachers/ Terms 1-4/1 item per fortnight in one form of media. Continue increased focus on sport participation – intra & interschool sport engagement Teachers/Admin/Terms 1-4/ Winter participation Yrs 4-6 80%+; 2 intraschool competitions Introduction and followup of Bookwork Expectations. Admin/Teachers/Terms 1-4/ Admin to mark all student books twice during the year; regular class visits. 	<p>Strategy Improve school stakeholder’s opinion of IT availability and accessibility.</p> <p>Action</p> <ul style="list-style-type: none"> Employment of new IT Technician/teacher with knowledge of schools. Admin/ Term 1/ Employed Establishing a computer lab to allow full classes, movement towards NAPLAN online and opportunity to use other diagnostic data eg. Pat R; Pat M. IT Teacher/Term 1/ Lab established and functioning. Ensuring all classes have access to basic IT pack. IT Teacher/Term 1-2/ Lab established and functioning. 	<p>Strategy Indigenous Community – Turrwan Circle</p> <p>Action</p> <ul style="list-style-type: none"> Continue employment of teacher aide as an Indigenous Community Liaison Admin/Turrwan Circle Representatives/ Term 1/ Employed Provide timetable to allow work with students and time to develop community partnerships Admin/Term 1-4 Focus on intervention and extension for Indigenous students – Solid Pathways. Teachers/Admin/Term 1-4 Focus on closing the gap students Admin/Term 1-4/100% above national Minimum Standard. Promote the Turrwan Circle community via events eg. NAIDOC Week, Year 6 Shirts, ANZAC Spirit – remembrance walk. Admin/ Term 1-4
TARGET USE OF RESOURCES	AN EXPERT TEACHING TEAM	SYSTEMATIC CURRICULUM DEVELOPMENT
<p>Strategy I4S funds to release teachers & provide teacher aide time</p> <p>Action</p> <ul style="list-style-type: none"> Provide release for profiling and PBL Professional Development Admin/ Term 1-4/ 10 Teachers involved in profiling. 2 hrs of TA time per week for community & engagement – facebook, Q schools Admin/ Term 1-4/ Employed Indigenous TA employed for 12hrs/week Admin/Term 1-4/ Closing the Gap 100% above NMS 0.4 Days – Coaching Admin/ Term 1-4/2 Coaches:6 Coachees 0.8 Days – Reading Intervention teacher. Admin/ Term 1-4/ 5% increase of students above Metro standards P-3 	<p>Strategy Shared Practice</p> <p>Action</p> <ul style="list-style-type: none"> Develop a Shared Practice Statement based on the CPL narrative. Admin/ Term 1 Define areas of Shared practice and promote through an Agile Leadership mindset – Get Better All the Time (Simon Breakspear) Admin/ Term 1 	<p>Strategy Review Responsible Behaviour Plan</p> <p>Action</p> <ul style="list-style-type: none"> Incorporate changes to PBL initiatives into Responsible Behaviour Plan Lyndal/Term 1-4 Raise expectations that teachers will explicitly teach whole school behaviours each week PBL Committee
<p>Strategy School funds to provision PBL reward systems and school image projects.</p> <p>Action</p> <ul style="list-style-type: none"> PBL budget to include sufficient funds to enhance student interest in rewards Admin/Term 1-4/4 Swap days Budget for Year 5 legacy Project Year 5 Teachers/Term 4/Project Completion ANZAC Spirit submission for Remembrance walk. Glen/Term 1-4/\$20000 Grant 	<p>Strategy Powerful Learning focus on Consistent Teaching and learning protocols.</p> <p>Action</p> <ul style="list-style-type: none"> Provide staff the analogy of the Bald Hills Super Highway. Admin/ Term 1 Monitor movement of teacher engagement with consistent teaching and learning protocols. Admin/Term 1-4 Introduce new school bookwork procedures to promote increased student expectations. Admin/ Term 1/ Implementation – marking all students 	<p>Strategy Adopt consistent learning and teaching protocols.</p> <p>Action</p> <ul style="list-style-type: none"> Reading – Guided reading; Understanding and use of PM and PROBE; Daily 5, CAFÉ, Comprehension Strategies, Decoding strategies. Writing – 7 Steps. Admin/ Term 1-4/100% in APDP Increased knowledge by all staff of Decoding Strategies (Beanie Babies) and Jolly phonics. Admin/ Term 1/ PD and Staff meeting Spelling Mastery delivered within year levels. Matt/ Term 1-4/ All Year Levels timetabled

