School Improvement Agenda for 2019

Embed collaborative planning and high yield teaching practices to improve student performance in:
- Reading- Comprehension
- Writing- Sentence structure
- Attendance

Implement strategies to maintain high levels of staff well-being.

State and Regional Priorities

State Schools Strategy 2017-2021
- Successful Learners
- Teaching Quality
- Principal Leadership and Performance
- School Performance
- Regional Support
- Local Decision Making

NQR Priorities 2019
- Build Principal and other Leaders’ capability to facilitate the school improvement model to identify and enact their school explicit improvement agenda in alignment with the State School Strategy
- Support Principal and other School Leaders’ to build capability of teachers to be proficient in teaching and assessing the curriculum
- Develop strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement

Certification

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

K. Lewis
P and C/ School Council

[Signature]
Principal

[Signature]
Assistant Regional Director
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<tr>
<th>School Strategies</th>
<th>Actions</th>
<th>Performance Measures</th>
<th>Responsible Officer</th>
<th>Resource/Evidence</th>
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<tr>
<td>Implement consistent school wide processes for the development and monitoring of student achievement.</td>
<td>Align success criteria to intended curriculum: and GTMJ, informing student learning goals and lesson intent. Implement consistent practices across the school for students to use to track their progress towards achievement of their goals. Implement consistent feedback processes across the school identified in the pedagogical framework. Continue to implement consistent use of ‘Five Questions for Students’ (Sharratt) to inform feedback from walkthroughs. Line managers to conduct SAMs (Student Achievement Meetings) in every classroom targeting marker students.</td>
<td>Unit LOA data informing progress towards LOA data Walkthrough data evidences assessment literate students Lesson Observations evidence: Student follows current Feedback linked to learning intent Learners Assessment Literate</td>
<td>Principal/ Deputy Principal / Line manager</td>
<td>Learning walls audit</td>
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<td><strong>NSIT Domain 8: Effective Pedagogical Practices</strong></td>
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<td>Principal/ Deputy Principal / Line manager</td>
<td>Unit LOA data</td>
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<td>Lesson Observations</td>
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<td>Walkthrough data</td>
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<td>Principal/ Deputy Principal / Line manager</td>
<td>SAMs data tool</td>
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<td>Engage all teaching staff in ongoing PD to ensure that data literacy skills enable deeper understandings of data to better inform <strong>differentiated teaching practice.</strong></td>
<td>Implement regular opportunities for teachers to view <strong>high-yield teaching practices</strong> and engage in coaching and mentoring opportunities. Provide regular opportunities to collaboratively analyse data on the progress of students to inform learning needs of individual students. Continue to embed collaborative planning processes across all year levels.</td>
<td>Marker students in each year level tracked to monitor success rates: D to C marker group B to A marker group EALD marker group Improved English LOA data C or above:</td>
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<td>NSIT Domain 7: Differentiated teaching and learning</td>
<td>Implement staff matters framework</td>
<td><strong>Baseline %</strong>&lt;br&gt;P-6 75&lt;br&gt;Prep 77&lt;br&gt;Year 1 77&lt;br&gt;Year 2 79&lt;br&gt;Year 3 85&lt;br&gt;&lt;br&gt;Improved staff morale&lt;br&gt;<strong>Target %</strong>&lt;br&gt;P-6 92&lt;br&gt;P 72&lt;br&gt;1 85&lt;br&gt;2 90&lt;br&gt;3 92&lt;br&gt;&lt;br&gt;90%</td>
<td>Term 3&lt;br&gt;Term 4&lt;br&gt;Each term</td>
<td>Principal&lt;br&gt;Deputy Principal&lt;br&gt;Deputy Principal&lt;br&gt;Principal&lt;br&gt;Well Being Teacher</td>
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# School Performance

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| **NSIT Domain 6: An Expert Teaching**                                            | Continue to prioritise opportunities for teachers to engage weekly in collaborative planning discussion supported by a supervisor, focussing on the reading and writing development of identified marker students.  
Engage all teachers and teacher aides in PD to improve the practice of teaching reading.  
- Introduction and resourcing of 4 lesson sequence from PREP - 2  
Engage all teachers and teacher aides in PD to improve the practice of teaching writing.  
-Sentence structure  
-paragraphing  
-phonemic awareness project (COP K-2)  
-Vocab/spelling & Jolly Phonics  
Provide PD each term:  
-miscue analysis  
-Bandscale analysis  
Establish effective school processes responding to the establishment of case management and professional learning teams.  
Engage STEM/NAPLAN online coach to implement STEM strategy and NAPLAN online readiness for 2020 | **Description**  
Percentage of students achieving at or above the NMS in reading and writing  
Percentage of students achieving in the upper 2 bands in reading and writing  
Percentage of student achieving C or above in English  
Increased percentage of students supported by ILP’s achieving their reading goals  
All teachers engaged in STEM strategy and all students are involved in NAPLAN online readiness procedures | **Target**  
NMS Reading:  
Yr 3 - 92%  
Yr 5 - 94%  
NMS Writing:  
Yr 3 - 92%  
Yr 5 - 90%  
U2B Reading:  
Yr 3 - 30%  
Yr 5 - 28%  
U2B Writing:  
Yr 3 - 30%  
Yr 5 - 25%  
92%  
96% | **Date**  
Term 3  
Term 4  
Term 2 | **Principal**  
Deputy Principals  
HOC  
HOC  
HOC  
HOSC  
Principal | **NAPLAN Data**  
Student evidence  
Differentiation planner and collaborative inquiry evidence  
LOA Data  
Running Records  
Literacy Continuum  
EALD bandscale data  
ICT hardware |
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<td>Continue to implement whole of school wellbeing and social emotional programs</td>
<td>Implement PBL action plan to improve clarity of communication and consistency of consequences.</td>
<td>SDA target reduced: Baseline 150</td>
<td>Principal / Line managers</td>
<td>SDA Data</td>
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<td>Implement alternate support programs to support positive student behaviour</td>
<td>S.O.S- Student behaviour is well managed Baseline Staff 66%, Student 72%, parent 67%.</td>
<td>Principal / Line managers</td>
<td>School Opinion Survey</td>
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<td>Provide opportunities for all staff to improve consistency of behaviour management through: Level 1 PBL training all staff Level 2 PBL training for PBL team</td>
<td>Reduction in classroom / playground incidents 20 %</td>
<td>Behaviour support teacher</td>
<td>One School Data</td>
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<td>Provide PD in term 1: -Active playground supervision -Analysing PBL data -School wide PBL signage</td>
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<td>PBL team / Line Managers</td>
<td></td>
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<td>Review whole school strategies to maintain student attendance Investigate alternate strategies to improve communication between home and school</td>
<td>Student attendance target 92%</td>
<td>Well Being Teacher</td>
<td>School Profile data</td>
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<td>Close the Gap between Indigenous and non-Indigenous attendance</td>
<td>Deputy Principal</td>
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