

			developed and adopted.		All R-5s sight word acquisition tracked	Yes
			Numeracy Agreement developed and adopted	Yes	All students have consistently maintained RR data	Yes
					Teachers supported to program with the data	Yes
	4. Development of end of year process for passing on summary data sheets and class folder contents	Casey/Elyse (JP)	Hand-up sheets prepared R-7 for 1-8	Yes	Casey investigating Scorelink reports for data analysis and hand up.	Yes
		Casey	System set up	Yes	Dilshan appointed to enter data so more time is spent on analysis.	Yes
	5. Review effectiveness of the identification procedure for 'at risk' factors and gifted students	Veronika / Michael	SSO leadership position created to mentor and develop SSO team	Yes	Coaching and development for Mandy as SSO team leader (V)	Yes
			Aboriginal Gifted Student project – all assessed	Yes	Teachers of gifted students supported to extend learning.	Yes
					Ongoing tracking of 'at risk' factors.	Yes
					PD about trauma and learning.	Yes

	<p>6. Increase teacher understanding of differentiation</p>	Literacy Team, Leaders	Literacy and numeracy agreements developed and implemented	Yes	<p>Staff meeting on 'One Student, One Plan'</p> <p>Induction and PD for New staff based on Literacy and Numeracy agreements</p> <p>R-7 and Amudha undertake Natural Maths online courses – Mental Routines and Problematised Situations.</p>	<p>Yes</p> <p>Yes</p> <p>Started</p>
	<p>7. Review of the delivery of secondary education model, including:</p> <p>a. Create more flexible timetable options for secondary students to address the diverse learning needs, pathways and interest.</p> <p>b. Move Year 7 into secondary</p> <p>c. Increase post school options / pathways</p> <p>d. Leadership team re-configured to offer explicit senior secondary and pathway support – new B1 appointed.</p>	Michael, Matt, Dan	<p>Semester 2 – timetable responds to student choice and pathways. Three electives offered.</p> <p>All secondary students' pathways plans known.</p> <p>Meetings with students and parents to discuss pathways.</p> <p>B1 Senior Secondary created</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Semester 1 – all students do English/Maths and remainder is based on pathways and choice.</p> <p>Michael Timetabler training</p> <p>Connect with community including outside agencies and employers</p> <p>Levels of student engagement tracked. Literacy levels of low</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Underway</p>

					assessed.	
<p>Raise the level of student achievement across the school by establishing and enacting staff agreed classroom expectations and practices that create consistency for student learning, taking into account the self-esteem and wellbeing of students.</p> <p>Lift student achievement and growth as learners by developing a 'core' scope and sequence of literacy and numeracy knowledge, concepts and skills that will support and enable successful engagement with the broader curriculum offered at the school.</p>	<p>1. Trial a variety of engagement strategies, including:</p> <ol style="list-style-type: none"> Early Years explore 'Play' as a medium for increased student engagement in learning Address basic needs health, sleep clothing and food Gardening with a health focus on garden to kitchen <p>2. Implementing the Natural Maths Approach (Pre-8), including:</p> <ol style="list-style-type: none"> Training and development Numeracy agreement Lesson formatting Transition assistance from Primary to High School Implementation of partnership benchmarks (in Scorelink) fro numeracy and literacy. 	Bev/Elyse	Staff attend Kathy Walker PD	Yes	JP implement inquiry learning through play.	Yes
		Staff/RSAS	Work with RSAS to create systems to feed students.	Yes	Elyse mentor to 4 x new JP teachers for 8 weeks	Yes
		Lyndal/Sharlene	Secondary gardening elective created.	Yes	If students are hungry they are fed.	
			Primary classes access the garden.	Yes	RSAS integrated with Canteen to meet needs and bolster services.	
		Leaders	Staff attended NM training and development (July 2017)	Yes	Food and Hospitality strengthened under one teacher.	
			Numeracy agreement created – using NM	Yes	Primary classes offered gardening.	
			Ann Baker in school 11/17 to work with		NM online courses supported through primary hub.	Yes
					Numeracy agreement implemented with new primary staff.	Yes

