

2019 Annual Implementation Plan

for improving student outcomes

St Albans East Primary School (4741)



Submitted for review by Paul Busuttil (School Principal) on 07 December, 2018 at 02:43 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 07 December, 2018 at 10:28 PM
Endorsed by Tracy Nero (School Council President) on 10 December, 2018 at 05:58 PM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving moving towards Embedding

Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Evolving
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Evolving

Community engagement in learning	Building communities	Evolving
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Evolving

Enter your reflective comments	<p>In 2018 St Albans East Primary school has created an Instructional Model for Literacy, Numeracy and all specialist areas that are aligned with the High Impact Teaching Strategies to embed a consistent approach towards classroom practice. The school has employed external coaches and consultants to work with staff to build their capacity and pedagogical knowledge and understanding in curriculum planning and assessment. Together they have worked with the Instructional Leaders to embed consistent approach to classroom practices and planning. There has been a focus on aligning the professional learning culture at SAEPS through PLC, PLT, and planning and classroom practice.</p> <p>The school has committed significant human and financial resource to support our work in literacy and numeracy. This has been welcomed by staff, students and the school community teaching and learning and student outcomes.</p> <p>A significant focus on visible and accurate data collection with timely analysis through moderation has led to improved student learning, planning and classroom practice. The introduction of the PLT meeting room in 2018 has provided a space for teacher to collaborate and engage in data rich conversations that are informed through the introduction of the data wall that has allowed for strong professional dialogue.</p> <p>Staff have undertaken two full days of the Berry Street Education Model training that focused on Body and Relationships and have implemented strategies in their classroom.</p>
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<p>Considerations for 2019</p>	<p>Continue with external consultants to further support teacher capacity building in curriculum and pedagogical practice including HITS Begin our journey with SWPBS framework through the establishment of the SWPBS Team Develop a professional learning culture that is underpinned by the SAEPS Inquiry Cycle Continue to embed timely data collection and analysis to inform teaching and learning practices Revisit our school mission and vision Continue our partnership with the Berry Street Education Model Continue our whole school commitment to reading and math's by supporting staff to embed the Instructional Model using data to inform teaching and learning practice Explore our approach to teaching writing Continue to build upon our partnerships with external agencies including The Smith Family</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To improve individual learning outcomes for all students with a focus on Literacy and Numeracy
Target 1.1	By 2022, using NAPLAN increase % of students demonstrating high relative growth in reading from 19% in 2017 to more than 28%.
Target 1.2	By 2022, using NAPLAN increase % of students demonstrating high relative growth on writing from 15% in 2017 to more than 24%.
Target 1.3	<p>Reading Top Two Bands NAPLAN</p> <p>Increase the number of students in the top two NAPLAN bands in year 3 from 12% in 2017 to 42% in 2022.</p> <p>Increase the number of students in the top two NAPLAN bands in year 5 from 21% in 2017 to 45% in 2022.</p>
Target 1.4	<p>Reading Bottom Two Bands NAPLAN</p> <p>Decrease the number of students in the bottom two NAPLAN bands in year 3 from 23% in 2017 to 10% in 2022.</p> <p>Decrease the number of students in the bottom two NAPLAN bands in year 5 from 17% in 2017 to 10% in 2022.</p>
Target 1.5	<p>Numeracy Top Two Bands NAPLAN</p> <p>Increase the number of students in the top two NAPLAN bands in year 3 from 9% in 2017 to 36% in 2022.</p>

