

		<p>common practice across the school.</p> <p>Provide opportunities for our school community to engage with Aboriginal culture in an authentic and embedded way</p>	<p>meditation sessions with their classes on a weekly basis.</p> <ul style="list-style-type: none"> ● Leadership Team set out expectation for the frequency of the meditation sessions and continue to source meditation resources that may be useful for classroom use. ● Aboriginal Culture sessions - Twice weekly on AEW timetable. ATSI students (and friends where possible) provided opportunities for cultural emersion through art, music, dance and storytelling. ● PL for teachers around embedding Aboriginal Perspectives into the curriculum 	<p>From 2020 * Teaching Staff</p> <p>From 2020 Leadership Team</p> <p>From 2020 AEW</p> <p>CEDB - Darlene?</p>	<p>Christian Meditation becomes common practice across the school. Student are more settle, calm and ready to learn as a result.</p> <p>Students are engaged and interested in learning more about the Aboriginal Culture. ATSI students have the opportunity to tell stories and share with others about their culture and traditions</p> <p>The Aboriginal culture is celebrated and embedded in all that we do</p>
2.Learning and Teaching	<p>QCE 1.3.1 2.1.1 2.1.2 2.2.1 2.2.2 2.2.4 2.3.1 2.3.2 2.3.4</p> <p>APST 1.5.2 2.1.2 2.2.2 2.5.2 3.2.2 3.3.4 3.5.2 4.1.2 4.2.2 5.1.2 5.4.2</p>	<p>Student Engagement Project: To enhance student engagement across the school in order to improve student attendance and student learning outcomes.</p> <p>Implement Differentiation Model in various</p>	<ul style="list-style-type: none"> ● Continued whole school focus on student engagement with whole school strategies implemented in order to enhance engagement. Continued Professional Learning and professional reading around student engagement and relevant research. Continue linking in with SPB4L Focus. ● To upskill Support Staff in the use of high yield engagement strategies and agreed common language in order to create consistency. ● Continue with the work of Sarah McDonagh and the implementation of the Spelling Mastery Program 3-6. Ensure explicit teaching of phonics, reading and spelling skills is consistent in order to build skills and enhance engagement. ● Further Professional Learning on the implementation of the Differentiation Model 	<p>Ongoing * Leadership Team, Teaching Staff, Support Staff. * Costs of any Professional Learning courses.</p> <p>Ongoing * Leadership Team, PLC Leader, Support Staff.</p> <p>Ongoing * Leadership Team, PLC Leader,</p>	<p>Teachers are collectively focused on maintaining routines and strategies set in place across the school that are designed to enhance engagement. Students adhere to routines and structure and are settled, focused and ready to learn at all times. Staff continue to engage in professional learning, reading and dialogue around student engagement. There is a shared belief among staff, students and community that student engagement is the gateway to learning. Student attendance improves overall. Student learning outcomes improve. Gains in Year 3 and 5 NAPLAN.</p> <p>ATSI Student Goals</p> <ul style="list-style-type: none"> - Increase attendance percentages by 20% - Increased percentage of ATSI Students in Top 2 Bands in NAPLAN Years 3 and 5 - All ATSI Students achieving at least the “Beginning” DIBELS Benchmark for their grade level by the end of the year. <p>Teachers work collaboratively in PLTs to plan differentiated activities in using the Differentiation Model. Teachers work with PLC leader and are better informed about how they can use</p>

