

School Priority

Either: select one priority from the current priorities in the Education NT Strategy; or develop one priority based on what your data is telling you; or continue with your 2020 ASIPS

School developed priority (specify)

Focus on the triangulation of small and big data sets in key areas of literacy and numeracy to:

- inform teaching and learning programs
- improve effective teaching practices
- demonstrate student growth – assessment “for,” “as” and “of” learning
- improve data literacy of teachers



Focus for Improvement in 2021

This section outlines the information that informed the improvement priorities and strategies of the school for 2020 and provides a rationale for change.

Anula has an exemplar data plan and is systematic in the collection of data. The next step is to disaggregate the data as a whole school (Writing, Reading and Numeracy) to use the data purposefully and with intent to measure student growth over time and to use this to evaluate classroom teaching and learning programs across the entire school. The data will also be analysed to determine if intervention, extension and engagement programs are having the desired effect and are having the intended impact on student outcomes. This data will be analysed to determine resourcing and effectiveness of program delivery.

All teaching teams will engage with data at collaborative planning days, collaborative planning in week 5 every term, at Stages of Schooling meetings and Learning Together and in P&D conversations with their line manager. As a school we will disaggregate NAPLAN 2021 data, A-E data, PAT R and PAT M data, FELA data, R.W.I. data to ensure students are progressing and making the required gains. Teachers will be supported by their Leadership Team, the data team, their ST1's, team leaders and DoE external such as the Digital and data team when required. .

The ACER Analysing and Interpreting data team consisting of Anna Latz, Chantelle Scott and Sarah Newman will run PD sessions for staff on the disaggregation of data and how teachers use this information to inform their teaching programs and next steps for their students in their learning journey to ensure student growth over time. The teachers will be asked to select 3 students who have solid attendance to track over time and communicate their progress through P&D conversations and create a data statement for each student.



Signature Strategy and Actions

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the Signature Strategy.

1. Signature Strategy	A2 - Access to and use of data to target teaching
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Goals <i>What are the changes you expect to observe in practice and student outcomes if the strategy has been successfully implemented?</i>	To develop a greater understanding of data Literacy and how data such as NAPLAN, PAT, FELA, PM, PROBE can be triangulated and used specifically to drive the content in teaching and learning programs. Evident changes will be <ul style="list-style-type: none"> • Data evident in all programs and how this is used to group students and differentiate curriculum delivery • Teachers engaging with eDash on a regular basis and data conversations in collaborative teaching teams. • Data focuses from each of the summative assessments being FELA, NAPLAN, PAT, PM and PROBE, A-E and how the key themes are used in teaching programs to drive content delivery. With PM and PROBE use the FS Major Teaching emphasis to inform next steps for student learning linked to level and phase of Reading and Writing. Using formative assessment to assess where students are at and to use this information to collaboratively plan for the next 5 weeks of each term in teaching teams and on termly planning days.
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Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to implement the Signature Strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
Data spreadsheets to be provided to teachers at the beginning of the year from GradeXpert.	January/February 2021	Data Plans developed for staff and available on GradeXpert	Internal - DoE, school based	Assistant Principal	Brian Hyke and Tanya Harvey	
		Data team to assist teachers understand their data	Internal - DoE, school based	Data Team	Anna Latz, Chantelle Scott, Sarah Newman	

Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to implement the Signature Strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
Every 5 weeks plan collaboratively for the next 5 weeks together as a team. Reflect on the teaching and learning that has occurred in the previous 5 weeks to identify content in learning areas that needs revising or identify content not yet covered.	Week 5 every term	Time is provided in stages of schooling meetings for teaching teams to get together look at their formative, summative and diagnostic data and plan for the coming 5 weeks.	Internal - DoE, school based	Senior Teachers to guide the process	Justina Cross & Michele Ellis collaboratively with the Data Team	
		Collaborative inquiry / action research	Internal - DoE, school based			
Data placemat used by ST1's, AP's and Principal so we visit every teacher, twice per year over the course of the year. The data placement is to gain a clear picture of the teaching and learning in every classroom.	ST1's 2 teachers per term AP's and Principal 2 teachers each per term.	Classroom walkthroughs, lesson observations and discussions with students around their learning goals, their current learning and how they use feedback from their teacher to show academic progress.	ST1's Judy, Michele, Justina AP's Tanya and Brian Principal Melinda	Executive Leadership to guide the process	Melinda Kealy	Data Placement Communicate strategy and approach to staff day 1 Term 1 2021.
Utilise coaches to coach teachers around Anula's pedagogical practices and coaches to conduct lesson observations and provide feedback to teachers and collate data to identify gaps requiring support.	Ongoing	Mentoring and coaching Modelling effective practices	Internal - DoE, school based	Teachers	Justina Cross & Michele Ellis Tanya Harvey, Pedagogical coaches	Coaches Budget

Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to implement the Signature Strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
Meetings to reflect data conversations and student growth.	Ongoing – Scheduled in meetings	Focussed professional learning at Stages of Schooling meetings	Internal - DoE, school based	Senior Teachers	Justina Cross & Michele Ellis collaboratively with the Data Team	
Ready to learn plans for each student and NME data to gather evidence - qualitative data/ Berry Street program. Trial the use of general capabilities to track progress instead of NME.		Individualised Learning Plans to be provided to each teacher to unpack with parents twice a year.	Internal	Teachers	Leadership	General capabilities continuum on a page
		Student & community engagement & consultation	Internal - DoE, school based			

Actions	When	Strategies	Who			Resources
<p><i>Outline what the school will do to implement the Signature Strategy.</i></p>	<p><i>Outline the start and end date for implementing the action.</i></p>	<p><i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i></p>	<p><i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i></p>	<p><i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i></p>	<p><i>Who is the contact in your school leading this action?</i></p>	<p><i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i></p>
<p>Personalised Learning Plans (PLP) to be used systemically across the entire school from Transition to Year 6 in non-reporting periods Term 1 and Term 3.</p>		<p>All teachers to use PLP's to engage parents in their child's learning and to share students growth and progress with parents in Term 1 and Term 3 in three way conferences. The PLP is also an opportunity for parents to be informed of how they can support their child's learning at home or how they can become involved in their child's education.</p>	<p>Internal - DoE, school based</p>	<p>Teachers</p>	<p>Leadership and ST1's</p>	

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Signature Strategy and Actions (where applicable)

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the signature strategy.

2. Signature Strategy	A4 - Assessment 'for', 'as' and 'of' learning					
<p>Goals</p> <p><i>What are the changes you expect to observe in practice and student outcomes if the strategy has been successfully implemented?</i></p>	<p>By focusing on the Assessment of Writing this will ensure we have common assessment tasks for writing across all year levels. There is a time lined assessment schedule in place ensuring the consistent collection of data across all year levels scheduled in week 3 Term 1 and week 7 end of term 2 for pre and post writing samples and genre assessment in week 5 and 10 terms 1,,2,,3 and week 5 only in term 4. These samples will be analysed in a collaborative inquiry process in teaching teams to clarify and confirm samples and data. This data will then be used in collaborative planning days in week 10 to differentiate programs in order to cater for individual student needs. The data from the pre and post writing sample will also be used to set the writing goal with each student to ensure realistic and challenging goals are set for each child based on real time data.</p> <p>Writing samples will be collected demonstrating A- D grades and scanned in a central folder to be used as a reference point for assessment in clarifying and confirming. This bank of samples will grow over time and be categorised in A-E and year level as well as mainstream and IES.</p> <p>Evident changes will be :</p> <ul style="list-style-type: none"> • Systemic collection of writing data. • Consistency of teacher judgement. (See data on last page outlining a lack of A's being awarded and a large amount of D's) • Ability to measure writing growth through work samples across the school. • Writing data to inform teacher programs to cater for student differentiation. • Targeted literacy goals for students directly linked to teacher feedback. • Development of ongoing formative assessment strategies 					
Actions	When	Strategies	Who			Resources
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
Continue to focus on the explicit teaching of writing	January 2021 to December 2021	Instructional Coaching	Internal - DoE, school based	English Coach	TBA	Staffing budget

