

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>By 2021, 75% of students in the matched cohort will achieve medium or high learning gains in NAPLAN Reading (currently 100% medium gain).</p> <p>By 2021, 50% of students in the matched cohort will achieve medium or high learning gains in NAPLAN Writing (currently 0%).</p> <p>By 2021, 75% of Year 1–6 students will achieve at or above level scaled scores on the PAT-R comprehension test.</p> <p>By 2021, the percentage of Foundation–Year 6 students achieving at or above level according to teacher judgement at least 12 months growth each year will have increased from 36% to 80%</p> <p>By 2021, 80% of students in the matched cohort will achieve medium or high learning gains in NAPLAN Numeracy.</p> <p>By 2021, 80% of Foundation–Year 6 students will achieve at or above level outcomes according to teacher judgement. (Currently 60%)</p> <p>By 2021, the percentage of positive responses for Student Voice and Agency in the AToSS will increase from 65% to 90%</p> <p>By 2021, the percentage of positive responses for Motivation and Interest in the AToSS will increase from 65% to 90%.</p> <p>By 2021, Student Agency and Voice in the POS will increase from the third quartile to the fourth quartile.</p> <p>50% of Year 1–6 students will achieve at or above level scaled scores on the PAT-R comprehension test.</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>To continue to focus on improved reading outcomes for students with particular attention being paid to deep level reading comprehension</p> <p>To implement drafted writing scope and sequence enabling full data collection to provide evidence of students learning gains of best practice in Writing</p>
Outcomes	<p>Reading</p> <p>Continuation of systematic implementation of SoundWrite lessons including individual interventions (for 2 pupils who are below standard)</p> <p>Students will be able to identify reading skills and strategies required for reading success</p> <p>Teachers to be using weekly Naplan style questions in their teaching</p> <p>Students to be able to identify common reading command terms and apply them to comprehension questions</p>

	<p>Writing</p> <p>Students that are focused on their learning and have clear direction in what they are learning and where they are heading on their learning journey</p> <p>Students can identify skills needed and be able to 'up level' their writing as per the 'Learning Ladder'</p> <p>Moderation to be well established and twice termly moderation session with Marnoo PS</p> <p>School visits to view other schools who are demonstrating best practice in Writing thus expanding knowledge of best practice in Writing for implementation at Merino</p>			
Success Indicators	<p>Reading</p> <p>For an improvement in the Reading Data (Fountas and Pinnell, SoundsWrite and PAT testing)</p> <p>Students will have individualised 'Reading Goals' and reach them</p> <p>Writing</p> <p>For a noticeable improvement in writing data (teacher judgment, pre and post write rubrics, book work)</p> <p>To document 'Best Practice' from visits to other schools leading in the field of Writing</p> <p>Reflect on school visits and update writing instructional model as required</p> <p>Students will have individual 'Writers Notebooks' with dedicated 'Learning Journeys' and documented success criteria for every writing lesson</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop and document a Reading Scope and Sequence for Reading Comprehension (provision of CRT)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Implementation and monitoring of updated instructional model and reading plan	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Previous NAPLAN Reading Tests as a classroom resource to familiarise students typical NAPLAN style reading questions	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$500.00 <input type="checkbox"/> Equity funding will be used
Conduct school visits to observe best practice in Writing	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Reflect on school visits and review instructional model including HITS	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish and develop writers notebooks to display the students learning journey	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Partake in the ASSIT program to support teacher collaboration and reflection in order to strengthen teacher practise	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop student understanding and ability to engage with the each terms 'Learning Journey' in Writing	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Student interventions catch up and extend (literacy and numeracy)	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Implement Tutor Learning Program	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Continue to implement the SWPBP in consultation with the regional consultant Respectful relationship training to be undertaken Continued implementation of Hand On Learning Principal to liaise with other schools around the exploration of Positive Education and the potential for the approach incorporated at Merino CS			
Outcomes	Staff (including EA staff) to continue to hold an improved knowledge of the School Wide Positive Behaviour Program Students display consistent knowledge of the SWPBP and can orally explain how it works at Merino with reference to the Behaviour Matrix Staff (including EA staff) to continue to hold an improved knowledge of the Respectful relationships program School leaders to be upskilled on various behaviour approaches to adapt to specific students cohort needs School community to have greater awareness of the SWBP and RR Students to be running weekly/fortnightly junior school council meetings and school assemblies Increased in capacity for students to lead Student Voice activities			
Success Indicators	Student behaviour data gathered from school wide data drive on Google Docs Continued reduction in disruptive and defiant behaviours displayed in students as per teacher observations Improvement in data regarding behaviour in the AToSS Improvement in School Community attitudes towards students behaviour at per Parents Survey			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole School visit to schools showing best practice in behaviour and wellbeing practices	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Continual implementation of the SWPBP as per consultation with Regional Facilitator	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Participation in the respectful relationships program	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Individual Resources to support student engagement	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Bronze level of School Wide Positive Behaviour accreditation achieved	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
All staff to conduct professional development around the 'Trauma Brain'	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2	\$2,000.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used
End of term review of student behaviour data	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop protocols for student lead weekly junior school council	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop protocols for student led Junior School Council	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish and implement student run assemblies	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Hands on Learning program to continue in 2021	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			

Actions	Develop new working relationships with other like-minded schools in particular Marnoo PS in Dimboola and in turn, strengthen engagement in regional communities of practice Strengthen and embed the school-wide approach to communication with parents/careers/kin, incorporating the ways in which Merino CS connected during remote and flexible learning			
Outcomes	Leaders will prioritise time for to communicate and build relationships with parents/carers/kin Leaders will prioritise time for to communicate and build relationships with 'like schools' to collaborate on shared goals Teachers will have strong relationships with students and parents/carers/kin Students and parents/carers/kin will feel as though they belong and are seen The wider community will feel welcome in the school and regularly use school facilities All students will be connected to resources and learning opportunities			
Success Indicators	Once a term meeting with parents and students to fill out individual 'Merino 360' students learning profiles (IEPs) Regularly updating ClassDojo class and student profiles New school relationship partnerships established with both like minded high schools and primary schools Twice Termly meetings established to moderate writing samples Whole school surveys (AToSS) Student/staff/parent/carer/kin focus groups and interviews at Parent Teacher Interviews and IEP meetings			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Strengthen relationships with external support networks and agencies and feeder/secondary schools, early learning centers and community organisations	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Enhance the use of the school grounds and facilities for community use - ie 'Ice Breaker' Trivia	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Invite local community members and leaders to school open days, assemblies, concerts and other school events	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Prioritise collaboration time in PLCs/PLTs and share effective digital learning and relationship building strategies	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Document engagements with parents/carers/kin and follow up when difficult situations arise	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Integrate opportunities for students to learn from the community across the curriculum through guest speakers, excursions and events	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,101.30 <input type="checkbox"/> Equity funding will be used
Routinely prioritise time in staff meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used