

Focus Area	2020 Sem 2	2021 Sem 1	2021 Sem 2	2022 Sem 1	2022 Sem 2	Measuring Success Targets & Milestones
CONNECTING MINDS						
Data Informed Teaching						
<p>Use evidence based approaches to progress student literacy and numeracy.</p> <p>Analyse student data to inform planning that includes targeted teaching, appropriate interventions and resourcing allocations based on student needs.</p>	<p>Review whole school approaches for literacy and numeracy taking into account student data and staff feedback. Update Operational Plans for 2021.</p> <p>Whole staff review of current data hub. What is it being used for? How effective is it? What are the limitations?</p> <p>Consider both whole school and year level data sets to determine effectiveness in providing for formative and summative assessment of students.</p> <p>Implement revised SAER Teaching and Learning adjustment checklist in English and Maths.</p>	<p>Continue to strengthen implementation of whole school approaches for teaching literacy and numeracy.</p> <p>Data hub used to plan and implement differentiated teaching in individual classroom and year level basis.</p> <p>Review of data hub to plan literacy and math specialist support, interventions and resource allocation.</p> <p>Consider how data can be used to measure effectiveness and impact for each student at a class level.</p> <p>Develop Social and Emotional Teaching and Learning adjustment checklist. Implement across the school.</p>	<p>Review whole-school approaches for literacy and numeracy taking into account student data and staff feedback. Update Operational Plans for 2022.</p> <p>Review data to measure impact of literacy and maths interventions.</p> <p>Reflect on year level student data to measure effectiveness and impact in year level teams.</p> <p>Set up procedures to use data hub in 2021 in order to measure the effectiveness and impact for each student at a year level.</p> <p>Consider and develop methods to further measure effectiveness and impact in 2022.</p> <p>Review and refine SAER policy and processes based on feedback.</p>	<p>Continue to strengthen implementation of whole school approaches for teaching literacy and numeracy.</p> <p>In year level teams amend planning and teaching based on 2021 data showing effectiveness and impact.</p> <p>Analyse whole school student progression as over 12 month period to measure effectiveness and impact.</p>	<p>Review whole school approaches for literacy and numeracy taking into account student data and staff feedback. Update Operational Plans for 2023.</p> <p>Reflect, review and adapt school priorities, staff development, interventions, resourcing and teaching based on student progression over 12-month period.</p>	<p>Improve student literacy and numeracy progress and achievement.</p> <p>Match or exceed like schools in NAPLAN achievement.</p> <p>Maintain or improve performance in year level ACER Progressive Achievement Tests (PAT) over each 12-month period (or achieve above the National Mean).</p> <p>Expanded use of Data Hub and longitudinal data.</p> <p>Median score matches or exceeds Decile 1 ICSEA schools (like schools) in On-Entry assessments in Pre-primary.</p> <p>Annual K-2 self-reflection on National Quality Standards and action plans implemented.</p> <p>All students on documented plans are monitored and progress measured through the collection and analysis of ongoing individual assessments and whole school, SAER tracking profile.</p> <p>All students including identified EAL/D, SAER and extension students make measurable progress determined by collection and analysis of assessments.</p>

Focus Area	2020 Sem 2	2021 Sem 1	2021 Sem 2	2022 Sem 1	2022 Sem 2	Measuring Success Targets & Milestones
CONNECTING MINDS						
Connected Curriculum						
Embed purposeful use of digital technology.	Review whole school digital technology Scope and Sequence considering WWW and EBI.	Explore connections and integration opportunities with wider curriculum.	Review whole school digital technology scope and sequence to plan, teach and assess digital technology with the aim of authentic use of digital technology across all learning areas.	Agreed whole school approach for the use of digital technology and implementation across the school.		Develop, implement, reflect review and evaluate the success of: Embedded and purposeful use of digital technology. Whole school problem solving and inquiry skills framework. Year level cross-curricular, learning and assessment. Habits of Mind and Higher Order Thinking skills embedded in teaching and evident in student learning. Whole school STEAM approach. Increase student engagement in STEAM. Increased opportunities to learn in flexible spaces. Evidence of enhancements by means of planned and documented improvement.