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Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to implement the Signature Strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
(Instructional model) and ensure the writing pedagogy adopted as a whole school approach is evident in every classroom and differentiated for the IES		Peer observation and Feedback - Informal	Internal - DoE, school based	Teachers/Coaches	Brian Hyke, Tanya Harvey, Melinda Kealy	P&D around formal coaching course when available.
		Leadership observation and feedback - Formal	Internal - DoE, school based	Principal	M Brian Hyke, Tanya Harvey, Melinda Kealy	
		Observation & feedback	Internal - DoE, school based	Lisa K – External consultant	Assistant Principal and Principal	
Continue to upskill all teachers in the teaching of writing, especially teachers new to Anula to ensure a systemic approach to the teaching of writing is evident across the entire school.	January 2021 to December 2021	Modelling effective practices	Internal - DoE, school based	Leadership Team	Melinda Kealy, Brian Hyke & Tanya Harvey	P&D budget Staffing- support from writing coach
		Mentoring & coaching	Internal - DoE, school based	English Committee	TBA	
		Program check, feedback and observation	Internal - DoE, school based	Leadership Team	Melinda Kealy, Brian Hyke & Tanya Harvey	
Ensure the non-negotiables are reviewed, purposeful for the different	February 2021	Mentoring & coaching	Internal - DoE, school based	English Coach	TBA	
		Yearly review of non-negotiables	Internal - DoE, school based	English Committee	TBA	

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Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to implement the Signature Strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
year levels, are clear and evident in the classroom.		Workshop on use of formative assessment strategies	Internal – DoE Office Based to run PD session on formative assessment. ST1's stages of schooling – Sharing research from Dylan Williams formative assessment		Leadership	
		Case study of 3 students per class to track writing growth over time	Teachers	Data Team and teachers Leadership	Leadership AP's Principal	
Formative assessment strategies employed in the classroom and strategies listed in programs in order to gauge where the students are at and how this data is used to inform planning.	Ongoing	Engage Department in development Teachers to submit moderated samples Review writing rubric and develop an A – E aligned document	Internal - DoE, office based Internal - DoE, school based Internal - DoE, school based	DoE – Assessment and Reporting Team	Kate Robarts Anula English Committee	Departmental staff Formative assessment resources and research

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Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to implement the Signature Strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
Measure student growth in writing through case study of 3 students from each class to track their progress across the year.	Ongoing entire year	Engage Department in development Teachers to submit moderated samples Review writing rubric and develop an A – E aligned document	Internal - DoE, office based	Data Team	Anna Latz, Chantelle Scott, Sarah Newman	
Develop a bank of writing samples for teachers to use as a guide to inform their A-E judgement.	December 2020 to December 2021	Engage Department in development Teachers to submit moderated samples Review writing rubric and develop an A – E aligned document Data team – unpack data and triangulate with staff	Internal - DoE, school based	Senior Teachers & Executive		Writing samples collected from each teacher ST1's and team leaders
		Collaborative assessment of student work - Staff involved in regular Clarifying and Confirming sessions	Internal - DoE, school based	Senior Teachers	Justina Cross & Michele Ellis	
		Staff involved in feedback discussions during confirming	Internal - DoE, school based	Storage of assessment tasks	Internal	

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Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to implement the Signature Strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
Teachers use multiple sources of data to triangulate student achievement. Student writing samples are compared to highlight growth	Ongoing Termly	Program Check and Feedback	Internal - DoE, school based	Executive Senior Teachers and PLC's		
Feedback will be given to each student by the teacher. Highlighting growth and to set their next term writing goal.		Storage of assessment tasks Team Planning each term. Stages of schooling teaching teams working together every term in Week 5 on a Tuesday to reflect and write the remainder of the terms program in line with student understanding and growth. (Formative assessment).				