	Increase the number of students in the top two NAPLAN bands in year 5 from 20% in 2017 to 32% in 2022.
Target 1.6	<p>Numeracy Bottom Two Bands NAPLAN</p> <p>Decrease the number of students in the bottom two NAPLAN bands in year 3 from 40 % in 2017 to 21% in 2022.</p> <p>Decrease the number of students in the bottom two NAPLAN bands in year 5 from 31% in 2017 to 15% in 2022.</p>
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Consistently implement research based high impact instructional practices to further enhance staff capacity and improve student outcomes.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build consistent planning, documentation and implementation processes across the school to ensure a Guaranteed and Viable Curriculum.
Key Improvement Strategy 1.c Building practice excellence	Develop a professional learning culture that uses data to build teacher, team and leadership capacity to monitor impact with accountability on the effect on student outcomes.
Goal 2	To promote a sense of student connection and deep involvement in learning.
Target 2.1	By 2022, to achieve overall levels of student satisfaction at or above 85 per cent on the Student Attitudes to School Survey as measured by the <i>Effective Teaching Practice for Cognitive Engagement factors (Differentiated Learning Challenge, Effective Teaching Time and Stimulated Learning)</i> .
Target 2.2	<i>By 2022, to improve overall average days of absence to 14 days and maintain or reduce the percentage of students with greater than 20 days of absence per year to 20 per cent. (Similar schools 27 per cent).</i>

Target 2.3	By 2022, the percentage of Year 4-6 students responding positively to the student Attitudes to School Survey <i>Social Engagement</i> domain <i>Student Agency</i> factor to be at or above 80 per cent.
Key Improvement Strategy 2.a Empowering students and building school pride	To empower students to be advocates of their learning through goal setting and feedback.
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	To examine the Growth Mindset approach to teaching and learning and incorporate into an aspirational culture at St Albans East Primary School.
Goal 3	To develop resilient students who display behaviours and attitudes that reflect the school values.
Target 3.1	By 2022 the percentage of Year 4-6 students responding positively to the following student Attitudes to School Survey domains and factors to be at or above 90 per cent: <i>Social Engagement</i> Domain <i>Sense of Connectedness</i> and <i>Inclusion</i> factors.
Target 3.2	By 2022 the percentage of Year 4-6 students responding positively to the following student Attitudes to School Survey domains and factors to be at or above 90 per cent: <i>Student Safety</i> Domain

Target 3.3	<p>By 2022 the percentage of Year 4-6 students responding positively to the following student Attitudes to School Survey domains and factors to be at or above 90 per cent:</p> <p><i>Managing Bullying Domain</i></p>
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	To investigate and implement the School Wide Positive Behaviour Support Program framework for developing a climate of aspiration, respect and growth.
Key Improvement Strategy 3.b Building communities	To build upon community involvement in the school and student learning.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve individual learning outcomes for all students with a focus on Literacy and Numeracy	Yes	By 2022, using NAPLAN increase % of students demonstrating high relative growth in reading from 19% in 2017 to more than 28%.	By 2019, using NAPLAN increase % of students demonstrating high relative growth in reading from 24% in 2018 to 25%.
		By 2022, using NAPLAN increase % of students demonstrating high relative growth on writing from 15% in 2017 to more than 24%.	By 2019, using NAPLAN maintain or increase % of students demonstrating high relative growth in writing from 15% or higher.
		<p>Reading Top Two Bands NAPLAN</p> <p>Increase the number of students in the top two NAPLAN bands in year 3 from 12% in 2017 to 42% in 2022.</p> <p>Increase the number of students in the top two NAPLAN bands in year 5 from 21% in 2017 to 45% in 2022.</p>	<p>Increase the number of students in the top two NAPLAN bands in year 3 reading from 26% in 2018 to 30% in 2019.</p> <p>Increase the number of students in the top two NAPLAN bands in year 5 reading from 39% in 2018 to 41% in 2019.</p>