	Review current devices and consistency of platforms at a whole school level.	Evaluate current use of digital technology across the school taking into account WA Curriculum and SAMR (Substitution, Augmentation, Modification, Redefinition) model.				
		Update whole school digital technology scope and sequence. Consider staff professional learning requirements to implement.				
Establish a problem solving and inquiry skills framework.		Review and analyse problem solving and inquiry processes and frameworks used across the school.	Development of whole school problem solving and inquiry framework and trial by connected learning team.	Whole school explicitly teach and incorporate problem solving and inquiry framework.	Review and update problem solving and inquiry framework. Full integration into teaching programs across curriculum.	
Enrich learning through a cross curricular approach.		Explore and develop year level cross curricular links and HoM in 2021 year level planning. Incorporate links to Habits of the Mind (HoM).	Review year level cross curricular links. Revisit year level planning documents to review and revise connected learning yearly planning. Engage specialists where possible.	Year level teams plan, teach and assess a Semester 1 connected learning unit/s of work. Incorporate links with HoM and specialist areas.	Review WWW and EBI for Semester 1 connected learning unit. Year level teams plan, teach and assess Semester 2 connected learning unit of work.	
Integrate Science, Technology, Engineering, Arts and Maths (STEAM) to enhance real life learning.	Audit resources and set up STEAM trolleys.	Audit extent to which teachers are implementing STEAM. Explore TDS schools and other resources to develop staff capability in STEAM. Develop a whole school common understanding and definition of STEAM. Audit resources and spaces available to assist STEAM lessons.	Explore year level cross curricular opportunities to integrate STEAM. Review the design process and develop staff understanding of STEAM lesson design, process and implementation. Update of resources and spaces to assist STEAM lessons.	Development of a whole school STEAM scope and sequence taking into account cross curricular links. Further develop staff understanding to integrate STEAM across the curriculum. Update of resources and spaces to assist STEAM lessons.	Collaboratively plan, teach and assess an integrated STEAM unit of work in year level teams.	

Focus Area	2020 Sem 2	2021 Sem 1	2021 Sem 2	2022 Sem 1	2022 Sem 2	Measuring Success Targets & Milestones
CONNECTING MINDS						
Connected Curriculum						
Create flexible learning environments that foster collaboration and innovation.		Brainstorm opportunities to expand whole school flexible learning environments over next 3 years.	Establish a 3 year buildings and grounds development and refurbishment plan. Explore cooperative learning strategies to support flexible learning. Allocate budget for planned expenditure.	Enact, review and update plan. Consider WWW and EBI.		
Collaboration						
Strengthen support for staff through professional collaboration that ensures opportunities for sharing, mentoring and feedback.	Establish Curriculum Champion teams in priority areas. Develop year level team commitments in both year level and curriculum learning teams with a focus on trust, commit to decisions and actions. Review performance and development processes. Update and refine for 2021.	Refine Curriculum Champion teams' protocols and processes. Regular sharing at meetings. Review, update and implement year level team commitments with a focus on trust and holding each other accountable. Develop engagement protocols, proformas, time commitment and accountability measures for collaborative DOTT. Review current mentoring & coaching across the school including: *New staff inductions *Graduate mentoring *Year-level mentoring *Curriculum lead teaching Survey staff to build understanding of areas of need. Implement updated performance and development process.	Analysis of Curriculum Champion teams with a focus on how collaborative practice leads to individual and collaborative improvement. Review and update year level team commitments with a focus on trust, holding each other accountable, conflict resolution and collective achievement of results. Enact protocols for collaborative DOTT. Establish mentoring and coaching plan across the school taking into account student data, staff survey, whole school priority areas and resources. Seek feedback on updated performance and development process. Review and refine for 2022.	Year level teams are working interdependently to achieve common goals and members are mutually accountable.		Staff embed whole school approaches as per Operational Plans. Evidence of team accountability in implementation of school priorities. Evidence of annual review to inform future directions. Review and refine Performance and Development processes to ensure a strengthened, targeted and connected approach for ongoing improvement. Positive results from biennial Staff National School Opinion Survey (NSOS). Professional learning and development is systematically planned for, documented and reviewed and occurs during School Development Days and staff meeting times. Timetabled professional learning, collaborative meetings, mentoring, coaching and classroom observations.