	<p>6.1.2 6.2.2 6.3.2 6.4.2 Lead Standards 1.5.4 2.1.4 2.2.4 2.5.4 3.2.4 3.3.2 3.5.4 4.1.4 4.2.4 5.1.4 5.4.4 6.1.4 6.2.4 6.3.4 6.4.4</p>	<p>ways in all classes in order to cater for a variety of needs and abilities and ensure improved learning outcomes for all.</p> <p>Embed Formative Assessment strategies across all KLAs in all classrooms, particularly in Mathematics</p> <p>Provide guidance for our Professional Learning Teams in order to ensure quality processes that result in improved student learning outcomes for all</p>	<p>in Mathematics with the support of PLC leader as mentor.</p> <ul style="list-style-type: none"> To upskill Support Staff in the use of the Differentiation Model as a way of gathering formative data. To continue to embed formative assessment strategies into lessons across all Key Learning Areas (including Religion). Continued Professional Learning on quality Formative Assessment strategies and use of formative data to inform practice. To upskill Support Staff in the use of Formative Assessment Strategies in order to improve their practice. Strengthen and prioritise PLT's in our school. Get back on track with regular meetings. Build collaborative practice through the use of the Guiding Questions and Data informed practice. Use of PLC Leader as a mentor for running meetings and learning cycles. 	<p>Teaching Staff. Support Staff</p> <p>Ongoing * Leadership Team, PLC Leader, Support Staff.</p> <p>Ongoing * Leadership Team, PLC Leader, Teaching Staff, Support Staff</p> <p>Ongoing * Leadership Team, PLC Leader, Support Staff.</p> <p>Ongoing * Leadership Team, PLC Leader, Teaching Staff, Support Staff</p>	<p>formative data to determine the effectiveness of their planning and teaching. Support Staff are fully aware of common practices, language and expectations so that they can be more effective. Teachers explore how they can utilise Support Staff when providing intervention. PLT Post CFAT data indicate learning gains.</p> <p>Teaching staff and Support Staff continue to build on their repertoire of formative assessment strategies and look to this formative assessment as a way of evaluating their practice.</p> <p>PLT Meetings will be more focused and scaffolded so that teachers have a very clear direction. PLT Meetings will run with greater efficiency and will be more focused on data-informed practices.</p>
<p>3.Leadership for School Improvement</p>	<p>QCE 2.4.1 2.4.3 2.4.4 3.1.3 3.2.1 3.3.1</p>	<p>Leadership for Learning Initiative:</p> <p>To provide mentoring to staff in order to provide</p>	<ul style="list-style-type: none"> Leadership Team taking mentoring roles in Professional Learning Teams and will involve continued modelling of reflective 	<p>From 2020 * Leadership Team, PLC Leader, Teaching Staff.</p>	<p>Teaching and Support Staff become more open to working with Leadership Team, PLC Leader and other colleagues. Quality collaborative practice becomes part of the fabric of the school culture.</p>

	<p>3.3.2 APST 3.7.2 5.4.2 6.2.2 7.3.2 6.3.2 Lead Standards 1.1.4 3.7.4 6.2.4 6.3.4 7.3.4</p>	<p>opportunities for reflective practice, in turn improving teacher quality.</p> <p>Leadership Team to continue to focus on building Relational Trust amongst the staff</p> <p>Leadership Team continue to design and deliver Professional Learning for staff</p> <p>To engage parents more fully in the learning life of the school</p>	<p>and collaborative practice by the Leadership Team.</p> <ul style="list-style-type: none"> ● Continue seeking feedback from staff as to how the Leadership Team is going. ● Leadership Team continues to design and deliver Professional Learning to staff related to Student Engagement focus. ● Educate parents about the whole school initiative and focus. Begin building positive connections with parents and gaining an understanding of how we can best engage them in their child’s learning. 	<p>* Time for teachers to be released from class to work with PLC Leader..</p> <p>Ongoing * Leadership Team, Teaching Staff.</p> <p>From 2020 * Leadership Team, Teaching Staff, Support Staff.</p> <p>From 2020</p>	<p>Teaching and support staff become more reflective in their practice.</p> <p>Staff will feel comfortable in giving the Leadership Team honest and constructive feedback that the Leadership Team can then use to improve their practice.</p> <p>Staff are up to date with current research around learning, student engagement and assessment.</p> <p>Parents are well-aware of school initiatives and can articulate the focus and goals of the school. Parents understand their important role in this process and are supportive of the initiatives and of the school. Parents feel comfortable in giving feedback to the school.</p>
<p>4.Strategic Resourcing</p>	<p>QCE 3.4.1 3.5.3 3.5.4 3.5.5 APST 3.4.2 Lead Standards 2.6.4 3.4.4</p>	<p>IT equipment upgrade</p> <p>Upgrade furniture</p> <p>Revitalise garden</p>	<ul style="list-style-type: none"> ● Replace old classroom laptops- Health and Library as priority ● Smartboard upgrades- Yr 3/4/5/6 ● New desks and chairs for additional Kindergarten class coming in 2020 ● Replanting trees and replacing the shade that was lost in tree removal ● Repairing retaining walls ● Tidy up gardens 	<p>From 2020</p> <p>From 2020</p> <p>From 2020</p> <p>From2020</p>	<p>All laptops are operational and up to date.</p> <p>All Smartboards are operational and up to date.</p> <p>All Kinder 2020 children have matching desks and chairs.</p> <p>The shade that has been lost in the tree removal will start to be replaced. The garden will be neat and tidy and retaining walls safe .</p> <p>The school will be more secure and members of the public won’t be able to walk freely</p>

		Ensure Front Gate is safe	<ul style="list-style-type: none"> To make school entrance more secure with the aim being that the School Office will be the first contact and only entry. 		into the school without signing in at the Office.
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