



Our vision guides us to provide a safe, yet challenging school program that develops all students as successful, lifelong, resilient learners with respect for themselves, others and the environment.

Goal 1 Increase student grade band achievement in SACE, particularly Stage 2 subjects.				
Challenge of Practice If we prioritise a common approach to developing improved student construction of written texts then we will increase student grade band achievement in SACE, particularly Stage 2 subjects.				
Actions	Timeline	Roles and Responsibilities	Resources	Success Criteria
Modify the Common Genre Assessment Schedule (CGAS) to include Year 10.	By Wk3 T1 modify the common (CGAS)	Subschool leaders- plan and lead meetings or source resources to deliver	Kristina Palmer (SACE Achievement Officer) Shelly Brown (Project Officer) (potentially) Secondary Literacy Coach Australian Curriculum	<ul style="list-style-type: none"> Work samples in all learning areas will include evidence of: tier 2&3 vocabulary, TEEL paragraphs, nominalisation (where relevant), complex noun groups and appropriate register. In student conferences (/term) students will be able to verbally recognise the language features of the WSA – Literacy that they have strived to include in their work: appropriate register, complex noun groups, tiered vocabulary, TEEL paragraphs, and nominalisation. Students present work in different formats than the 'written report' with appropriate language features and register of the selected format.
Teachers to collaboratively develop A/B, and at SEA model texts for each 'main' genre 6-10.	By Wk2 of each term- prior to teaching each genre.	Teachers responsible for explicitly teaching the genre	Kristina Palmer (SACE Achievement Officer) Shelly Brown (Project Officer) SLLIP - Murraylands Partnership	
Annotate A&B model texts for each summative assessment with each element of the WSA.	1 week after each summative task is submitted	All teachers to annotate and forward to subschool leader. Subschool Leaders to develop common repository for future use eg Daymap/ Google Classroom	(potentially) Secondary Literacy Coach Kristina Palmer (SACE Achievement Officer)	
Collaboratively moderate the common assessment task and use results of moderations (misconceptions) to inform lesson planning with evidence seen through the PDP process.	Wk 8 of each term	Subschool leaders- plan and lead meetings or source resources to deliver	Kristina Palmer (SACE Achievement Officer) Shelly Brown (Project Officer) SLLIP for Primary Support Moderation Protocol	
Develop and distribute exemplar material of each aspect of the WSA- Literacy.	End of T1	Leadership Team	(potentially) Secondary Literacy Coach SACE Board Learning Area Exemplars	
Ensure lesson planning explicitly features WSA- Literacy through the PDP process.	Wk3 T1	All teachers – participate in WSA & PDP processes	AITSL Professional Standards for Teachers New dict/ thes for MS	
Targets	2019	For those students enrolled in Year 10 in 2019 the average grade band in Year 10 will increase by 0.25.		
	2020	For those students enrolled in Year 10 in 2019 the average grade band in Stage 1 will increase by 0.25.		
	2021	For those students enrolled in Year 10 in 2019 the average grade band in Stage 2 will increase by 0.75.		