Focus Area	2020 Sem 2	2021 Sem 1	2021 Sem 2	2022 Sem 1	2022 Sem 2	Measuring Success Targets & Milestones
CONNECTING MINDS						
Collaboration						
<p>Engage in professional learning that aligns to our strategic focus.</p>	<p>Professional learning lead by curriculum leaders to align with Business and Operational Plans.</p>	<p>Review current staff professional learning. Survey staff to identify needs, wants and deficiencies.</p> <p>Develop skills of Curriculum Champions leaders across the school.</p>	<p>Establish a plan for staff professional learning taking into account survey, student data, Business and Operational Plans.</p> <p>In addition to Curriculum Champions, identify and begin to further develop staff capacity to deliver professional learning.</p> <p>Continue to establish processes for year level teams to share at whole staff meetings.</p> <p>Encourage and support an increasing number of individual staff to share at staff meetings.</p>	<p>Reflect on success of Curriculum Champions and individuals sharing at whole staff meetings to determine WWW and EBI for 2022.</p>		<p>Evidence of year level teams and individuals facilitating professional learning.</p> <p>Evidence of effective distributed leadership roles e.g. Level 3 classroom teachers, senior teachers, curriculum leaders.</p> <p>Classroom planning aligned to strategic and operational planning and measured via performance and development processes.</p>
CONNECTING HEARTS						
Student Voice						
<p>Promote student leadership and decision making.</p>	<p>Review and refine current Student Representative Council (SRC) model ready for 2021 year.</p>	<p>Elect SRC for 2021.</p> <p>Brainstorm current and potential opportunities for student leadership and decision making.</p>	<p>Reflect on current SRC model. Adjust and refine for 2022.</p> <p>Review current and potential opportunities for student leadership and decision making.</p> <p>Explore ways to extend opportunities for student voice across the school.</p>	<p>Elect SRC for 2022.</p> <p>Analyse impact of student voice, leadership and decision making.</p>		<p>Further define and expand role of SRC.</p> <p>Strengthen the use of student surveys for feedback to teachers on performance and classroom climate.</p> <p>Documented evidence of avenues of active citizenship, student voice and leadership opportunities.</p> <p>Evidence of student engagement in reflective learning practices to identify their strengths and focus areas for improvement.</p> <p>The biennial Student National School Opinion Survey (NSOS) survey data is analysed and actions planned and implemented to address areas of concern.</p>
<p>Review and enhance active citizenship opportunities and programs.</p>		<p>List current and potential opportunities for active citizenship.</p>	<p>Investigate and trial ways to extend whole school and year level opportunities for age appropriate active citizenship.</p>	<p>Review and revise success of active citizenship opportunities.</p>		

Focus Area	2020 Sem 2	2021 Sem 1	2021 Sem 2	2022 Sem 1	2022 Sem 2	Measuring Success Targets & Milestones
CONNECTING HEARTS						
Resilience						
Strengthen student resilience through positive thinking, a growth mindset and mindfulness.	<p>Continue to implement Bounce Back program across whole-school. Map year level coverage.</p> <p>Continue to enrich mindfulness practices across the school.</p> <p>Staff and student Mindfulness incursion.</p>	<p>Research strategies and approaches to strengthen resilience in students.</p> <p>Consider current school programs, research and gap analysis to develop a school wide explicit approach to strengthen resilience.</p> <p>Continue to build upon Mindfulness practices so that it becomes embedded.</p>	<p>Further develop a school wide explicit approach to strengthen resilience. Integrate across school.</p> <p>Build understanding of growth mindset. Research growth mindset strategies and approaches.</p>	<p>Continue to develop, embed, reflect and adapt whole school approach.</p> <p>Implement school wide approach to growth mindset.</p>	<p>Annual reflection WWW and EBI.</p> <p>Review whole school approach to growth mindset.</p>	<p>Use tools to measure student wellbeing, personal and social growth. Implement, review and revise to inform future direction.</p> <p>Increase the percentage of students achieving 'consistently' in the Attitude, Behaviour, Effort (ABS) on Semester reports in areas 1,6 & 7 (works to the best of their ability, is enthusiastic about learning, sets goals and works towards them with perseverance).</p>
