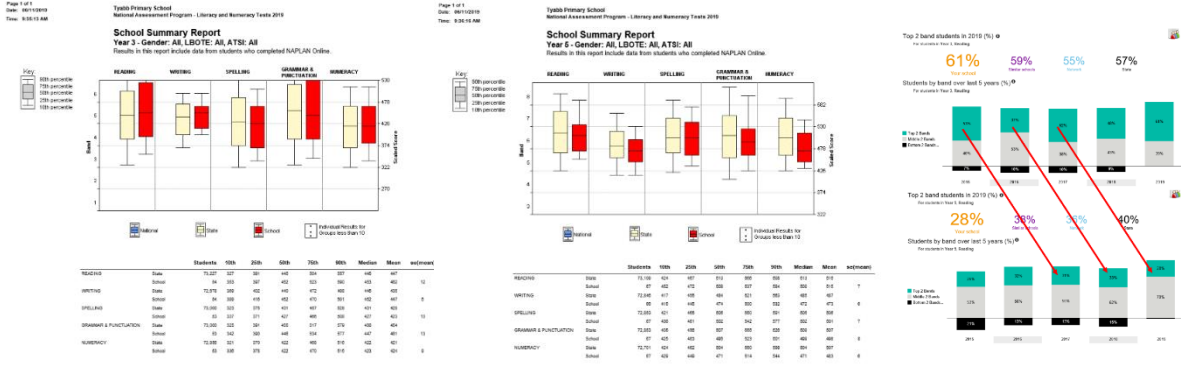


Goal

To improve all students learning outcomes in English and Mathematics

Target

To increase the percentage of students in the top 2 bands for year 5 (in 2019 we had 28% of students in year 5 in top 2 bands)
To maintain a greater percentage of students in the top 2 bands in year 3 2018 to year 5 2020
To achieve a mean score for reading that is at or above state for both year 3 and year 5. (In 2019 our year 3 mean score was above state but our year 5 was not)
To improve Staff Opinion Survey factor for formative assessment to be above 75%



Understand formative assessment	Teachers in this school have a deep understanding of how to use formative assessment.	69.2%
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KIS2

Develop school capacity to use formative assessment, set goals and provide effective feedback

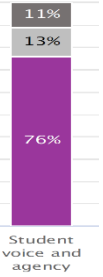
Actions

Develop a whole school understanding of formative assessment
 Build teacher knowledge and understanding of how to use formative assessment to set goals and provide feedback
 Increase teacher awareness of the students in the top 2 bands and develop teacher knowledge, skills and capacity to build on these skills maintain these results

Outcomes

- Leaders will
- Communicate expectations regarding common formative assessment tasks
 - Participate in classroom observations providing feedback on teacher progress
 - Regularly monitor implementation of CFATs, goal setting at a class, group and individual level
 - Support staff to use effective classroom feedback strategies
 - Ensure that teachers know the students in their classes that are in the top 2 bands
 - Documented additions to our curriculum framework and assessment schedule
- Teachers will
- Understand the importance of CFATs in directing the next steps in student learning
 - Be able to articulate what effective feedback is and how they use CFATs to inform their teaching
 - Work in teams to create CFATs and moderate to ensure consistency
 - Know their students' achievement standards in reading (including students in the top 2 bands) and regularly track and monitor their progress
 - Provide intervention to students who are not making the appropriate growth in their learning for reading
- Students will
- Be able to articulate their learning goals
 - Set and track their progress against their individual learning goals