		<p>Reading Bottom Two Bands NAPLAN</p> <p>Decrease the number of students in the bottom two NAPLAN bands in year 3 from 23% in 2017 to 10% in 2022.</p> <p>Decrease the number of students in the bottom two NAPLAN bands in year 5 from 17%in 2017 to 10% in 2022.</p>	<p>Decrease the number of students in the bottom two NAPLAN bands in year 3 reading from 20% in 2018 to 17% in 2019.</p> <p>Decrease the number of students in the bottom two NAPLAN bands in year 5 reading from 17% in 2018 to 15% in 2019.</p>
		<p>Numeracy Top Two Bands NAPLAN</p> <p>Increase the number of students in the top two NAPLAN bands in year 3 from 9% in 2017 to 36% in 2022.</p> <p>Increase the number of students in the top two NAPLAN bands in year 5 from 20% in 2017 to 32% in 2022.</p>	<p>Increase the number of students in the top two NAPLAN bands in year 3 numeracy from 13% in 2018 to 18% in 2019.</p> <p>Increase the number of students in the top two NAPLAN bands in year 5 numeracy from 20% in 2018 to 23% in 2019.</p>
		<p>Numeracy Bottom Two Bands NAPLAN</p> <p>Decrease the number of students in the bottom two NAPLAN bands in year 3 from 40 % in 2017 to 21% in 2022.</p> <p>Decrease the number of students in the bottom two NAPLAN bands in year 5 from 31% in 2017 to 15% in 2022.</p>	<p>Decrease the number of students in the bottom two NAPLAN bands in year 3 numeracy from 37% in 2018 to 32% in 2019.</p> <p>Decrease the number of students in the bottom two NAPLAN bands in year 5 numeracy from 22% in 2018 to 20% in 2019.</p>
To promote a sense of student connection and deep involvement in learning.	Yes	By 2022, to achieve overall levels of student satisfaction at or above 85 per cent on the Student Attitudes to School Survey as measured by the <i>Effective Teaching Practice for Cognitive Engagement factors (Differentiated Learning</i>	By end of 2019, to achieve overall levels of student satisfaction percentage on the Student Attitudes to School Survey to be at: Differentiated Learning Challenge to be at or above 85% Effective Teaching Time to be at or above

		<i>Challenge, Effective Teaching Time and Stimulated Learning).</i>	85% Stimulated Learning to be at or above 80%
		<i>By 2022, to improve overall average days of absence to 14 days and maintain or reduce the percentage of students with greater than 20 days of absence per year to 20 per cent. (Similar schools 27 per cent).</i>	By end of 2019, to maintain or improve the overall average days of student absences from Prep - Year 6 to 14 days or less.
		By 2022, the percentage of Year 4-6 students responding positively to the student Attitudes to School Survey <i>Social Engagement</i> domain <i>Student Agency</i> factor to be at or above 80 per cent.	By end of 2019, the percentage of Year 4-6 students responding positively to the student Attitudes to School Survey Social Engagement domain Student Agency factor to be at or above 69%.
To develop resilient students who display behaviours and attitudes that reflect the school values.	Yes	By 2022 the percentage of Year 4-6 students responding positively to the following student Attitudes to School Survey domains and factors to be at or above 90 per cent: <i>Social Engagement Domain Sense of Connectedness and Inclusion</i> factors.	By end of 2019 the percentage of Year 4-6 students responding positively to the Social Engagement, Sense of Connectedness and Inclusion factors on the student Attitudes to School Survey domains and factors to be at or above 85%.

	<p>By 2022 the percentage of Year 4-6 students responding positively to the following student Attitudes to School Survey domains and factors to be at or above 90 per cent:</p> <p><i>Student Safety Domain</i></p>	<p>By end of 2019 the percentage of Year 4-6 students responding positively to the Student Safety on the student Attitudes to School Survey domain to be at or above 80%.</p>
	<p>By 2022 the percentage of Year 4-6 students responding positively to the following student Attitudes to School Survey domains and factors to be at or above 90 per cent:</p> <p><i>Managing Bullying Domain</i></p>	<p>By end of 2019 the percentage of Year 4-6 students responding positively to Managing Bullying on the student Attitudes to School Survey domain to be at or above 83%.</p>