Community						
Promote community partnerships with a focus on STEAM, technologies and cultural diversity.		<p>Survey and seek parent knowledge and expertise in STEAM.</p> <p>Investigate possible partnerships including Scitech, UWA, Woodside, Kings Park and Yirra Yakin.</p>	<p>Decide upon and engage in some partnerships. Trial partnership strategies.</p>	<p>Reflect, review and adapt partnership strategies as needed.</p>		<p>Demonstrated inclusive practices reflecting the school's diversity.</p> <p>Maintain an average of 4.0 or above on National School Opinion Survey results. Data analysed, actions planned and implemented.</p>
Embrace diversity and cultural responsiveness.	<p>Identify main cultural groups at school. Enlist help of CLPs as appropriate.</p> <p>Parent forum to understand cultural backgrounds and needs.</p> <p>Identify resources for building cultural awareness at an age appropriate level.</p> <p>Cultural responsiveness K-6 Curriculum Champions meet each term.</p>	<p>Meet with cultural groups to determine how school can further develop whole school ethos on respecting and valuing diversity.</p> <p>Investigate ways to integrate cultural awareness across all learning areas.</p> <p>Build on cultural awareness resources.</p>	<p>Review and reflect on practices.</p> <p>Continue to investigate ways to integrate cultural awareness across all learning areas.</p> <p>Continue to build age-appropriate cultural awareness resources.</p> <p>Continue to support all staff to implement strategies to increase cultural responsiveness.</p>	<p>Incorporate cultural awareness links in year-level planning.</p>		<p>The biennial Parent National School Opinion Survey (NSOS) survey data is analysed and actions planned and implemented to address areas of concern.</p> <p>Evidence of a range of means to communicate, connect, engage and inform parents and broader community, with the school.</p> <p>Draw on community expertise for 125th celebrations.</p>

Focus Area	2020 Sem 2	2021 Sem 1	2021 Sem 2	2022 Sem 1	2022 Sem 2	Measuring Success Targets & Milestones
CONNECTING HEARTS						
Community						
Commit to the implementation of the Aboriginal Cultural Standards Framework.	Staff reflection in Cultural Responsiveness after PL in Aboriginal Cultural Standards Framework.	Identify key local Aboriginal families and elders to engage and develop plans for cultural responsiveness.	Develop Reconciliation Action Plan.			Review implementation of Aboriginal cultural standards framework and development of Reconciliation Action Plan. Positive feedback regarding self-assessment and the performance of school as measured by School Board meeting minutes, and survey results.
	Reflect on ways to further incorporate cultural awareness in teaching/classroom/school. Cultural responsiveness K-6 Curriculum Champions meet each term. Celebrate NAIDOC Week.	Further develop staff understanding of the Aboriginal Cultural Standards Framework and make substantial steps to implement strategies to increase cultural responsiveness.				
Strengthen communication with parents and the broader community.	Communication app Compass introduced in 2020. Refine implementation based on feedback.	Introduce additional Compass modules to staff and parents e.g. calendar, school documentation, payment etc.	Scope out 125 year celebrations.		Engage, school and wider community in 125 year celebrations.	
	Develop Communication Policy. Redefine role of Class Liaison Parents.	Seek members of committee for 125 year celebrations.				