

2023 Priorities Goal

Targets

By the end of 2023:

- the percentage of Year 5 students assessed as making above benchmark growth in numeracy will be at or above 20%
- the percentage of Year 5 students assessed at meeting benchmark, or above benchmark growth in reading will be at or above 82%
- achieve a less than 10% difference between teacher judgement and year 5 NAPLAN reading, writing and numeracy.
- 'Stimulating learning' will be at or above 80%
- 'sense of connectedness' to be 85% or greater
- 'Self-regulation and goal setting' will be at or above 90%
- 'Effective classroom behaviour' will be at or above 80%

K.I.S.	Actions	Outcomes	Success Indicators (early)	Success Indicators (late)	Activities
Learning priority	Establish consistent approaches to collaborative work  (AP TnL / LS Ped / LS Coach / Numeracy)	Teachers feel more confident in providing engaging collaborative tasks that all students can access.  Students report increased engagement in collaborative learning.	Staff survey results indicate a greater confidence in using collaborative learning activities. (Termly survey)  Student focus groups indicate an increased understanding and engagement in collaborative learning (termly focus groups)	Staff survey results indicate a greater confidence in using collaborative learning activities.  Staff survey results indicate an increase from 57% for the factor: Professional Learning through peer observation.  Student focus groups indicate an increased understanding and engagement in collaborative learning  Stimulating learning (AtoSS results at 80% or above)	*Through targeted professional learning, Learning Specialists to support teacher capacity to effectively utilise this element of the Rangebank instructional model to improve student engagement.  Learning Specialists to support teacher capacity to implement this element of the Rangebank instructional model through supporting peer coaching, modelling and mentoring.
	Establish consistent approaches to formative assessment.  (AP TnL / LS Ped / LS Coach / In Class Assessment lead)	Students are more able to identify their next steps in learning.  Teachers feel more confident in responding 'in the moment' to student data.	Student focus groups indicate a greater understanding and use of success criteria (termly focus groups)  Staff survey results indicate more confidence in using formative assessment strategies both within and between lessons (termly survey)	Student focus groups indicate a greater understanding and use of success criteria  'Self-regulation and goal setting' (AtoSS at or above 90%)  Staff survey results indicate more confidence in using formative assessment strategies both within and between lessons (termly survey)  Staff survey results indicate an increase from 62% for the factor: Understand formative assessment	Create a guiding coalition to trial and evaluate formative assessment strategies that complement our instructional model  *Provide opportunity for teachers and teams to develop their capacity to use success criteria as a formative assessment tool.  *Provide opportunity for teachers and teams to develop their capacity to support students to use success criteria as a self assessment tool  *Provide professional learning on specific formative assessment strategies and how they can be used within and between lessons  Learning Specialist to support teacher capacity to implement this phase of the Rangebank Instructional model through supporting peer coaching, modelling and mentoring.
	Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs - aligned with interventions to support social and emotional needs.	All staff have access to a 'menu' of adjustments for students with learning challenges.  EAL students are supported to achieve their potential.	Draft menu created and consultation in place  Performance of EAL students is monitored - students not making anticipated growth receive targeted support.	Menu is in use for SSGs  EAL students match or exceed 'like schools' NAPLAN benchmark growth in Reading and Maths.	Teachers / ES / Allied health providers contribute to the creation of an adjustment menu aligned with NCCDD and DI.  Allied health reports are accessible to all staff.

