



DECD Improvement & Accountability LEARN, LEAD, CONNECT Intended Outcomes	Targets	Strategies	Time Frame	What data will be collected?	Who shares responsibility?
LEARN / IMPROVE /CONNECT Improved proficiency in Numeracy and Literacy as measure by NAPLAN, PAT-R, PAT-Maths, Running Records, Observation Survey and other Site recorded data (Oxford Word lists, South Australian Spelling test)	That all students will achieve or exceed DECD Standard of Education or be at or above their chronological age in standardised testing Personal Learning goals are fostered, developed and celebrated	<ul style="list-style-type: none"> Staff have access to and know what level (target) is expected at a particular year level Students guided to set goals and are able to articulate what they need to do in order to achieve those goals Staff present curricula in a variety of ways so that students experience multiple methods of answering questions (BiTEL questioning resource) Students are provided with multiple text types from which they are taught to retrieve information Guided Reading packs to be developed from NAPLAN Reading test in order to expose year 1 and 2 students to those text types and ways of questioning Staff implement the Site Agreements to ensure use of common language, with The Australian Curriculum as core curriculum and TfEL as pedagogy using all domains.(Resources- "Natural Maths" strategies, Sheena Cameron - "Reading Comprehension Strategies" and Sheena Cameron & Louise Dempsey "The Writing Book") Staff undertake "Bright Path" Writing assessment & moderation course Year 6/7 staff part of "Thinking Maths"Yr.6-9 Mathematics Pedagogical Professional Learning Program Staff provide enrichment, challenging programs e.g. STEM STEM way of working – time provided for mentoring STEM Transition program UMNP Time for staff to plan to incorporate new strategies such as Lisa Burman Spelling into programs / pedagogy Time for staff to train in spelling programs such as "Words Their Way" Staff know their students and where they sit in relation to higher bands and which areas require improvement to be retained or move into higher bands. Staff using Literacy / Numeracy what is required at each band NAPLAN A3 sheet. Staff time to be provided to support retention in higher bands and movement in higher bands from Year 2 & 3 funding / Better Schools, Australian Curriculum allocations. Programs designed to target areas for growth for target students 	<p>All year</p> <p>All year</p> <p>All year</p> <p>All year</p> <p>All Year</p> <p>All Year with data upgraded when results are available</p> <p>From Week 4 Term 1</p> <p>From Week 4 Term 1</p> <p>Plans to be in place by Week 4 Term 1</p> <p>From Week 4 Term 1 / when APAS funding information arrives/Teacher allocation Term 1-4</p> <p>See timelines</p>	<p>NAPLAN, PAT- R, PAT Maths, Running Records, Observation Survey Year1</p> <p>Information going home, reports includes targets and how students is going in relation to them</p> <p>Materials being sourced and produced</p> <p>Sharing of different text types in staff meeting</p> <p>NAPLAN, PAT- R, PAT Maths</p> <p>Professional Development Plans, meetings and sharing in Staff meetings</p> <p>Bright Paths – moderation in Writing</p> <p>Thinking Maths data collection</p> <p>NAPLAN, PAT- R, PAT Maths, Running Records</p> <p>NAPLAN, PAT- R, PAT Maths, Running Records, Observation Survey</p> <p>NAPLAN</p> <p>Timetable & brief plan to Principal</p> <p>NAPLAN, PAT- R, PAT Maths, Running Records, Observation Survey</p> <p>NAPLAN, PAT- R, PAT Maths, Running Records, Observation Survey</p>	<p>Principal & Teaching Staff</p> <p>Classroom teachers</p> <p>Classroom teachers , Principal, Resource Centre Manager</p> <p>Classroom teachers</p> <p>Principal & Teaching Staff</p> <p>Classroom Teachers , Principal</p> <p>Principal , Special Needs Coordinator & Teaching Staff</p> <p>Principal</p> <p>Principal , Special Needs Coordinator & Teaching Staff</p> <p>Principal , Special Needs Coordinator & Teaching Staff</p> <p>Principal, Special Needs Coordinator, ACEO, Teaching Staff, SSOs</p> <p>Teachers, Counsellor, families, ACEO</p>
Retention of students in higher bands NAPLAN	That all students in higher bands as measured by NAPLAN and PAT-R & PAT – Maths are retained in higher bands	<ul style="list-style-type: none"> All teachers aware of needs of these students and design programs to support their learning Programs designed for students' learning needs 			
Movement of students from middle bands in NAPLAN into higher bands	Students who are in higher levels of middle bands are targeted to move to higher bands- through Acceleration programs	<ul style="list-style-type: none"> Funding from Reading Support Teacher, APAS, SSO, ACEO, Literacy / Numeracy Support, Learning Difficulties- all in LS code in SSO timetable, Early Years and Year 3 			
All children to be at or above DECD Standard of Educational Achievement – NAPLAN, PAT-R, PAT-Maths, Running Records	Students at or below benchmarks are identified and targeted through Intervention programs, NEP and ILPs used to monitor strengths / challenges and progress throughout the				

