

Student Wellbeing - PBL We aim to create a safe, calm and productive community of respectful and responsible learners. Students develop the social skills that will enable them to function effectively as adults in the wider community.

Targets:

- Every student receives recognition awards for demonstrating positive behaviour throughout the term
- There is 60% improvement in priorities in all school-wide PBL criteria
- There is a reduction of 50% in Reflection Room and ODR referrals

Strategies:

- Teachers explicitly teach School-wide Expectations *Be a Learner, Be Respectful, Be Safe, Be Responsible*
- PBL Leadership team uses SET and EBS Data to monitor effectiveness of implementation of PBL
- Behaviour data from Reflection Room, ODRs and SSE is analysed, to identify problem areas. Data analysis is used to inform the focus of classroom and intervention strategies.
- Systems for recognising achievement in behaviour learning.

Literacy We aim to develop literate, creative thinkers who value literacy and can use their literacy skills to understand their world and effectively communicate their thoughts, ideas and feelings.

Targets:

- All students to achieve at the appropriate age level.
- All students from Yrs 1-10 to achieve 'C' or higher.
- Increase in number of students achieving 'A' or 'B'
- Reception students to achieve 'Satisfactory'
- All students on a 'One Plan' or Learning Support Plan to make at least 1.5 years growth in 12 months in relation to their identified goals.

Strategies:

- Literacy Agreement underpins classroom instruction across school
- Explicit teaching that focusses on the development of stronger core literacy skills for all students
- R-7 Jolly Learning Literacy Blocks daily
- Wave 2 and 'One Plan' Multi-LIT Intervention Programs: Reading Tutor and Spell-It

Numeracy We aim to develop mathematical thinkers who value mathematics and can use mathematics to solve problems with a range of efficient strategies.

Targets:

- All students to achieve at the appropriate age level.
- All students from Yrs 1-10 to achieve 'C' or higher.
- Increase in number of students achieving 'A' or 'B'
- Reception students to achieve 'Satisfactory'
- All students on a 'One Plan' or Learning Support Plan to make at least 1.5 years growth in 12 months in relation to their identified goals.

Strategies:

- Numeracy Agreement developed to underpin classroom instruction
- Teachers explicitly teach and provide regular practice in Mental routines and Problematised situations
- Whole school focus on Providing Challenge and Identifying Learning Goals (ex 8 Effective Practices that Develop Numeracy B-12)
- Staff work with peers from other schools in Partnership in Transforming Tasks and Moderation

Universal Strategies (across priority areas):

- Performance Development processes highlight evidence based improvement and responsibility for student learning
- Explicitly develop PBL Expectation 'Be a Learner' through 'Growth Mindset' teaching to help students develop a positive approach to learning



Universal Strategies:

Strategies	Actions	Who / When
Performance Development processes highlight evidence based improvement and responsibility for student learning	<ul style="list-style-type: none"> • Performance Development processes are informed by student achievement data • Student achievement data, ie NAPLAN, PAT-M and R and A-E grades, is triangulated for all students and student progress discussed in Performance Meetings. Teachers to focus on results for 3 students achieving H-M-L growth. • PD focus areas on Pedagogy, Growth Mindset, Challenging students and Transforming Tasks 	<p>All staff – 1 meeting per term</p> <p>All staff – at termly performance meeting</p> <p>All staff – T1-T4 at staff meetings 2x a term and at termly performance meetings.</p>
Explicitly develop PBL Expectation 'Be a Learner' through 'Growth Mindset' teaching to help students develop a positive approach to learning	<ul style="list-style-type: none"> • All staff attend James Anderson Growth Mindset Learning Day • Purchase a copy of Carol Dweck's Mindsets for all staff. Read a chapter fortnightly and discuss at Staff meeting • Develop and teach lessons for 'Be a learner' with a Growth Mindset focus 	<p>All staff, Term 1 week 3</p> <p>All staff, Terms 2-4</p> <p>All teachers – T1 – T4</p>

