

## GOALS FOR LEADING SCHOOL IMPROVEMENT—Every Student improving their learning outcomes.

ACTIONS	EVIDENCE	IMPLICATIONS
<p>Literacy/Numeracy</p> 	<ul style="list-style-type: none"> <li>Shared whole school vision for curriculum in Literacy/Numeracy.</li> <li>Use of performance data to inform directions</li> <li>Strengthened learning partnerships between students, educators and families.</li> <li>Australian Curriculum and reporting, embedded student Feedback Focus (through surveys, student sharing circles).</li> <li>Whole School focus on personalised learning and differentiated curriculum Preschool-7.</li> <li>MARKiT to collect and track student data.</li> <li>Effect size to measure reading progress and writing.</li> <li>One Plan.</li> <li>2016 School review outcomes actioned.</li> <li>Personalised Learning Plans for all students (Formative Assessment) and differentiated Curriculum.</li> <li>PLC Guided Reading across partnerships, attendance—Russell Gilbert.</li> <li>Resource Room, Library.</li> <li>School PLC every Wednesday, 3.30pm to 5pm—No Clubs.</li> <li>Digital Learning.</li> <li>Goal setting for individual growth.</li> <li>School Improvement Plan 2019 to 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Continually refine practice in Numeracy/Literacy.</li> <li>Improved outcomes in learning for all students; data evidence, NAPLAN Pat R and Pat M and site based testing.</li> <li>Running Records collected for all students below reading age each term. Running records data collection for all students at reading age—Terms one and three.</li> <li>Play based curriculum Preschool-2, as per School Improvement Plan.</li> <li>Accelerated Literacy Pedagogy Preschool-7, Supporting the Big Six: <ul style="list-style-type: none"> <li>Oral language</li> <li>Phonological awareness</li> <li>Phonics</li> <li>Vocabulary</li> <li>Fluency</li> <li>Comprehension</li> </ul> </li> <li>Literacy Focus Teacher-Paula Fahey.</li> <li>Persona Dolls and the Learning Kits in the Library.</li> <li>School and Class Data on Markit.</li> <li>Oral language testing.</li> <li>LLI BAS testing twice a year.</li> <li>Numeracy with small group focus.</li> <li>Guided reading.</li> </ul>
<p>Work with the Whole School Community to embed Positive Education — School Values Restorative Justice Smart Practice Sharing Circles</p>	<ul style="list-style-type: none"> <li>Whole School Community Workshops.</li> <li>Whole School Community Forums.</li> <li>Whole staff workshops.</li> <li>SSO time used to re-engage students and develop the skills of cooling down and empathy with others.</li> <li>Sharing Circles to promote student voice.</li> <li>Values based Class Codes of Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>Moving away from punitive process towards embedding inclusive restorative interventions to reduce incidents of negative interactions and to reduce suspensions and the loss of learning time. To build positive school identity and culture.</li> <li>Whole School focused on reducing harm and strengthening school community relationships, through conferencing and community partnerships.</li> <li>To build positive school identity to support learning.</li> <li>Working with families for change.</li> </ul>
<p>To strengthen our practice in the Early Years; by working with Learning Together Principal, Adele Greer, Brad Hill (Preschool), Jessica Sandercock (Rec-One teacher), Casey Jackson (Teacher), Glenys Wilson (Teacher Aboriginal Elder), Ajith Bol, Lauren Burgan, Dolly Ackther and Lincoln Chandler (Early Childhood Workers).</p>	<ul style="list-style-type: none"> <li>Early Years Learning Teams—Jessica Sandercock and Brad Hill.</li> <li>Clear transition process between Preschool-School</li> <li>Play based curriculum to support Literacy/Numeracy.</li> <li>Pre-school-7 focus.</li> <li>Weekly Staff Meeting on Tuesday.</li> <li>School PLC every Wednesday, 3.30pm to 5pm.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthened practice in the Early Years.</li> <li>Play used to develop speaking and listening skills in the Early Years</li> <li>Focus on oral language to support reading improvement.</li> </ul>
<p>Family Partnerships Initiative.</p>	<ul style="list-style-type: none"> <li>Family Centre (Yanun Pulgi)</li> <li>Governing Council Membership</li> <li>Aboriginal Staff</li> <li>Family Agreement</li> <li>Family Map</li> <li>Reconciliation Action Plan 2018—2021</li> <li>Persona Dolls (Identity development)</li> <li>Aboriginal Perspectives across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>100% of Families involved.</li> <li>Agencies using Family Centre (Yanun Pulgi) for meetings and workshops.</li> <li>Respectful, inclusive spaces for families to use to build learning partnerships.</li> <li>Support student learning.</li> <li>Support reading at home and at school.</li> <li>Readers and Sight Word packs going home.</li> </ul> 