Goal 1	To improve individual learning outcomes for all students with a focus on Literacy and Numeracy
12 Month Target 1.1	By 2019, using NAPLAN increase % of students demonstrating high relative growth in reading from 24% in 2018 to 25%.
12 Month Target 1.2	By 2019, using NAPLAN maintain or increase % of students demonstrating high relative growth in writing from 15% or higher.
12 Month Target 1.3	<p>Increase the number of students in the top two NAPLAN bands in year 3 reading from 26% in 2018 to 30% in 2019.</p> <p>Increase the number of students in the top two NAPLAN bands in year 5 reading from 39% in 2018 to 41% in 2019.</p>
12 Month Target 1.4	<p>Decrease the number of students in the bottom two NAPLAN bands in year 3 reading from 20% in 2018 to 17% in 2019.</p> <p>Decrease the number of students in the bottom two NAPLAN bands in year 5 reading from 17% in 2018 to 15% in 2019.</p>

12 Month Target 1.5	Increase the number of students in the top two NAPLAN bands in year 3 numeracy from 13% in 2018 to 18% in 2019. Increase the number of students in the top two NAPLAN bands in year 5 numeracy from 20% in 2018 to 23% in 2019.
12 Month Target 1.6	Decrease the number of students in the bottom two NAPLAN bands in year 3 numeracy from 37% in 2018 to 32% in 2019. Decrease the number of students in the bottom two NAPLAN bands in year 5 numeracy from 22% in 2018 to 20% in 2019.
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Consistently implement research based high impact instructional practices to further enhance staff capacity and improve student outcomes.
KIS 2 Curriculum planning and assessment	Build consistent planning, documentation and implementation processes across the school to ensure a Guaranteed and Viable Curriculum.
KIS 3 Building practice excellence	Develop a professional learning culture that uses data to build teacher, team and leadership capacity to monitor impact with accountability on the effect on student outcomes.
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The KIS selected are a focus for 2019 as they continue to build on the work that we have started in 2018 at St Albans East Primary School. This is to improve individual learning outcomes for all students in literacy and numeracy through the FISO dimensions of HITS, curriculum, planning and assessment and building practice excellence.
Goal 2	To promote a sense of student connection and deep involvement in learning.
12 Month Target 2.1	By end of 2019, to achieve overall levels of student satisfaction percentage on the Student Attitudes to School Survey to be at: Differentiated Learning Challenge to be at or above 85%

	Effective Teaching Time to be at or above 85% Stimulated Learning to be at or above 80%	
12 Month Target 2.2	By end of 2019, to maintain or improve the overall average days of student absences from Prep - Year 6 to 14 days or less.	
12 Month Target 2.3	By end of 2019, the percentage of Year 4-6 students responding positively to the student Attitudes to School Survey Social Engagement domain Student Agency factor to be at or above 69%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	To empower students to be advocates of their learning through goal setting and feedback.	Yes
KIS 2 Setting expectations and promoting inclusion	To examine the Growth Mindset approach to teaching and learning and incorporate into an aspirational culture at St Albans East Primary School.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	To empower students to be advocates in their learning through goal setting and feedback will strengthen teaching and learning practices in literacy and numeracy. This will enable students to be co-developers in identifying learning goals that are specific to their learning needs. Accurate and timely data analysis will be used to inform student feedback and their trajectory of learning that is visible for teachers and students to monitor and evaluate their progress.	
Goal 3	To develop resilient students who display behaviours and attitudes that reflect the school values.	
12 Month Target 3.1	By end of 2019 the percentage of Year 4-6 students responding positively to the Social Engagement, Sense of Connectedness and Inclusion factors on the student Attitudes to School Survey domains and factors to be at or above 85%.	
12 Month Target 3.2	By end of 2019 the percentage of Year 4-6 students responding positively to the Student Safety on the student Attitudes to School Survey domain to be at or above 80%.	

12 Month Target 3.3	By end of 2019 the percentage of Year 4-6 students responding positively to Managing Bullying on the student Attitudes to School Survey domain to be at or above 83%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	To investigate and implement the School Wide Positive Behaviour Support Program framework for developing a climate of aspiration, respect and growth.	Yes
KIS 2 Building communities	To build upon community involvement in the school and student learning.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	For the school community to have a shared understanding of the school expectations and promoting inclusion in classroom and non-classroom settings that align with our school values. This has been supported through feedback from staff, students and the review process that was conducted in 2018 as a priority to enhance the schools' current Getting Started program and work in Respectful Relationships. We will be incorporating the SWPB framework into the school program to consolidate the many facets of the current program and further promote a positive climate for learning.	