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Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to implement the Signature Strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
Writing data is used to inform the next terms literacy program to ensure there is differentiation for every student and the students are constantly moving on an upward trajectory.	Leadership review programs 1 and 4 and ST1's terms 2 and 3.	Goals are developed and reviewed throughout the year. Goals are shared in PLC's and with Line Manager				Goals are developed and reviewed throughout the year.
	January 2021 to December 2021					
Professional Development Goals are established around writing at the beginning of the year, reviewed mid-year and then again at the end of the year.						

Other Strategy, Focus Area and Actions (where applicable)

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the strategy.

3. Other Strategy/Focus Area	Outline priority i.e. 'Own our Own'
Goals <i>What are the changes you expect to observe in practice and student outcomes if the strategy has been successfully implemented?</i>	<p>Absenteeism impacts on children's achievement and social and emotional development. At Anula Primary we strive to develop a safe and collaborative culture to engage students in their learning and support them to achieve their personal best.</p> <p>Evident changes will be:</p> <ul style="list-style-type: none"> To ensure all children of compulsory school age attend school every day To ensure students, staff, parents, caregivers and the school community have a shared understanding of the importance of attending school regularly. To ensure attendance procedures are clear to staff and parents/caregivers To maintain or improve our attendance target of 93% in all E&A collections. Attendance is everyone's business

Actions	When	Strategy	Who			Resources
<i>Outline what the school will do to support the strategy/focus area.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
If a student is absent from school, a parent or caregiver is required to notify the school and explain the reason why either	January 2021 to December 2021	The absence will then be recorded along with the reason. The Principal decides if the reason given for a student's absence is unacceptable.	Internal - DoE, school based	All staff	Melinda Kealy	Attendance Team at Anula meets weekly to go through previous week's attendance and case management parents to discuss progress

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Actions	When	Strategy	Who			Resources
<p>Outline what the school will do to support the strategy/focus area.</p>	<p>Outline the start and end date for implementing the action.</p>	<p>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</p>	<p>Where will the expertise be found? Refer to the Guide for explanatory notes.</p>	<p>Any further details? i.e. Department of Education team or name of consultant to be engaged.</p>	<p>Who is the contact in your school leading this action?</p>	<p>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</p>
<p>Before hand or on the day of the absence.</p>		<p>A medical certificate must be given to the school if a child is sick for 3 consecutive days or more</p>	<p>Internal - DoE, school based</p>	<p>Admin Staff Admin has established and automated message delivery that is sent to parents once three consecutive days of absence has been reached</p>	<p>Attendance Team</p>	<p>and attendance levels. Review and adjust intervention/support strategies as required.</p>
		<p>Admin sends text messages every day to all families whose children have not attended school advising them to notify of their absence and reason. This is recorded daily in SAMS under attendance or under the activities tab.</p>	<p>Internal - DoE, school based</p>	<p>Admin staff</p>	<p>Attendance Team</p>	
		<p>Parents must provide a reasonable explanation for their child's absence from school and endeavour to schedule family holidays, appointments and other activities outside of school hours.</p>	<p>External partner</p>	<p>Parents</p>	<p>Attendance Team, AIEW and Principal</p>	

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Actions	When	Strategy	Who			Resources
<p>Outline what the school will do to support the strategy/focus area.</p>	<p>Outline the start and end date for implementing the action.</p>	<p>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</p>	<p>Where will the expertise be found? Refer to the Guide for explanatory notes.</p>	<p>Any further details? i.e. Department of Education team or name of consultant to be engaged.</p>	<p>Who is the contact in your school leading this action?</p>	<p>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</p>
		<p>Where no notification is provided, teachers are to refer to the Attendance Procedures Flowchart Student & community engagement & consultation</p>	<p>Internal - DoE, school based</p>	<p>Teachers, Attendance Team, Admin and Principal</p>	<p>Teachers, Attendance Team, AIEW and Principal</p>	

