



## Successful Learners

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<b>Successful Learners</b> <ul style="list-style-type: none"> <li>Embed our systematic processes and practices to identify, support and extend ALL students to achieve their best and become assessment literate learners</li> <li>Enhance the data literacy skills of teachers to monitor, collect, interpret, analyse and use class data to inform student learning progress</li> <li>Refine and embed attendance strategies for improved student engagement</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement systematic practices in collaborative inquiry cycles</li> <li>Refine early years reading practices in Years Prep – Year 2, focusing on the ‘four lesson sequence’</li> <li>Develop systematic Year 3 – 6 reading approach aligned with ‘teaching with a literacy focus’ (TWLF)</li> <li>Refine reading case management process and practice to align with LOA data cycles</li> <li>Develop a case management system for managing attendance of students attending less than 85%</li> </ul>	% of students ‘C and above’ in English, maths and science	85%	End of semester 2, 2017	Principal and HOC	Classroom observation and feedback
		% of students achieving and A or B in English	40%			
		% of students at/above regional reading benchmarks	75%	End of semester 2, 2017	Principal and STLaN	Reading benchmark data in OneSchool
		% of students with less than 85% attendance	<10%	End of semester 2, 2017	Principal and attendance officer	

## Teaching Quality and Principal Leadership and Performance

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> <li>Embed our Pedagogical Framework and build teaching capacity to use high yield instructional strategies in good first teaching, case management and early intervention</li> <li>Formalise and embed the coaching, observation and feedback cycle to improve teaching knowledge, practices and</li> <li>Implement a Professional Learning Plan for all staff aligned to systemic and local priorities</li> </ul>	Embed quality teaching and learning (QT&L) practices through 'teaching with a literacy focus' (TWLF)	All students can answer the question "What do you have to know and be able to do to be successful in the assessment task?"	100%	Ongoing	Principal and HOC	Walkthrough and observation data
	Formalise instructional coaching cycle through collaborative inquiry with a focus on 'teaching with a literacy focus' (TWLF)	Teachers engaging with instructional coach	5 teachers	End of semester 2, 2017	Principal, HOC and STLaN	Evidence of feedback and planning based on student work samples
	Devise and implement a systematic professional learning plan, aligned to the explicit improvement agenda and the Annual Performance Review (APR) process	% of teachers and teacher aides engaging in professional learning	100%	Ongoing	Principal, HOC and STLaN	Professional learning plan
		% of staff engaged in Annual Performance Review process	100%	Term 4, 2017	Line managers	APR documentation

### *School Performance*

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> <li>Maintain an explicit improvement agenda and aspirational targets, informed by and responsive to research, evidence-based practice and triangulated school data</li> <li>Review and refine school-wide positive behaviour management processes</li> </ul>	Triangulate achievement data in NAPLAN and English LOA to identify and address problems of practice	NAPLAN and English LOA alignment	95%	End of semester 1, 2017	HOC	NAPLAN data  LOA data
	Review 'Railway Estate SS Classroom Behaviour Steps' to maintain and further develop high expectations in effort and behaviour	% of students 'satisfactory and above' in effort and behaviour data in semester reporting	95%	End of semester 1 and 2, 2017	Principal	Behaviour and effort data in school data profile

### *Regional Support and Local Decision Making*

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> <li>Refine and embed our Transition Programs for students by supporting positive engagement of key stakeholders</li> </ul>	Further refine ECEC connections and transition program	Number of local ECEC providers engaged in transition programs with RESS	5 ECEC providers	End of term 3, 2017	Principal, STLaN and prep teachers	Transition program documentation

