

WHOLE SCHOOL KEY PRIORITIES

- Super Goals-** 1. Developing a whole school culture of approaches to learning—Grit for Learning—Growth Mindset for Learning, - Self regulation
2. Supporting student Well Being in order to maximise student learning through an exploration of students learner dispositions.
3. Embedding pedagogy, curriculum and position in learning design.
4. Developing structures around prevention and intervention



RESPECT COOPERATION RESPONSIBILITY DOING OUR BEST		WELLBEING FOR LEARNING	
Goal	Capacity Building Strategies	Evidence will this look like in classrooms?	Evidence look like for leaders?
Maintain and sustain Growth Mindset learning Revisiting and living the whole school values			
Developing a whole school culture of Approaches to learning - Grit for Learning Growth Mindset for Learning Self regulation	<ol style="list-style-type: none"> 1. Unpack the 3 learning approach 2. Plan for explicit instruction through Pastoral Care 8-12. 3. Develop a whole school culture around the 3 approaches. 		
Supporting student Well Being in order to maximise student learning through an exploration of students' learner dispositions.	<ol style="list-style-type: none"> 1. Gain student data and voice around pedagogy and feeling towards learning. 2. Share the data and analyse the needs for improvement. 3. Utilise student voice to create change and improvement. 		
Embedded pedagogy, curriculum and position in learning design	<ol style="list-style-type: none"> 1. Programming and planning reflects the pedagogical and dispositions changes required. TELL-ASK. 		
Developing structures around prevention and Intervention.	<ol style="list-style-type: none"> 1. Develop a team to respond to student well-being needs 2. Ensure outside agencies and DECD agencies have a wrap around approach to specific students. 		

WHOLE SCHOOL KEY PRIORITIES

- Super Goals-** 1. Seamless and sequential Teaching and Learning of Numeracy for Preschool—year 12.
 2 .Consistent, yet responsive data sets that inform best practice and student growth in Numeracy.
 3. Intervention in Numeracy through Quick Smart.
 4. Design learning opportunities that provide for intellectual stretch.



RESPECT COOPERATION RESPONSIBILITY DOING OUR BEST		LITERACY and NUMERACY Birth—Year 12	
2016 targets	Capacity Building Strategies	Evidence will this look like in classrooms?	Evidence look like for leaders?
<ul style="list-style-type: none"> Seamless and sequential Teaching and Learning of Literacy from Preschool—year 12. Consistent, yet responsive data sets that inform best practice and student growth. Timely, tailored intervention practices to ensure students have early intervention. Differentiate learning to respond to student needs and include higher order thinking for all students. 	<ol style="list-style-type: none"> Maintain and sustain 2015 strategies Assessment schedule Whole school benchmarks Reading intervention Effective literacy teaching agreements 		
<ul style="list-style-type: none"> Developing an agreement of effective Teaching and Learning of Numeracy from Preschool—year 12. 	<ol style="list-style-type: none"> Develop whole school agreements re effective numeracy practice Build capacity in these areas 		
<ul style="list-style-type: none"> Consistent, yet responsive data sets that inform best practice and student growth in Numeracy 	<ol style="list-style-type: none"> Analyse PAT M and NAPLAN data to ensure it informs practice. Programming and planning for improvement 		
<ul style="list-style-type: none"> Design learning opportunities that provide opportunities for intellectual stretch through moving children in stanines and proficiency bands refer 	<ol style="list-style-type: none"> Redesigning problematized situations to ensure students are doing the thinking. 		
<ul style="list-style-type: none"> Intervention in Numeracy through Quick Smart. 	<ol style="list-style-type: none"> Target year 3, 5 and 7 students for Quick Smart Intervention. 		



INTELLECTUAL STRETCH

2016 What	Current status in this area			TARGET
SACE IMPROVEMENT Stage 1 Stage 2 PLP 10	SACE Completion 92% eligible students 82% whole cohort 2015 stage 2 A-E Data As 15.46% (20) av 15.9% over 5 years state average 22.24% Bs 49.83% (44) av 45% over 5 years state average 44.47% Cs 29.21% (54) av 32% over 5 years state average 29.32% Ds 3.09% (4) av 5% over 5 years state average 3.24% Es 2.41% (1) av 6.8% over 5 years state average .71% Ns 0% (0) av .9% over 5 years state average .03%		2015 stage 1 A-E Data As 15.46% (45) av 15.9% over 5 years state average 23.09% Bs 49.83% (145) av 45% over 5 years state average 36.65% Cs 29.21% (85) av 32% over 5 years state average 30.3% Ds 3.09% (9) av 5% over 5 years state average 6.06% Es 2.41% (7) av 6.8% over 5 years state average 2.92% Ns 0% (0) av .96%	
MIDDLE E SCHOOLING 8-10	Overall data for Mean Score 53% of the school above mean score 47% of the school below mean score PAT R average Australian Mean Year 8 below Year 9 above Year 10 below	Stanine whole school data Lower end 1 = 5 2 = 16 3 = 42	Overall data for Mean Score 53% of the school above mean score 47% of the school below mean score PAT M average Australian Mean Year 8 below Year 9 below Year 10 below	Stanine whole school data Lower end 1 = 11 2 = 12 3 = 38
JUNIOR PRIMARY / PRIMARY	PAT R average Australian Mean Year 2 at Year 3 above Year 4 above Year 5 below Year 6 below Year 7 above	Middle 4 = 77 5 = 63 6 = 35 Upper 7 = 14 8 = 8	PAT M average Australian Mean Year 2 below Year 3 above Year 4 below Year 5 below Year 6 below Year 7 BELOW	Middle 4 = 47 5 = 53 6 = 59 Upper 7 = 23 8 = 14



INTELLECTUAL STRETCH

Goal	Capacity Building Strategies	Evidence will this look like in classrooms?	Evidence will this look like in classrooms?	Evidence look like for leaders?
SACE IMPROVEMENT Stage 1 Stage 2 PLP 10	Pedagogical Improvement through shifting TELL– ASK <ul style="list-style-type: none"> • Creating dialogue • Questioning • Student Voice • Multiple entry points Looking at student dispositions with approaches to learning.	Design of LAPs Design of Assessment Tasks Understanding Performance Standards Designing the learning for Assessment Assessing less in each task Formative vs Summative Assessment Feedback What is an A		
MIDDLE SCHOOLING 8-10		Design of Assessment Tasks Feedback What is an A Integration—Year 8 focus		
JUNIOR PRIMARY / PRIMARY PRE-SCHOOL / RURAL CARE		Redesign problematized situations Embed literacy and numeracy indicators		