

Priority 1: Highly Effective Teaching in Numeracy, Literacy and STEM

Measurable Goal	Agreed Strategies	Responsibility	Measures
<p>1.1 Implementation of a whole school maths agreement with consistent numeracy practice across classrooms</p>	<ul style="list-style-type: none"> Devise a scope and sequence around mathematics to be implemented school wide in line with the Australian Curriculum, SPEVI principles and the SASVI maths agreement Class teachers use student data and formative assessment practice to inform pedagogy Select staff to undertake Jo Boaler professional learning to share knowledge and implement across site 	<p>All staff</p>	<p>PAT-M data shows progress in student achievement</p>
<p>1.2 STEM will be embedded in interdisciplinary units and teachers will provide opportunities for students to apply STEM learning in authentic environs</p>	<ul style="list-style-type: none"> Provide opportunities in class and wider community to apply STEM learning in real world applications Provide opportunities to develop practical, hands on learning programs that all students can apply interdisciplinary knowledge in inquiry based learning situations. 	<p>Class teachers Leadership</p> <p>Andrew Casandra Stacey (MIP SLLIP)</p> <p>Class teachers Leadership</p> <p>Class teachers Leadership</p>	<p>PAT-R data shows progress in student achievement</p> <p>NAPLAN data shows progress in student achievement</p> <p>Staff reporting progress of numeracy and STEM during collaborative team meetings</p> <p>Students utilizing data to inform their learning</p> <p>Students can express their achievements</p> <p>Students can make connections between numeracy, STEM and real world applications</p>
<p>1.3 Trialing different intervention strategies for identified learners</p>	<ul style="list-style-type: none"> Develop literacy and numeracy support intervention models based on evidence based best practice for identified students 	<p>Class teachers Leadership</p>	

Priority 2: Empowering All Students to Continuously Improve

Measurable Goal	Agreed Strategies	Responsibility	Measures
<p>2.1 Improve learner dispositions through engagement, intellectual stretch, developing resilience and growth mindsets.</p>	<ul style="list-style-type: none"> All teachers complete relevant Kids Matter modules as guided by the Action Team 	<p>All teachers Leadership Kids Matter Action team</p>	<p>Increase in positive responses in student well being survey</p> <p>% of junior primary and all primary students can explain what having a growth mindset means</p> <p>All students can identify an area of learning that they would like to improve</p> <p>Increase in participation of extra curricula activities that promote wellbeing and resiliency</p> <p>Decrease in data of negative outcomes for students transitioning to secondary school or post school options</p>
	<ul style="list-style-type: none"> Incorporate student voice into learning. Involve student feedback to teachers about making decisions within classrooms and site Effectively inform families of wellbeing strategies to promote engagement and understanding to provide consistency (Newsletters, Kids Matter team etc) Co-designing learning with teachers and students on inquiry units of work All students are afforded activities to promote learning and wellbeing experiences in and out of the classroom (Blind tennis, cricket, soccer, gym, Children's University, Guide Dogs Best Foot Forward etc) 	<p>Class teachers SRC committee</p> <p>All staff Kids Matter Action Team</p> <p>Class teachers</p> <p>Select teachers Leadership</p>	
<p>2.2. Research, devise and implement an effective transition program for students with vision impairment</p>	<ul style="list-style-type: none"> Create transition working party Research best practice around transition particularly for VI students 	<p>Leadership Select staff</p>	

Priority 3: Creating Collaborative Cultures and Partnerships

Measurable Goal	Agreed Strategies	Responsibility	Measures
<p>3.1. Working within and across the partnership cultivating consistency in collaborative moderation</p>	<ul style="list-style-type: none"> All teachers undertake collaborative moderation training on identified staff meetings and shared partnership days Collaborate with partnership sites and Senior Leader: Learning Improvement Primary (SLLIP) to build capacity for teachers in collaborative moderation 	<p>Leadership All teachers</p> <p>All teachers Leadership MIP SLLIP</p>	<p>Increased consistency of teachers professional judgment in reporting student achievement (Reflection and review Dec '17)</p> <p>Consistent and coherent understanding of curriculum expectations (Reflection and review Dec '17)</p> <p>Measurable increase in collaboration between SASVI and its community partners in 2017</p>
<p>3.2. Increase collaborative programs with community and other vision impairment agencies</p>	<ul style="list-style-type: none"> All students are provided opportunities to connect with various groups / organisations within the school, partnership and the wider community 	<p>Leadership</p>	