Goal 2 Increase student achievement in Reading, particularly Years 4 & 7.				
Challenge of Practice If we design reading instruction that explicitly teaches the elements of comprehension particularly effective questioning strategies, then we will increase student achievement in Reading particularly in Years 4 & 7.				
Actions	Timeline	Roles and Responsibilities	Resources	Success Criteria
Provide release time for Reading Specialist to work one to one with teachers who identify as needing support in Guided Reading, observing classroom practice and critiquing planning.	By Wk 0 – release 2 lessons / week	Reading Specialist Teacher works with teachers and reports to Leadership team	Teacher Release = \$1560 TRT release for subsequent debrief Guided Reading Leaders Group - provided through Partnership. Stretch Guidebook	<ul style="list-style-type: none"> Increased individual "question" results in BAS testing from Term 1 to Term 3 baseline. Reception to Year 9 students can verbally identify question types as within, beyond and about texts and detail at least one strategy they can employ to answer the question (student conferences & video recordings, 1/term). Students can verbalise what a question from previous NAPLAN / PAT is asking them to do and identify at least one strategy they can use to answer it (student conferences & video recordings, 1/term).
Each teacher's PDP and planning will clearly outline targeted GR strategies and resultant formative assessment.	Wk 3 T1 Review: by Wk 3 T3	JS & MS Subschool Leaders to analyse PDPs and work with teachers to develop suitable plans and assessment	Levelled readers BitL printables SACE Board- Effective Questioning Guidelines ACARA Literacy Learning Progressions Big 6 Best Practice Guidelines AITSL Standards for Proficient Teachers TfEL Framework LLI Hub - Murraylands Partnership	
Engage with the Murraylands Partnership Student Free Day focussed on Reading in Term 2.	T2 Day 1	Principal / Deputy to help develop and relay organisation of the day	Partnership Leaders External LID Support	
Provide PD eg Sheena Cameron and CBL strategies to build questioning and comprehension strategies.	Mid-Feb – book in PD Complete by July	Deputy Principal Teachers to take part in PD	Sheena Cameron PD (\$unknown) CBL PD- in house Mikelle Miegel, JPS - TRT release (\$1K)	
Use SLC as an avenue to teach-on CBL / GR strategies in the Junior School.	Section Meetings by term	SLC Adult Supporter Deputy to lead and record the process	CBL website Consumables- CBL SLC Teacher release 2L/wk = \$1560	
Review student assessments across Learning Areas to assess question type distribution and collaborate to develop units incorporating high and low challenge questioning with model responses.	March, May, August, October	Subschool Leaders HAT Teacher	HAT Teacher Secondary Literacy Coach BiTL/ TfEL, LD- AC Leaders Resource Secondary / Primary LID	
Targets	2019	For those students enrolled in Years 4 & 7 in 2019 whose achievement bands were below SEA in years 3 (NAPLAN) & 6 (PAT), increase by 50% the number of students achieving SEA in PAT & NAPLAN.		
	2020	For those students enrolled in Years 4 & 7 in 2019 whose achievement bands were below SEA in years 3 (NAPLAN) & 6 (PAT), increase by 30% the number of students achieving SEA in NAPLAN & PAT.		
	2021	For those students enrolled in Years 4 & 7 in 2019 whose achievement bands were below SEA in years 3 (NAPLAN) & 6 (PAT), increase by 20% the number of students achieving SEA in NAPLAN & PAT.		

Goal 3 Increase student achievement in Numeracy, particularly Years 5 & 9.				
Challenge of Practice If we provide opportunities to build students' fluency by explicitly teaching multiplicative thinking and partitioning (MT&P) then we will increase student achievement in numeracy, particularly Years 5 & 9.				
Actions	Timeline	Roles and Responsibilities	Resources	Success Criteria
Provide evidence based PD on MT&P to address teacher and student misconceptions.	T1	Deputy Principal to source	DECD Big Ideas in Number Resources Mathematical resources, manipulatives, and visual tools ACARA numeracy progressions Tierney Kennedy / Jo Boaler– online Master Classes	<ul style="list-style-type: none"> Students' termly work samples will demonstrate students have mastered concepts, strategies and representations of MT&P and can use these skills in problem based learning and apply their learning in different contexts. When working mathematically, students demonstrate the appropriate application of MP&T to solve problems or conduct inquiry (student conferences, video recordings, work samples).
Collaborate in teacher cohorts (PLC, subschools) to design learning plans to identify and attend to student misconceptions in MT & P through diagnostic testing.	March - June	Subschool leaders	SLLIP	
Conduct parent and community sessions on the Big 6 in number, particularly MT&P with hands-on take homes for them to try with their children.	T1 Wk 11	Subschool Leaders Class teachers to demonstrate strategies Admin – publicity and production of resources	"pencil case activities" to be produced (\$500)	
For students who are able to think multiplicatively and can partition at an age appropriate level, ensure there are opportunities for students to use these skills in problem based learning and apply their learning in different contexts.	May, July, October, December	Class teachers Extension SSO groups	NAPLAN Style questions for mental routines AC Leaders Resource- LD, Transforming Tasks DECD Big Ideas in Number Resources	
Through PDP processes ensure multiplicative thinking and partitioning are explicitly detailed in teachers' planning and evidence of formative assessment from diagnostics is seen.	Wk 3 Tm 1 Review: by Wk 3 Tm 3	JS & MS Subschool Leaders	BitL printables ACARA Numeracy Learning Progressions AITSL Standards for Proficient Teachers	
Targets	2019	For those students enrolled in Years 5 & 9 in 2019 whose achievement bands were below SEA in PATM in years 4 & 8, increase by 50% the number of students achieving SEA in PATM.		
	2020	For those students enrolled in Years 5 & 9 in 2019 whose achievement bands were below SEA in PATM in years 4 & 8, increase by 30% the number of students achieving above SEA in PATM.		
	2021	For those students enrolled in Years 5 & 9 in 2019 whose achievement bands were below SEA in PATM in years 4 & 8, increase by 20% the number of students achieving above SEA in NAPLAN (Year 7) and SACE Stage 1 Numeracy (Year 11).		