



QUALITY TEACHING

Reading

The school has a shared practice of reading instruction which is reflected in formal documented plans.

Actions	Timeline	Responsibility
<ul style="list-style-type: none"> Deepen staff collaboration and understanding in the planning of English that ensures coverage of the Australian Curriculum (Content Descriptors, Achievement Standards) and the alignment to classroom practice – Year Level Planning Time 	Every Term	P / HOSES / HOC / T
<ul style="list-style-type: none"> Allocate dedicated time to discuss achievement data and strategies for improvement of student learning in reading: Data Collection Days / Year Level Meetings 	Every Term	P / HOSES / HOC / T
<ul style="list-style-type: none"> Improve language skills (Oral and Reading) for identified students: Oral Language Program – Read it Again 	T1 – T4	SLP
<ul style="list-style-type: none"> Explicitly teach high impact guided reading comprehension: Consistent Reading Strategies and Terminology 	Embed T2	Teachers
<ul style="list-style-type: none"> Teachers provide an integrated approach to reading that supports the development of oral language, vocabulary, grammar, reading fluency and comprehension catering for diverse learners 	Embed T4	Teachers

Writing

The school has a consistent approach to the teaching of writing that reflects our Pedagogical Framework.

Actions	Timeline	Responsibility
<ul style="list-style-type: none"> Collate and Share Writing Warm Ups through Year Level Meetings and visiting like schools 	T2	Teachers
<ul style="list-style-type: none"> Continue moving between the 'Auslan and English Continua' 	Every Term	HOSES / SEP T
<ul style="list-style-type: none"> Continue Writing Moderation twice per year with Craigslea SS and Northgate SS from Prep - Year 6 	T1 & T3	HOC / Teachers

Critical and Creative Thinking

A consistent use of Problem Solving Skills and Strategies used in Teaching Practice.

Actions	Timeline	Responsibility
<ul style="list-style-type: none"> Develop a whole school approach to Problem Solving through investigating Frameworks 	Semester 2	Principal / Teacher
<ul style="list-style-type: none"> Introduce the four proficiency strands of Mathematics (focus of Problem Solving) 	Semester 2	HOC / Teacher

BUILDING CAPABILITY



Student Learning Goals

The school has consistent and rigorous approach to providing opportunities for students to monitor their learning over time and set individual learning goals.

Actions	Timeline	Responsibility
<ul style="list-style-type: none"> Students across Prep – Yr 6 work on Growth Mindset & Building Resilience 	Every Term	Teachers

Teacher Feedback, Mentoring and Coaching

A whole school approach to collaborative inquiry based professional learning, coaching, mentoring and feedback.

Actions	Timeline	Responsibility
<ul style="list-style-type: none"> Investigate formal colleague observations across Prep – Yr 6 	Every Term	P / HOC / HOSES / T
<ul style="list-style-type: none"> Explicit Coaching from John Fleming and Haileybury Teachers 	Every Term	P / HOC / HOSES / T

Measures of Success

The School aligns the improvement priorities, including the regular milestones, directly to the annual targets.

Actions	Timeline	Responsibility
<ul style="list-style-type: none"> Teachers provide systemic, direct and explicit phonics instruction so that students master code breaking skills required for foundational reading proficiency and closing students learning gap: Prep > PM 7 / Yr 1 > PM 16 / Yr 2 > PM 22 	T1 – T4	P-2 Teachers
<ul style="list-style-type: none"> School programming for U2B and catering for High Ability Readers in deeper understanding of text types and comprehension strategies: 50% -Yr 3 and 35% - Yr 5 in U2B Reading 	2019	Intensive Teaching
<ul style="list-style-type: none"> School programming for U2B in Numeracy: 50% -Yr 3 40% - Yr 5 in U2B Numeracy 	2019	Intensive Teaching

Early Years

The School uses the full range of 'upon entry' data to better target early year learning strategies.

Actions	Timeline	Responsibility
<ul style="list-style-type: none"> Collaborate with early education service providers to enhance transition processes 	T1 and T4	Principal / Teachers

Australian Curriculum

Establish systematic processes to ensure that that all required AC content descriptions are taught and students are provided with opportunity to demonstrate the achievement standards.

Actions	Timeline	Responsibility
<ul style="list-style-type: none"> Provide professional learning opportunities for all teaching staff to develop further their understanding of the Australian Curriculum: Regional / QCAA Workshops, Staff Meetings, Student Free Days and Moderation. 	T2 – T4	P / HOSES / HOC / T

Endorsement: This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

Mrs Lee Martin
Principal

Mrs Karen Pearce
School Council Chair