Focus Area: Student Wellbeing: Positive Behaviour for Learning

Strategies	Actions	Who / When
Teachers explicitly teach School-wide Expectations <i>Be a Learner, Be Respectful, Be Safe, Be Responsible</i>	<ul style="list-style-type: none"> • Explicit teaching of behaviour expectations in line with Expectations Matrix and CAS staff handbook • PBL Leadership Team develop lesson plans for whole school teaching of Expectation of Week • Focus at weekly assembly • PBL a regular item in Staff Meeting Agenda 	<p>All teachers, weekly/fortnightly. SSOs PBL Leadership team meet fortnightly</p> <p>Class taking assembly All staff, weekly</p>
PBL Leadership team uses SET and EBS Data to monitor effectiveness of implementation of PBL	<ul style="list-style-type: none"> • SET and EBS surveys conducted annually and results analysed to determine next steps 	Coordinator & PBL leadership team, Term 1
Behaviour data from Reflection Room, ODRs and SSE is analysed, to identify problem areas. Data analysis is used to inform the focus of classroom and intervention strategies.	<ul style="list-style-type: none"> • Data from Reflection Room Book and Office Discipline Referrals is analysed by PBL Leadership to determine patterns of problem behaviour and inform planning 	<p>Dataman Tom, fortnightly PBL Leadership Team meet fortnightly</p>
Parents and community members are provided with information and regular updates on the implementation of PBL.	<ul style="list-style-type: none"> • PBL is a regular item in Newsletter • There is community representation on the PBL Leadership team 	<p>Jan and staff, fortnightly</p> <p>Governing Council to appoint</p>
Students are given feedback about their effort and the Behaviour Skills they are using and developing.	<ul style="list-style-type: none"> • Recognition system exists to encourage positive behaviours • Consequence system exists to discourage unwanted behaviours • Staff use consistent language and school-wide procedures in dealing with behaviour. 	<p>All staff All staff All staff</p>

Focus Area: Literacy

Strategies	Actions	Who / When
Literacy Agreement provides a consistent approach and underpins classroom instruction across school	<ul style="list-style-type: none"> • Finish the development phase of Whole School Literacy Agreement which focusses on the teaching of spelling and grammar (Jolly Phonics and Grammar), writing, 'Big 6' (Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension) • Use of work samples / folders to record and track student progress / development • EYLF used to develop whole school Literacy Agreement, folders and work samples 	Jenny and Michelle by end of Term 1 All staff
Explicit teaching that focusses on the development of stronger core literacy skills for all students	<ul style="list-style-type: none"> • Jolly Phonics and Grammar are taught daily R-7 • The Big 6 – Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension – are explicitly taught across R-7 • Students are given feedback about their effort and the Literacy strategies they are using and developing. • Emergent Literacy – Phonological Awareness, Oral language, Print Knowledge 	All staff – Week 0 , Term 1 R-7 English teachers – T1-4 R-7 English teachers – T1-4 Preschool teachers – T1-4
Professional Development in Literacy for all staff	<ul style="list-style-type: none"> • All teachers to undertake training in Jolly Phonics and Grammar in Week 0 and early first term • Teachers moderate Literacy work samples with other schools to ensure consistency in judgement in relation to reporting against Australian Curriculum. • EYLF in connection with Preschool Literacy Indicators. 	R-10 teaching staff, Terms 1 & 2 All teaching staff – T 1-4 Preschool staff – T1-4

Focus Area: Numeracy

Strategies	Actions	Who / When
Numeracy Agreement developed to underpin classroom instruction	<ul style="list-style-type: none"> • Develop Numeracy agreement that focusses on providing accessible and relevant learning opportunities for deeper understanding of how maths functions in our world • Natural Maths approach to teaching of Maths • Aspects of Numeracy identified across all curriculum areas using Numeracy continuum, eg, Counting, addition, measurement in French; Spatial concepts in Art and Design; mapping, timelines, graphing and statistics in HASS • Analysis of NAPLAN - Numeracy achievement and PAT-M with additional focus on students in the higher bands • Use of Score Link to track and monitor learning and growth 	<p>All teachers of Maths, SSOs – T1 – T4 All staff – T1-T4</p> <p>All staff T1 – T4</p> <p>All class teachers T1- T4</p>
Teachers explicitly teach and provide regular practice in Mental routines and Problematised situations	<ul style="list-style-type: none"> • Mental Routines are incorporated daily into maths lessons • Problematised Situations incorporated weekly into Maths Curriculum • EYLF – Data, Number Sense, Measurement, Spatial Sense • Times Tables taught through songs, games, clubs (tests), manipulatives, homework. 	<p>Maths Teachers – T1-T4 Maths Teachers – T1-T4 Preschool Staff – T1-T4</p>
Whole school focus on Providing Challenge (ex 8 Effective Practices that Develop Numeracy B-12)	<ul style="list-style-type: none"> • Focus on how to transform tasks to provide challenge and stretch in student learning • Development of student and staff skills in the use of Digital Technologies to support and enrich learning through engagement with Simon Baker, Partnership Digital Technologies Coordinator 	<p>All teachers – T1-T4</p> <p>All staff – T1-T4</p>
Staff work with peers from other schools in Partnership in Transforming Tasks and Moderation	<ul style="list-style-type: none"> • All teaching staff involved in Partnership collaborative learning re Transforming Tasks, Moderation of Maths tasks and developing positive dispositions towards maths • SSOs engage with Professional Learning through Partnership • EYLF in connection with Preschool Numeracy Indicators. 	<p>All staff – T1 and T2</p> <p>SSOs T2 Preschool staff – T1-T4</p>