DIFFERENTIATED TEACHING AND LEARNING	EFFECTIVE PEDAGOGICAL PRACTICES	SCHOOL COMMUNITY PARTNERSHIPS
<p>Strategy Improve communication between staff delivering differentiated programs and the class teacher.</p> <p>Action</p> <ul style="list-style-type: none"> • Include Reading Intervention Teacher and STLAN in data conversations. Admin/ Term 1-4/ 1005 Meetings • Staff meeting items explaining the school differentiation programs – Read it Again, Solid pathways, Levelled Literacy etc. Admin/ Term 1-4/ Allocated Meeting Agenda 	<p>Strategy 10 Effective Classroom Management practices - profiling</p> <p>Action</p> <ul style="list-style-type: none"> • Review 10 Classroom Management practices with staff during staff meetings – 1 focus area at a time. Lyndal/ Term 1-4/ Meeting Agenda • Focus on rewarding appropriate behaviours Teachers/Term1-4 /Tall tree Celebrations • Teachers and Teacher Aides – profiling opportunities. Profilers/Term 1-4/ 20 Staff engaged 	<p>Strategy Develop partnerships within the school cluster.</p> <p>Action</p> <ul style="list-style-type: none"> • Organise school moderation session with other cluster schools Glen/Term 2/Twilight Session with Norris Road SS • Active participation with cluster members Admin/Term 1-4/Attendance 1 per term • Active participation with Bramble Bay District Glen/Term 1-4/Attend 80% Meetings
<p>Strategy To increase reading mileage of students.</p> <p>Action</p> <ul style="list-style-type: none"> • Before school Buddy Reading Libby/ Term 1/ 12 Buddies • Year 6 / Prep buddy classes Libby/ Term 1/ 12 Buddies • Turrwan Circle – St Pauls Reading after school. Sharyn/ Term 1-4 • Promote Literacy on Line Vince/ Term 1/ SFD Agenda • Discussion of a Read-athon. Libby/ Term 1/ Leadership meeting 	<p>Strategy Consistent approach to Lesson Intent</p> <p>Action</p> <ul style="list-style-type: none"> • Adopt consistent approach to implementation of lesson Intent through the SIT team SIT Team/Term 2/Developed Lesson Intent • Develop a Bald Hills Signature Lesson Intent – similar to WALT and WILF. SIT Team/Term 3/ Lesson Intent incubated in 10 Rooms 	<p>Strategy Enhanced communication strategies with parents and community</p> <p>Action</p> <ul style="list-style-type: none"> • Installation of an Electronic Message Board. Helina/Term 2/Installed • Promotion of SMS Admin/Terms 1-4 • Active participation with local business network. Glen/Term 1-4/ Attend 4 meetings • Form community links with sporting organisations. Glen/Term 1-4/ 3 Links • Encourage community partnerships with school chaplaincy Admin/ Term 1-4 • Encourage community partnerships with Turrwan Circle Admin/ Term 1-4

Links to Powerful Learning	
Theories of Action	<p>Theory of Action 1 : Prioritise High Expectations & Authentic Relationships</p> <p>WHEN schools and teachers prioritise high expectations and authentic relationships THEN curiosity will flourish.</p>
Theories of Action	<p>Theory of Action 3&4: Adopt Consistent Teaching and Learning and Protocols</p> <p>WHEN: We adopt consistent teaching and learning protocols THEN: student behaviour, engagement, learning and will be curiosity enhanced</p>

AN EXPLICIT IMPROVEMENT AGENDA		ANALYSIS AND DISCUSSION OF DATA		A CULTURE THAT PROMOTES LEARNING	
Strategy		Strategy - Develop a formal process for curriculum and ICP decision making.		Strategy	
Action		Action <ul style="list-style-type: none"> Review current ICPs, DET policy and ICP Ed Studio. Improve SEP teacher knowledge of Australian Curriculum. Work with HOC and STLaN to develop Australian Curriculum monitoring document. Develop checking and support process for differentiation, targeted teaching and intensive support within the classroom. Provide opportunities for disability specific professional development. Adjust SSS process to include referrals for ICP consideration. 	Targets and Timelines <ul style="list-style-type: none"> SEP, Term 1 SEP, Term 1 Leadership Team, Term 2 HOSES & STLaN, Terms 2 & 3 80% relevant staff, terms 2 & 3 HOSES & STLaN, Term 3 & 4 	Action	
TARGET USE OF RESOURCES		AN EXPERT TEACHING TEAM		SYSTEMATIC CURRICULUM DEVELOPMENT	
Strategy - Develop a Whole School Approach to student support and intervention.		Strategy -		Strategy	
Action <ul style="list-style-type: none"> Review current SSS referral processes. Work with HOC, STLaN and reading coach to analyse student data and determine appropriate intervention options in response to data. Train appropriate staff to deliver interventions. Develop a coordinated response to student learning referrals and align to PBL triangle. 	Targets and Timelines <ul style="list-style-type: none"> HOSES & STLaN, Term 3 & 4 Leadership team, term 2 SEP, learning sup, Terms 2 & 3 SS team, Term 4 	Action		Action	
DIFFERENTIATED TEACHING AND LEARNING		EFFECTIVE PEDAGOGICAL PRACTICES		SCHOOL COMMUNITY PARTNERSHIPS	

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

Principal

P and C / School Council

Assistant Regional Director