Define Actions, Outcomes and Activities

Goal 1	To improve individual learning outcomes for all students with a focus on Literacy and Numeracy
12 Month Target 1.1	By 2019, using NAPLAN increase % of students demonstrating high relative growth in reading from 24% in 2018 to 25%.
12 Month Target 1.2	By 2019, using NAPLAN maintain or increase % of students demonstrating high relative growth in writing from 15% or higher.
12 Month Target 1.3	Increase the number of students in the top two NAPLAN bands in year 3 reading from 26% in 2018 to 30% in 2019. Increase the number of students in the top two NAPLAN bands in year 5 reading from 39% in 2018 to 41% in 2019.
12 Month Target 1.4	Decrease the number of students in the bottom two NAPLAN bands in year 3 reading from 20% in 2018 to 17% in 2019. Decrease the number of students in the bottom two NAPLAN bands in year 5 reading from 17% in 2018 to 15% in 2019.
12 Month Target 1.5	Increase the number of students in the top two NAPLAN bands in year 3 numeracy from 13% in 2018 to 18% in 2019. Increase the number of students in the top two NAPLAN bands in year 5 numeracy from 20% in 2018 to 23% in 2019.
12 Month Target 1.6	Decrease the number of students in the bottom two NAPLAN bands in year 3 numeracy from 37% in 2018 to 32% in 2019. Decrease the number of students in the bottom two NAPLAN bands in year 5 numeracy from 22% in 2018 to 20% in 2019.
KIS 1 Evidence-based high-impact teaching strategies	Consistently implement research based high impact instructional practices to further enhance staff capacity and improve student outcomes.
Actions	Continue to embed our instructional model, the scope and sequence and planning documentation aligned with HITS Ensure that the PLC and PLT schedule is aligned with professional learning priorities for the whole school in literacy and numeracy. Instructional Leaders and Consultants will facilitate planning to ensure the HITS are planned, implemented and monitored. Collect and analyze data on a regular basis that is aligned with our school Assessment Schedule and inform teaching and learning. Response to Intervention and support to be aligned with student data and incorporating ILP's for students at above and below level. Targeted professional learning focused on Instructional Model/ HITS to build staff pedagogical knowledge and understanding.

Outcomes	<p>Teachers will understand and implement the Instructional Model and HITS in literacy and numeracy</p> <p>Teachers will apply HITS to their planning and classroom practice to improve student outcomes</p> <p>Improved pedagogical knowledge in literacy and numeracy</p> <p>Confidence in planning and implementing a range of HITS in the classroom</p> <p>Providing targeted feedback to peers based on classroom observations</p>
Success Indicators	<p>STAFF</p> <p>Improved student outcomes by meeting our 12 month targets in reading and number</p> <p>PDD aligned goals to meet 12 months targets in reading and number</p> <p>Increase collaboration through PLC and PLT.</p> <p>Teachers using a high level of analysis to triangulate student data to inform planning</p> <p>PLT and PLC schedule is reflective of school priorities and responsive to staff and student needs.</p> <p>Implementation of whole school tiered approach to Intervention i.e. ILP</p> <p>Instructional model is embedded in planning and classroom practice.</p> <p>STUDENT</p> <p>By 2019, using NAPLAN increase % of students demonstrating high relative growth in reading from 24% in 2018 to 25%.</p> <p>Student below and above expected levels in reading and number to have individual goals.</p> <p>Students can articulate their learning goals in reading and number.</p>
KIS 2 Curriculum planning and assessment	Build consistent planning, documentation and implementation processes across the school to ensure a Guaranteed and Viable Curriculum.
Actions	<p>Continue to embed our instructional model, the scope and sequence and planning documentation</p> <p>Ensure that the PLC and PLT schedule is aligned with professional learning priorities for the whole school in literacy and numeracy.</p> <p>Instructional Leaders and Consultants will facilitate planning to ensure a constant approach across the school.</p> <p>Collect and analyze data on a regular basis that is aligned with our school Assessment Schedule</p> <p>Response to Intervention and support to be aligned with student data and incorporating ILP's for students at above and below level.</p> <p>Differentiated planning documents to reflect individual students needs</p> <p>To provide Professional learning to build staff understanding of Victorian Curriculum</p> <p>Instructional Leaders to audit work programs on regular based to ensure a consistent approach to planning document</p> <p>Develop a coaching and feedback cycle for individual teachers that reflect the school priorities.</p>
Outcomes	<p>Teachers will understand how to consistently plan, document and implement learning programs across the school</p> <p>A consistent approach to work programs</p>