	(AP TnL / AP Wellbeing / PSD coordinator / EAL Leaders / Marrung Leader / Intervention Leader / LS x2)	<p>Students achieving below national minimum standard have access to targeted support.</p> <p>Students who identify as Aboriginal and/or Torres Strait Islander have access to culturally sensitive and appropriate resources and support.</p>	<p>Students are identified and receive targeted support.</p> <p>Marrung plan is implemented</p>	<p>Identified students demonstrate at least 12 months growth in Reading and Maths.</p> <p>Aboriginal and/or Torres Strait Islander students' sense of Inclusion and connectedness meets, or exceeds 'like schools'. (AtoSS)</p>	<p>Learning Specialists to support teacher capacity to respond to individuals learning needs through supporting peer coaching, modelling and mentoring.</p> <p>EAL leader to provide targeted support to teams through the PLT process.</p> <p>*Creation of a plan to extend teacher capacity to deliver tier 1 EAL support.</p> <p>EAL students are targeted for support on an ongoing basis through the intervention team.</p> <p>Creation and implementation of a Marrung plan with consultation and support from our KESO.</p> <p>Provide targeted support for students identified as achieving above expected level in Maths.</p> <p>AP TnL and AP Wellbeing to ensure alignment and coherency across all areas of tiered intervention.</p> <p>APs to co-create a strategy to align wellbeing and learning interventions and a consistent approach to student support and documentation</p>
	<p>Increase student engagement in Numeracy lessons.</p> <p>(Ap TnL / Numeracy Leader / LS x2)</p>	<p>Teachers are able to provide engaging low floor / high ceiling collaborative tasks.</p> <p>Students are engaged and challenging in numeracy.</p>	<p>Staff survey results indicate a greater confidence in using collaborative learning activities. (Termly survey)</p> <p>Student focus groups indicate increased engagement and challenge in Numeracy (termly focus groups)</p>	<p>Staff survey results indicate a greater confidence in using collaborative learning activities. (Termly survey)</p> <p>Student focus groups indicate increased engagement and challenge in Numeracy (termly focus groups)</p> <p>Stimulating learning (AtoSS results at 80% or above)</p>	<p>Create a numeracy leader role</p> <p>*Provide time for teachers and/or teams to explore learning progressions with a view to creating low floor / high ceiling tasks</p> <p>Engage in Network numeracy groups</p> <p>Engage with DET staff to support improvements in collaborative numeracy teaching.</p> <p>*LS to attend numeracy master training PL</p> <p>*Through targeted professional learning, Learning Specialists and the Numeracy Leader to support teacher capacity to effectively utilise this element of the Rangebank instructional model to improve student engagement - collaborative tasks.</p> <p>Learning Specialists to support teacher capacity to implement this element of the Rangebank instructional model through supporting peer coaching, modelling and mentoring.</p>
Wellbeing	<p>Develop tiered systems of support that enable staff to identify and respond to students' individual social and emotional needs - aligned with interventions to support learning needs</p> <p>(AP Wellbeing / TnL / Wellbeing team)</p>	<p>Compass pulse is utilised to identify trends and intervene proactively</p> <p>Students have access to a 'quiet' space and recess and lunch to support emotional wellbeing and regulation.</p>	<p>AP and Wellbeing team analyse Pulse data on a regular basis and respond with appropriate interventions</p> <p>Tier 3 students have structured and supported access to a quiet space.</p>	<p>PLTs utilize Pulse data to inform their work and interventions</p> <p>A strategy for broadening access to the quiet space for all students is in place and in the implementation phase.</p> <p>Menu is in use for SSGs</p>	<p>*Professional Learning on how to use and analyse Pulse data is rolled out.</p> <p>SWPBS and the Wellbeing team, with community consultation, create an implementation plan for a quiet space.</p>