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Actions	When	Strategy	Who			Resources
<p>Outline what the school will do to support the strategy/focus area.</p>	<p>Outline the start and end date for implementing the action.</p>	<p>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</p>	<p>Where will the expertise be found? Refer to the Guide for explanatory notes.</p>	<p>Any further details? i.e. Department of Education team or name of consultant to be engaged.</p>	<p>Who is the contact in your school leading this action?</p>	<p>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</p>
		<p>We have many strategies in place to support attendance such as breakfast club, AIEW/AP's/Principal to do school pickups and drop off and home visits. We have spare uniforms, shoes, lunch and we utilise the Student well-being and inclusion team to assist when all else fails and work in partnership with them. We devise modified timetables for students who have trouble attending school and accessing the curriculum. Attendance figure breakdowns are communicated in our newsletter and in the Principal's Report at the School Council meetings.</p>	<p>Internal - DoE, school based</p>	<p>SWI Team</p>	<p>Principal, AP's, Attendance team.</p>	

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Actions	When	Strategy	Who			Resources
<i>Outline what the school will do to support the strategy/focus area.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
Families are encouraged to approach school staff for support if there are any issues impacting their attendance and to work in partnership with the school to address any concerns	January 2021 to December 2021	Teachers to complete their rolls before 8:30am every morning and 1:30pm in the afternoon (daily)	Internal - DoE, school based	Teachers AIEW	Attendance Team	
		This is actioned as outlined in our Attendance Procedures Flowchart	Internal - DoE, school based	Teachers	Attendance Team	
		Student & community engagement & consultation	Internal - DoE, school based	SWI team	Executive Leadership	
Teachers must record student attendance twice per day on SAMS.	Daily twice a day					SWI team Attendance team Executive Leadership AIEW

Semester 1 2020 Data

		A	B	C	D	E
Year 1/2	Number	1.79%	23.21%	44.64%	28.57%	1.79%
	Reading	3.57%	26.79%	33.93%	32.14%	3.57%
	Writing	0%	12.5%	32.14%	51.79%	3.57%

		A	B	C	D	E
Year 3/4	Number	1.92%	26.92%	32.69%	30.77%	6.73%
	Reading	11.54%	28.85%	28.85%	22.12%	8.65%
	Writing	0.96%	22.12%	36.54%	34.62%	5.77%

		A	B	C	D	E
Year 5/6	Number	9.09%	31.17%	38.96%	19.48%	1.3%
	Reading	16.88%	20.78%	32.47%	28.57%	1.3%
	Writing	7.79%	19.48%	38.96%	32.47%	1.3%

2021 Targets

		A	B	C	D	E
Year 1/2	Number	8%	30%	40%	20%	2%
	Reading	10%	30%	37%	20%	3%
	Writing	8%	20%	40%	30%	2%

		A	B	C	D	E
Year 3/4	Number	10%	30%	30%	25%	5%
	Reading	15%	30%	30%	20%	5%
	Writing	10%	30%	30%	25%	5%

		A	B	C	D	E
Year 5/6	Number	15%	35%	38%	10%	2%
	Reading	20%	25%	33%	20%	2%
	Writing	15%	25%	38%	20%	2%



Act/Review and Adjust (to be completed at the end of each semester)

Are you on track? Are the changes in practice and student outcomes you expected to observe occurring? How do you know? What will you do differently if this is not what you expect to see?

	Six month review (end of Semester 1)		12 month review (end of Semester 2)	
Goals (refer to Goals' section)	Status	Comments/Evidence	Status	Comments/Evidence
Goal 1	Select from drop down list		Select from drop down list	
Goal 2	Select from drop down list		Select from drop down list	
Goal 3	Select from drop down list		Select from drop down list	
Goal 4	Select from drop down list		Select from drop down list	

Endorsement (can be completed by mid-Term 1 2021)

Principal

Senior Director
School Improvement and Leadership

Chair
School Representative Body

RATelFord