	<p>An improved confidence in planning for differentiated learning that caters for individual student needs based on a Guaranteed and Viable Curriculum.</p> <p>Teachers will apply the strategies to their planning and classroom practice</p> <p>Improved pedagogical knowledge and understanding</p> <p>Improved collaboration in providing feedback in PLC and PLT</p>
Success Indicators	<p>STAFF</p> <p>Work programs to reflect the school agreed essential elements i.e. learning intention, students groupings</p> <p>Consistent school documentation to ensure a Guaranteed and Viable Curriculum in reading and number</p> <p>All work programs reflect team planning documentation</p> <p>Improved confidence in planning and triangulating data to differentiate learning</p> <p>Coaching and feedback cycle implemented and practices sustained</p> <p>STUDENTS</p> <p>AIP targets to be met in reading and number.</p> <p>Students to demonstrate growth in reading and writing as per targets</p> <p>Student below and above expected levels in reading and number to have individual goals.</p> <p>Students can articulate their learning goals in reading and number.</p> <p>All students across the school to have access to an agreed and viable curriculum</p>
KIS 3 Building practice excellence	Develop a professional learning culture that uses data to build teacher, team and leadership capacity to monitor impact with accountability on the effect on student outcomes.
Actions	<p>Continue to embed our Assessment schedule through the use of the Term Overviews</p> <p>To collect and monitor and analyze student performance data using our data wall, SPA and school based trackers.</p> <p>Ensure that the PLC and PLT schedule is aligned with professional learning priorities in literacy and numeracy.</p> <p>Instructional Leaders and Consultants will facilitate PLC and PLT's to provide opportunities for professional learning and data analysis for whole school, cohort and individual data sets.</p> <p>Response to Intervention and support to be aligned with student data and incorporating ILP's for students at above and below level.</p> <p>Professional learning to build staff capacity in data analysis to differentiate student learning.</p>
Outcomes	<p>PLC schedule is aligned with PLT and assessment schedule</p> <p>Regularly collect monitor and analysis student data</p> <p>Teachers will use data to inform their planning</p> <p>Improved teacher knowledge and understanding of data to inform next steps in student learning</p>

	Confidence in creating, implementing and analyzing a range of assessments Improved confidence in triangulating a range of assessments against the Vic Curriculum			
Success Indicators	<p>STAFF Reduced variability and increased accuracy in data collection triangulation against staff developed matrix, checklist and standards A systematic approach to the creation, implementation and analysis of assessment as Leadership, team and whole school Assessment informs team and individual planning Whole school Response to intervention is informed by data Enhanced data literacy across the school</p> <p>STUDENTS AIP targets to be met in reading and number. Students to demonstrate growth in reading and writing as per targets Student in reading and number to have individual goals. Increased engagement and learning confidence in reading and number.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Goal 2	To promote a sense of student connection and deep involvement in learning.			
12 Month Target 2.1	By end of 2019, to achieve overall levels of student satisfaction percentage on the Student Attitudes to School Survey to be at: Differentiated Learning Challenge to be at or above 85% Effective Teaching Time to be at or above 85% Stimulated Learning to be at or above 80%			
12 Month Target 2.2	By end of 2019, to maintain or improve the overall average days of student absences from Prep - Year 6 to 14 days or less.			
12 Month Target 2.3	By end of 2019, the percentage of Year 4-6 students responding positively to the student Attitudes to School Survey Social Engagement domain Student Agency factor to be at or above 69%.			
KIS 1 Empowering students and building school pride	To empower students to be advocates of their learning through goal setting and feedback.			

