

Priority	Results Plus	Action/Strategies (How will we do it)	Responsibility & Timeline (Who will lead/drive)	Demonstrable Indicators (How will we know)
Building Teacher Capacity to deliver engaging, exciting STEM curriculum for all Learners	<p>Track and monitor every learner's growth through analysing and use of data to inform future learning</p> <p>Development of whole school agreements which explicitly outline the when and how we will teach numeracy and literacy</p> <p>Enact changes in pedagogical practice</p> <p>Identify and enact clear intervention processes</p>	<p>Targeted Professional Development to collect, analyse, interpret and use data strategically to inform teaching and learning and set SMARTAR'e' goals</p> <p>Teachers self-assess personal growth using AITSL standards, highlight areas of improvement with clearly identified goals in their Professional Development Plan</p> <p>Staff training on use of EALD scales as a tool to support writing</p> <p>Identify numeracy skills to be explicitly taught and incorporate into a STEM curriculum</p> <p>Consistent use of agreed common numeracy language</p> <p>Consistent use of agreed explicit and targeted teaching eg Jolly Phonics, Jolly Grammar, Sheena Cameron, Literacy Pro</p> <p>Targeted professional learning aligned to STEM, Numeracy, CBL & Digital Technologies</p> <p>Sharing of strategies with a focus on increasing student voice</p> <p>Implementation of WAVE model at classroom level with differentiated activities</p>	<p>Results Plus/SLLIP practitioner PLT's - ongoing Leadership Team – Term 1, PAT data training, how to unpack and use data Support Services – Term 1 or 2, SMARTAR'e' goals</p> <p>Teachers to create PDP in preparation for Term 1 PD meeting</p> <p>Leadership during staff meeting time Term 2</p> <p>Working with Learning Improvement Division, SLLIP/Results Plus practitioner & incorporated into staff meeting timetables – ongoing</p> <p>Posters evident in all classrooms and language used - teachers</p> <p>Teacher responsibility, team planning meetings and covered in Professional Development meetings</p> <p>T&D, PLT's and sharing best practice at planning meetings - ongoing</p> <p>Teachers to continue setting and sharing personal goals to enable strong student voice</p> <p>Planning meetings and PD meetings – ongoing</p>	<p>Staff confident and using data consistently as part of practice</p> <p>Increased teacher capacity in areas of improvement</p> <p>Data used by staff to inform teaching practice</p> <p>Whole school numeracy agreement developed</p> <p>Use of common language</p> <p>Consistency across classes</p> <p>Student data reflects increase</p>
Improving Learner Outcomes to allow all students to be powerful learners	<p>Track and monitor every learner's growth through analysing and use of data to inform future learning</p> <p>Development of numeracy and literacy improvement cycle</p> <p>Enact changes in pedagogical practice</p> <p>Identify and enact clear intervention processes</p>	<p>Track and monitor all students using agreed data sets</p> <p>Track and monitor Aboriginal learner data against non-Aboriginal learner data resulting in appropriate intervention schedule</p> <p>All students to have, know and use numeracy and literacy goals</p> <p>Moderation opportunities for whole school consistency</p> <p>Use of Quicksmart strategies in class</p> <p>Increased student input into task design and assessment – incorporating STEM & Makers Empire</p> <p>Increased use of CBL pedagogy and transference into other subject area</p> <p>All access to intervention programs data driven and assessed</p> <p>Learning outcomes and interventions for Aboriginal students shared with staff</p> <p>STAR students identified and tracked with provision of targeted support</p>	<p>Data collection timetable – key dates through year</p> <p>Class teachers in conjunction with AET & Special Ed Deputy- ongoing</p> <p>Class teachers and reviewed and sent home every term</p> <p>PLT's, SLLIP & Results Plus practitioners – ongoing</p> <p>Josh to provide bank of resources – staff meeting time T2</p> <p>Teachers to provide opportunities for student feedback and inquiry based learning – ongoing with regular staff meeting PD 3 more staff to attend training schedule; shared time in staff meetings</p> <p>Special Ed Deputy to allocate and assess and modify</p> <p>AET & class teachers</p> <p>Special Ed Deputy to monitor progress and provide support to staff</p>	<p>Key dates for collection and analysis</p> <p>Decrease the attainment gap</p> <p>Students aware of next steps in learning</p> <p>Transference of knowledge and explicit teaching evident</p> <p>Increased evidence of inquiry based learning/STEM activities CBL becomes embedded</p> <p>Clear processes for accessing intervention</p> <p>Explicit & streamlined goals to assist Aboriginal learners</p> <p>Clear understanding of support required = increased outcomes</p>
Increase Student Wellbeing		<p>All staff committed to enabling all students to learn and become powerful learners and set up processes to enable student feedback</p> <p>Student body to conduct agreed content walk throughs with Leadership and provide feedback to staff</p>	<p>All staff – ongoing and supported by PD processes</p> <p>Leadership & student representative – ongoing</p>	<p>Data reflects increase in student voice</p> <p>Staff have quality feedback from students</p>