	<p>3. Develop commonly agreed and implemented approaches to Literacy</p> <ol style="list-style-type: none"> Professional learning Literacy Agreement Data collection agreement Intervention plan developed – data to Wave 1/2/3 literacy responses. 	Casey and PALL team	<p>R/1 team, 2-4, 5-6 and 7-8 staff.</p> <p>Learning design coaching R-12 with LID</p> <p>P-7 Literacy PD with LID</p> <p>Partnership Scorelink benchmarks entered.</p> <p>5 staff form the PALL team for PD, and lead ...</p> <p>Literacy decided as major priority and plan developed.</p> <p>Literacy agreement created and agreed.</p> <p>Agreed Data collection processes and timelines created.</p> <p>Student choice in</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Learning design coaching for some primary staff with SLLIP.</p> <p>P-7 Literacy coaching with LID</p> <p>PALL team tracks Literacy Plan implementation.</p> <p>Literacy agreement implemented and PD to support it undertaken.</p> <p>Data collected and entered in Scorelink</p> <p>Secondary literacy initiated as a focus to address disengagement.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
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	<p>4. Increase student voice, including:</p> <ol style="list-style-type: none"> Class meetings Committees Student led learning (PBL, inquiry approaches, innovation studio) 	Leadership team	<p>Semester 2 electives.</p> <p>Student choice in electives evaluated. Greater choice based on pathways to be offered.</p>	<p>Yes</p> <p>Yes</p>	<p>First Week program – co-created agreements re successful learning.</p> <p>Students engaged in ongoing discussion of the learning environment and issues.</p> <p>Student able to participate in a variety of committees and teams – including Yr 7-10 Action Teams.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>
<p>Review the purpose, role and function of the Deadly Centre using a variety of data sets, and redesign its capacity to deliver improved challenge, engagement and equity for identified students in the school.</p>	<ol style="list-style-type: none"> Redesign this facility with replacement through 'Alternative Learning Program' (Decision made to discontinue Deadly Centre Model) 'Wrap around' support for 'at risk' and pre-(English) literate students, especially those returning the school (and yet to return), including: <ol style="list-style-type: none"> Literacy and numeracy intervention (school) Social and emotional support (social/youth worker) Project based/cross age/student initiated learning (school/community) 	Michael / Karen and Ab Ed team	<p>Apply for federal grant for 'Alternative Learning Program'</p> <p>Youth/Social worker J&P created</p>	<p>Yes</p> <p>Yes</p>	<p>Application approved \$345k granted.</p> <p>Funding agreement completed.</p> <p>Works scoped, and consultation occurred.</p> <p>Works out to tender.</p> <p>Position sent to HR for levelling.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>

					Appointment made.	
<p>Raise attendance levels across the school using a targeted strategic approach with a particular emphasis on establishing strong habits and patterns through the preschool and early years of schooling.</p> <p>Strategically target interventions for improved attendance across all year levels using attendance team data, and support teaching staff in their responsibility to implement, monitor and follow up planned interventions.</p>	<p>1. Address the school culture and behaviour approaches to ensure a welcoming and supportive environment for all students.</p> <p>2. Establishment of weekly Attendance Team meeting, including:</p> <ol style="list-style-type: none"> Interagency support planned and coordinated. Processes of follow up and delegations clear Effective support for students who have had interrupted schooling <p>3. Engage families both existing and new to schooling, including:</p> <ol style="list-style-type: none"> Develop a greater understanding of the value of 	<p>Matt / Leadership team and all staff</p> <p>Matt chair / Karen, Michael, Linley (RSAS), Lisa (AFSS)</p>	<p>Behaviour policy redeveloped as Learning and inclusion plan.</p> <p>Interception PD</p> <p>Late arrival at school addressed positively and arrival celebrated</p> <p>Weekly attendance reports</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>New policy implemented.</p> <p>New staff inducted.</p> <p>PD with Karen in Week 0.</p> <p>Fortnightly PD 'snippets' – restorative practices, attachment theory etc.</p> <p>Interception integrated into daily classroom practice.</p> <p>Interception room set up.</p> <p>TOR, Confidentiality processes, tracking and support established.</p> <p>Use of skoolbag app and Facebook page to share positive news about engagement and achievement</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Under way</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>

	<p>regular attendance at school</p> <p>b. Digital engagement strategies</p>				<p>Part time enrolment offered to older students ('men') and long term disengaged.</p>	Yes
	<p>4. Provide an effective and efficient way of tracking students on the school site, including:</p> <p>a. Explore digital tracking processes.</p> <p>b. Strengthening working relationship with RSAS</p> <p>c. Implement a monitoring tool</p>		<p>Explored benefits of using DayMap including introductory and support PD with staff.</p>	Yes	<p>Collaboration between CPAS and RSAS to support improved attendance</p> <p>Daymap implemented.</p>	<p>Yes</p> <p>Under way</p>

The next External School Review will be scheduled within 15 months of the commencement of this Priority Improvement Plan.

Executive Director, Preschool and School Improvement _____