Actions	<p>Teachers regularly conference students to monitor, provide feedback, discuss strategies and set goals. Student goals to be visible and frequently monitored and evaluated School expectations 'Student Goal Setting' developed and goals implemented consistently at a whole school level Professional learning provided to staff on goal setting and feedback</p>			
Outcomes	<p>Targeted students goals based on data Teachers using continuum to set learning goals and provide student feedback Differentiated approach to student learning needs reflect in in teacher practice and planning Increased participation in student agency to build learning confidence and engagement</p>			
Success Indicators	<p>STAFF Teachers review and analyze current data with students to set goals in reading and number i.e. conferencing Increased teachers confidence in using the continuum to set learning goals and provide student feedback Increase learning confidence in students in achieving their learning goals Stimulated learning environment to enhance student engagement Differentiated approach to student learning needs visible in planning documents</p> <p>STUDENTS AIP targets to be met in reading and number. Increased engagement and learning confidence in students in achieving their learning goals in reading and number Students to demonstrate growth in reading and writing as per targets Student in reading and number to have individual goals. Increased participation in student agency and voice to monitor and evaluate their personal learning goals</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Goal 3	To develop resilient students who display behaviours and attitudes that reflect the school values.			
12 Month Target 3.1	By end of 2019 the percentage of Year 4-6 students responding positively to the Social Engagement, Sense of Connectedness and Inclusion factors on the student Attitudes to School Survey domains and factors to be at or above 85%.			
12 Month Target 3.2	By end of 2019 the percentage of Year 4-6 students responding positively to the Student Safety on the student Attitudes to School Survey domain to be at or above 80%.			

12 Month Target 3.3	By end of 2019 the percentage of Year 4-6 students responding positively to Managing Bullying on the student Attitudes to School Survey domain to be at or above 83%.
KIS 1 Setting expectations and promoting inclusion	To investigate and implement the School Wide Positive Behaviour Support Program framework for developing a climate of aspiration, respect and growth.
Actions	<p>Develop classroom, school wide and community tools that support our school values.</p> <p>Develop classroom and non-classroom behaviour expectations matrix based on the school values.</p> <p>Continue to hold regular purposeful school events that engage parents and wider community participation.</p> <p>Working alongside the school wide positive behaviour support coach to implement a positive behaviour program.</p> <p>Making SWPBS visible across the school.</p> <p>Include students in leadership capacity within developing the SWPBS at SAEPS.</p> <p>SWPBS team to attend professional development and ongoing meeting with the coach to work on critical components of the SWPBS and provide input and feedback to the school community.</p>
Outcomes	<p>School community members to have a clear understanding of expected behaviours.</p> <p>Matrix is developed and embedded in school community.</p> <p>Establishment of SWPB team that includes student, ES/ admin representation.</p>
Success Indicators	<p>STAFF</p> <p>Agreed understanding of SWPBS amongst staff.</p> <p>Matrix developed and align with school values in classroom and non-classroom settings</p> <p>Positively and clearly stated expectations are defined and followed as outlined in SWPB Matrix</p> <p>Students behaviour and achievements tracked and analysed using compass which demonstrate clear signs of improvement in behaviour and academic success.</p> <p>Improved relationships/ communication with parents in response to all behaviors.</p> <p>Challenging behaviours and consequences for problem behaviours are defined clearly with a formalised process to responding to behavioural incidents that is consistently used by all staff.</p> <p>Expected students behaviours have been explicitly taught by all members of staff.</p> <p>Expected student behaviours are acknowledged regularly.</p> <p>STUDENTS</p> <p>Agreed understanding of SWPBS expectations as outlined in school matrix</p>

	Able to articulate school values and expected behaviours. Students can demonstrate/ name and notice positive behaviours.
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