		All staff have access to a 'menu' of adjustments for students with social and emotional challenges.	Draft menu is in place and consultation occurring		Explore employment of a part-time allied health professional,  Review roles and responsibilities within the Wellbeing team to ensure consistent and clear processes for student support.  *Source additional external professional learning as required to support a tiered approach to intervention.  *APs to co-create a strategy to align wellbeing and learning interventions and a consistent approach to student support and documentation  AP TnL and AP Wellbeing to ensure alignment and coherency across all areas of tiered intervention.
	Build staff capacity to understand and implement Individual Education Plans and Behaviour Support Plans.  (AP Wellbeing / AP TnL / PSD Coordinator)	Goals on Individual Education Plans and Behaviour Support Plans are SMART  Individual Education Plans and Behaviour Support Plans are accessible to all staff  Student Support groups led by teaching staff where appropriate	Audit of goals for PSD students indicates more goals are SMART and align well with the DET matrix  IEPs are stored on Compass.  Teaching staff report greater confidence leading SSG meetings. (termly survey)	Audit of goals for PSD students indicates more goals are SMART and align with the DET matrix  IEPs and BSPs are stored on Compass  Teaching staff report greater confidence learning SSG meetings. (termly survey)	Targeted support of ES and teachers to create SMART goals.  *Opportunity for staff to reflect on RPS goals against the DET matrix.  Revised storage and sharing of IEPs using Compass.  A clear timeline for IEPs / BSPs / SSGs is implemented and reviewed.  Staff are supported to chair SSG meetings where appropriate.  Engage with DET staff to support improvements in the creation / use of IEPs.  Create a Compass template for BSPs to be stored on Compass.
	Implement a whole school bullying prevention programme  (AP Wellbeing / Wellbeing team)	A reduction in major behaviours related to relationship issues.  Increased staff confidence to manage bullying (process)	Pulse data analysis shows a decrease in relevant data sets  Student survey based on related AtoSS questions shows positive endorsement for 'not experiencing bullying'  Staff report greater confidence in the school's policies and processes to address bullying. (termly survey)	Pulse data analysis shows a decrease in relevant data sets  'Not experiencing bullying' (AtoSS factor at or above 82%)  Staff report greater confidence in the school's policies and processes to address bullying. (termly survey)	Explore available bullying programs that align with our values and SWPBS model  *Wellbeing / SWPBS team enabled to engage in appropriate professional learning to implement the chosen programme.  SWPBS and Wellbeing teams to create an implementation strategy for the chosen programme.  *Whole staff professional learning on the selected bullying programme.
	Strengthen consultation and communication with the wider community with regard to student wellbeing and engagement.  (AP Wellbeing / AP TnL / Media Leader)	Parent voice present in Wellbeing initiatives.  Whole school community is regularly informed about Wellbeing initiatives in school and given the opportunity to give feedback.	Increased parent and community representation and/or voice during implementation and planning conversations  Compass / Dojo / Website and other media channels are used to share information and celebrate initiatives and events.	'Parent participation and involvement' (POS factor at or above 77%)  'School communication (POS factor at or above 83%)	Hold regular focus groups.  Explore the use of alternative technologies to gain community feedback and voice.  Utilise all school channels to share and celebrate Wellbeing initiatives.  Foster parent involvement in SWPBS meetings.



## Evidence collection schedule

AtoSS / Staff Survey / POS - when??????

	Term 1	Term 2	Term 3	Term 4
Student focus groups	<p>understanding and engagement in collaborative learning</p> <p>understanding and use of success criteria</p> <p>engagement and challenge in Numeracy</p>	<p>understanding and engagement in collaborative learning</p> <p>understanding and use of success criteria</p> <p>engagement and challenge in Numeracy</p>	<p>understanding and engagement in collaborative learning</p> <p>understanding and use of success criteria</p> <p>engagement and challenge in Numeracy</p>	<p>understanding and engagement in collaborative learning</p> <p>understanding and use of success criteria</p> <p>engagement and challenge in Numeracy</p>
Student Survey	positive endorsement for 'not experiencing bullying'	positive endorsement for 'not experiencing bullying'	positive endorsement for 'not experiencing bullying'	positive endorsement for 'not experiencing bullying'
Teacher / staff survey	<p>confidence in using collaborative learning activities.</p> <p>confidence in using formative assessment strategies both within and between lessons</p> <p>confidence leading SSG meetings.</p> <p>confidence in the school's policies and processes to address bullying</p>	<p>confidence in using collaborative learning activities.</p> <p>confidence in using formative assessment strategies both within and between lessons</p> <p>confidence leading SSG meetings.</p> <p>confidence in the school's policies and processes to address bullying</p>	<p>confidence in using collaborative learning activities.</p> <p>confidence in using formative assessment strategies both within and between lessons</p> <p>confidence leading SSG meetings.</p> <p>confidence in the school's policies and processes to address bullying</p>	<p>confidence in using collaborative learning activities.</p> <p>confidence in using formative assessment strategies both within and between lessons</p> <p>confidence leading SSG meetings.</p> <p>confidence in the school's policies and processes to address bullying</p> <p>Teachers use of Pulse data</p> <p>PLTs use of Pulse data</p>
Other	<p>Marrung plan progress check</p> <p>Pulse data analysis - relationship issues</p> <p>Log of parent voice / involvement</p>	<p>R and N learning growth EAL students</p> <p>BNMS students demonstrate at least 6 months growth in Reading and Maths.</p> <p>Marrung plan progress check</p> <p>Pulse data analysis - relationship issues</p> <p>IEP goal audit</p> <p>Log of parent voice / involvement</p>	<p>EAL students match or exceed 'like schools' NAPLAN benchmark growth in Reading and Maths.</p> <p>Marrung plan progress check</p> <p>Pulse data analysis - relationship issues</p> <p>Log of parent voice / involvement</p>	<p>BNMS students demonstrate at least 12 months growth in Reading and Maths.</p> <p>Marrung plan progress check</p> <p>Pulse data analysis - relationship issues</p> <p>IEP goal audit</p> <p>Log of parent voice / involvement</p>