<p>Success Indicators</p>	<p><u>Naplan</u>: Improvements to Naplan results for reading as set in our targets</p> <p><u>Staff Survey</u>: Improvements to staff understanding of formative assessment</p> <p><u>Leaders</u>: minutes from meetings (staff, SIT and leadership), professional learning presentations, notes from classroom observations, curriculum framework/assessment schedule updates</p> <p><u>Teachers</u>: Formative assessment tasks/records, PDP notes reflecting on their progress in implementing formative assessment in reading, peer observations record, planning documentation that shows differentiation, anecdotal notes, individual learning plans</p> <p><u>Students</u>: Improvements to their Fountas and Pinnell levels, learning journals, personal goals, improvements to target areas of our Attitudes to School Survey</p>
<p>Activities</p>	<p>Provide Professional development for staff to build their curriculum knowledge and understanding of the teaching of reading, formative assessments and goal setting. Professional development to include:</p> <ul style="list-style-type: none"> - Effective feedback and formative assessment - Revisiting the Victorian curriculum in reading - Using the F&P running records to inform goal setting to direct teaching - Using the Fountas and Pinnell Literacy Continuum to ensure strategies taught are at an instructional level - Independent reading and conferencing - Reading assessments to triangulate data eg conferencing, PAT reading
	<p>Development and implementation of common formative assessments in reading</p>
	<p>Introduction of PAT reading assessment to improve accuracy of teacher judgement support staff in triangulating data</p>
	<p>Implement peer observations with a focus on formative assessment, goal setting and effective feedback to students on their reading</p>
	<p>Classroom observations by our Learning Specialist and Leadership Team</p>
	<p>PDP process directly related to school goals with this year’s focus on the use of formative assessment to differentiate and guide teaching</p>
	<p>Continued use of the PIVOT survey to provide teachers with student feedback in relation to their teaching</p>

Goal	To empower students to be confident and motivated learners who are actively engaged in their learning
Target	 <p>To improve our Attitudes to School Survey for Student Voice and Agency to be above 80%</p>
KIS2	To build understanding in the school community to embed student voice agency and leadership
Actions	<p>Develop a whole school understanding of student voice, agency and leadership</p> <p>Identify and implement further student leadership opportunities</p> <p>As per goal 1 build teacher capacity to use formative assessment to direct their teaching and set personal goals that will build student agency over their learning</p>
Outcomes	<p>Leaders will</p> <ul style="list-style-type: none"> - Be able to articulate the definition of student voice, agency and leadership - Have built staff understanding of student voice and agency as per amplify through professional development - Have met regularly with school captains and JSC leaders to seek feedback and give voice - Ensure students are consulted as key stake holders - Hold student leadership development activities/workshops <p>Teachers will</p> <ul style="list-style-type: none"> - Be able to articulate their understanding of student voice, agency and leadership - Be using CFATs to set personal goals that encourage student agency. Have a greater understanding of a student’s next learning steps and share this with students. - They will be using learning journals as a tool for student agency - Have gained feedback from their students through tools such as PIVOT <p>Students will</p> <ul style="list-style-type: none"> - Be able to articulate their leadership roles and responsibilities - Have a greater understanding of the meaning of student voice and agency - Have a greater understanding of their personal learning goals

<p>Success Indicators</p>	<p><u>Attitudes to School Survey:</u> Improvements to results for Student Voice and Agency</p> <p><u>Leaders:</u> Professional learning presentations, SIT & SWET action plans and minutes, minutes from student leadership groups, documented student leadership roles and responsibilities, additions to our curriculum framework</p> <p><u>Teachers:</u> SWET team developed documented leadership roles and responsibilities, CFATs and planners/programs that demonstrate goal setting, PIVOT results, peer observation notes</p> <p><u>Students:</u> record of personal goals, learning journals, improvements to Attitudes to School Survey</p>
<p>Activities</p>	<p>Professional development session on the Amplify document to build teacher understanding of the definition of student voice, agency and leadership. This PD will also be used to reflect on our current practice and brainstorm ideas and ways to improve in this area.</p>
	<p>Visit other schools that have excellent results and reputations for a high level of student voice, agency and leadership to build our understanding and gather ideas for Tyabb PS</p>
	<p>Revisit the use of our Learning Journals as a tool to promote student agency over their learning</p>
	<p>Develop roles and responsibilities for student leadership groups/positions. Increase the expectations for these groups so that they are more proactively involved in providing feedback and making decisions that affect their welfare, engagement and learning.</p>
	<p>Redevelopment of the whole school house system</p>
	<p>Student organised and led lunch time activities</p>