	year.	<p>allocations made in teacher time to Rooms: 2,4,& 11 with Room 1 having additional SSO time</p> <ul style="list-style-type: none"> All students to have two goals – academic and process. Relevant T&D be sought for staff on giving and receiving feedback. NEP / ILP documents reviewed Term 1, used by teacher, families and students to monitor progress Those families with students requiring NEP / ILP to be allocated extra time in Term 1 interview in order for family input to be sought in order to streamline the process. Staff to work with Wellbeing & Engagement Leader to be released to complete NEP /ILP documents 		Progress against document	
<p>LEARN / LEAD / IMPROVE– develop expert learners TfEL</p> <p>Intended Outcomes:</p> <p>Our Site and Community will have a “Growth Mind Set” using “Habits of the Mind” - common language and way of working throughout the site, educators will use “The Setting Up for Success” program;</p> <ul style="list-style-type: none"> Learner Engagement- setting the scene in classroom for behavioural habits, explicit teaching of them for emotional development, connecting to learning, applying to real life situations Learner Resilience- not giving up, risk taking, having a go at challenging tasks Learner Mindset – open mind set, stretching, challenging themselves, OK to make a mistake, valuing the process, fostering creativity, curiosity, being involved, keen to learn, seeing learning as lifelong Feedback – student voice heard and incorporated into decision-making, teaching, learning process, students taught how to give feedback and receive constructive feedback from peers and educators <p>Learner Engagement- behavioural habits –“Habits of the Mind” with particular focus each term but using previous habit throughout the year 2016 :-</p> <ul style="list-style-type: none"> Persisting, (Term 1) Taking Responsible Risks (Term 2) Striving for Accuracy (Term 3) 	<p>Targets</p> <p>All classrooms programs will be developed and implemented with “Growth Mind Set” strategies in mind by-educators, SSOs and students. All educators will use the “Setting Up for Success Program” across the site.</p> <p>School Community will be exposed to and develop a Growth Mind Set way of talking to and working with their children</p> <p>All students / staff members will be working in a “Growth Mindset” environment and be able to articulate this within their learning, teaching and support roles</p>	<p>Strategies</p> <ul style="list-style-type: none"> Week 1 and 2 all classes will be using planned resources to understand and develop a language and way of learning which is based on “Growth Mind Set”- “Setting Up for Success” program developed by staff which will be across the site. All classrooms will have negotiated ways of working and class expectation visible Specific teaching and way of working in a “Growth Mindset way to be incorporated in to all lessons Term Overviews will refer to Growth Mind Set ways of working in classrooms Sharing of strategies through staff meetings Teaching students how to give and receive constructive feedback from peers and educators Using feedback as one of the tools for evaluation T&D James Anderson at Partnership level / David Adams at school level, staff visits to Westborne Park School to see enactment of “Growth Mind Sets” philosophy and “Daily Five” in action Implement “Daily 5” & “Café” strategies to improve independence and +ve ways of working & learning Continue focus on being a “Growth Mindset” school, with students, staff and families using a common language Assembly awards focus on Habits of the Mind being targeted that term or in previous terms The school community will be informed through Newsletters, Term Overviews, Governing Council & Parent Club Reports, Electronic communication, Assembly presentations and sharing of student learning The whole school community will have opportunities to learn about “Growth mindset” ways of thinking, learning and acting through classroom programs, with four key Habits of the Mind being used Training and Development has been planned for staff and students – James Anderson – Week 3 Term 1 and a 	<p>Time Frame</p> <p>All Year</p> <p>Term 1-3</p> <p>Throughout year</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the</p>	<p>What data will be collected?</p> <p>Student Opinion Survey with “Growth Mind Set “ questions</p> <p>Parent Opinion Survey with “Growth Mind Set “ questions</p> <p>Staff Survey with “Growth Mind Set “ questions, Teachers seeking and giving feedback to and from students</p> <p>Collation of: Newsletter articles Assembly presentations which contain GMS content Term Overviews with GMS content Governing Council & Parent Club items with GMS content TIQBIZ messages with GMS content Parent Opinion Feedback</p> <p>Student Opinion Survey with “Growth Mind Set “ questions</p> <p>Parent Opinion Survey with</p>	<p>Who shares responsibility?</p> <p>Principal , Counsellor & Teaching Staff, SSOs, students</p> <p>Success for All Team</p> <p>Principal , Counsellor & Teaching Staff</p> <p>Principal , Counsellor & Teaching Staff</p> <p>Principal , Counsellor & Teaching Staff</p>