## Professional Learning Overview

		Term 1	Term 2	Term 3	Term 4
Learning Priority	Whole school <i>All professional learning in this area will be delivered through a Numeracy lens</i>	Through targeted professional learning, Learning Specialists to support teacher capacity to effectively utilise this element of the Rangebank instructional model to improve student engagement - Collaborative tasks - numeracy.	Through targeted professional learning, Learning Specialists to support teacher capacity to effectively utilise this element of the Rangebank instructional model to improve student engagement - Collaborative tasks - numeracy.  Provide time for teachers and/or teams to explore learning progressions with a view to creating low floor / high ceiling tasks  Opportunity for staff to reflect on RPS IEP goals against the DET matrix - Learning focus	Provide professional learning on specific formative assessment strategies and how they can be used within and between lessons  Provide opportunity for teachers and teams to develop their capacity to use success criteria as a formative assessment tool.	Provide opportunity for teachers and teams to develop their capacity to use success criteria as a formative assessment tool.  Provide opportunity for teachers and teams to develop their capacity to support students to use success criteria as a self assessment tool  Opportunity for staff to reflect on RPS IEP goals against the DET matrix - Learning focus. Introduction of adjustments menu
	Cohort specific	LS to attend numeracy master training PL			
		Creation of a plan to extend teacher capacity to deliver tier 1 EAL support. (EAL Leader)			
Wellbeing Priority	Whole school	APs to co-create a strategy to align wellbeing and learning interventions and a consistent approach to student support and documentation - Storing IEPs / BSPs and writing appropriate goals, adjustments and supports  Whole staff professional learning on the selected bullying programme.	Opportunity for staff to reflect on RPS IEP goals against the DET matrix. (BSP focus)  Whole staff professional learning on the selected bullying programme.	Professional Learning on how to use and analyse Pulse data is rolled out.	Opportunity for staff to reflect on RPS IEP goals against the DET matrix. (BSP focus) Introduction of adjustments menu
	Cohort Specific	Professional Learning on how to use and analyse Pulse data (Wellbeing and Leadership)			
		*Source additional external professional learning as required to support a tiered approach to intervention			
		Wellbeing / SWPBS team enabled to engage in appropriate professional learning to implement the chosen bullying			

## Simplified Professional Learning Overview

		Term 1	Term 2	Term 3	Term 4
<b>Learning Priority</b>	<b>Whole school</b> <i>All professional learning in this area will be delivered through a Numeracy lens</i>	Collaborative tasks - numeracy.	Collaborative tasks - numeracy.  Low floor / high ceiling tasks  IEP goals and the DET matrix - Learning focus	Formative Assessment within and between lessons  Success criteria as a formative assessment tool.	Success criteria as a formative assessment tool.  Supporting students to use success criteria as a self assessment tool  IEP goals and the DET matrix - Learning focus.  Introduction of adjustments menu
	<b>Cohort specific</b>	LS to attend numeracy master training PL			
		Creation of a plan to extend teacher capacity to deliver tier 1 EAL support. (EAL Leader)			
<b>Wellbeing Priority</b>	<b>Whole school</b>	Writing appropriate IEP goals, adjustments and supports  Bullying programme.	IEP goals and the DET matrix - BSP focus  Bullying programme.	How to use and analyse Pulse data	IEP goals and the DET matrix - BSP focus
	<b>Cohort Specific</b>	How to use and analyse Pulse data (Wellbeing and Leadership)			
		*Source additional external professional learning as required to support a tiered approach to intervention			
		Wellbeing / SWPBS team bullying programme			