Goal 3	To develop respectful and resilient students that display behaviours and attitudes that reflect the school values.
Target	<p>To improve our results in the Attitudes to School Survey in the following areas:</p> <p><u>Domain: effective teaching practice for cognitive engagement</u></p> <p>Classroom behaviour 84%</p> <ul style="list-style-type: none"> - Students at this school treat teachers with respect 75% - Students at this school treat each other with respect 67% <p><u>Domain: Experience of Bullying</u></p> <ul style="list-style-type: none"> - I have been hit, kicked hurt or threatened on purpose by another student 20% <p>To improve results on our Parent opinion survey in the following areas:</p> <p><u>Domain; Safety</u></p> <p>Non experience of bullying - My child has been bullied recently at school 69%</p>
KIS2	To develop a consistent approach to implementing and embedding the school values
Actions	<p>Develop a whole school understanding of our values eg respect</p> <p>Further embed the consistent use of our values approach to behaviour management within the classroom and playground</p> <p>Explore new ways to build positive social skills and manage inappropriate behaviours</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Model positive and respectful relationships at all times. - Model the school values and the use of the values chart - Provide professional development and involve staff in the planning and implementation of our values approach to behaviour management - Expect teachers to consistently enforce high expectations of behaviour with a zero tolerance to physical contact - Regularly monitor the implementation of effective behaviour management strategies and follow up with teachers if there is inconsistency - Support staff to use effective classroom management practices <p>Teachers will:</p> <ul style="list-style-type: none"> - Understand and implement a consistent approach to student behaviour management in the classroom and playground - Display and refer to the values chart both in classroom and specialist areas to ensure consistency - Teachers will give related consequences both in the classroom and playground - Teachers will be proactive in following up with related consequences following the steps - Model behaviours and respectful relationships <p>Students will:</p> <ul style="list-style-type: none"> - Understand our school values and be able to identify school expected behaviours. - Display the behaviours associated with our values, show respect and demonstrate positive behaviours. - Accept consequences for negative behaviours and reflect on their actions in line with the school values

<p>Success Indicators</p>	<p><u>Parent Opinion Survey</u>; reporting less experience of bullying</p> <p><u>Attitudes to School Survey</u>: Improvements to the ATSS – factors listed above</p> <p><u>Leaders</u>: Professional learning presentations, SIT and SWET minutes, classroom observations notes, welfare minutes, behaviour management plans, notes of conversations, tracking/database of misdemeanours to reflect a reduction in incidents</p> <p><u>Teachers</u>: Chart on display in classrooms and specialist areas. Teachers actively using the chart. Increased level of respect in the classroom with teachers reporting less incidents.</p> <p><u>Students</u>: Positive social interactions. Decrease in classroom and playground incidents.</p>
<p>Activities</p>	<p>Professional development time dedicated to revisiting the school values and implementing a consistent approach to the use of the school values chart and related consequences</p>
	<p>Assistant Principal of Welfare to conduct lessons at the start of the year in all classrooms on bullying prevention and respect – spreading a consistent message. Teachers to reinforce this message through the ‘start up’ program, YCDI lessons and through daily interactions with students in the classroom.</p>
	<p>Develop a culture of zero tolerance to negative physical behaviours and a lack of respect for teachers and students. This culture will be developed through AP lessons, classroom lessons, consistent approach to behaviour management and consistent consequences given for breaches. It will also be developed by building community support and a shared expectation of positive behaviours and a zero tolerance to physical contact and lack of respect. This will occur through conversations/meetings with parents, parent information sessions, newsletter articles.</p>
	<p>Staff PD to discuss, plan and agree on consistent consequences related to negative behaviours. A document will be created from these discussions and adopted as a part of our behaviour management strategy</p>
	<p>Introduce Zones of Regulation to prep/one and consider adopting this in other year levels.</p>
	<p>Investigate School Wide Positive Behaviour program</p>
	<p>Introduce a consistent communication box for each classroom for students to post concerns, issues</p>
	<p>Newsletter articles – bullying prevention, respect, resilience</p>
	<p>National Day Against Bullying March 2020 Day for Daniel</p>
	<p>Continued use of the Revved UP and Mpower Girls programs to target groups of students with social difficulties</p>