<ul style="list-style-type: none"> Remaining open to continuous learning (Term 4) <p>Revisit 2016 Habits of the Mind Term 1</p> <ul style="list-style-type: none"> Listening with understanding and empathy (Term 2) Questioning and Problem Solving (Term 3) Creating, imagining and innovating (Term 4) <p>2018 Habits of the Mind – school community using 2016 & 2017 habits, Habits of the Mind for 2018:</p> <ul style="list-style-type: none"> Thinking interdependently –Work together! Being able to work in and learning from others in reciprocal situations. Team work. Thinking about your thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effect on others. Managing impulsivity – Take your Time! Thinking before acting: remaining calm, thoughtful and deliberative. Finding humour – Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself 		<p>possible second session (Student Free Day) Leaders will have a session in Term 2</p> <ul style="list-style-type: none"> Upper Mid North Partnership providing Training & Development with Hubs sharing strategies Performance for Student with emphasis on Growth Mind Set & leading to be held early in year, with extra sessions for Rooms 7 & 8 and for staff T& D will be sought on giving and receiving of feedback 	<p>year</p> <p>Term 1</p> <p>Term 2</p>	<p>“Growth Mind Set “ questions Staff Survey with “Growth Mind Set “ questions, Teachers seeking and giving feedback to and from students Feedback from staff</p> <p>Feedback from students & Staff</p>	<p>Principal , Counsellor & Teaching Staff</p> <p>Students, Principal , Counsellor Teaching Staff, SSOs</p>
<p>Attendance & Connection to families</p> <ul style="list-style-type: none"> Develop strong links with families Provide programs which engage students with learning Promote that attendance enhances learning opportunities and improves academic performance 	<p>All families and students understand the importance of children being at school regularly and the impact of irregular attendance has on learning, social and emotional well being</p>	<ul style="list-style-type: none"> Communication books / diaries / electronic communication used regularly by staff to inform families about programs, progress. Staff planning innovative programs of learning to connect with learners Newsletter provides information on programs and attendance to heighten awareness of the importance to be at school on a regular basis 	<p>All Year</p> <p>All year</p> <p>Throughout year</p>	<p>All staff use a variety of communication with families to celebrate success and attendance</p> <p>Staff working together / across partnership & portfolio to provide learning programs which engage learners</p> <p>All staff contribute to informing through – Newsletter article, TqBiz messages, phone calls, incidental conversations –start / end of day</p>	<p>All staff</p> <p>All teaching staff</p> <p>All staff</p>

Legend:

Removed from active during review Week 2 Term 1 2017

Added in review Week 2 Term 1 2017 – informed from whole site data review week 7 Term 4 2016

Reviewed Term 4 2017, added pale blue