## Connect

- Improving students active participation and engagement in learning.

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<th>Priorities</th>
<th>Strategies</th>
<th>Targets</th>
<th>Self Review</th>
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<tr>
<td>Key Areas we will be focussing on</td>
<td>The actions which reflect commitment for improvement</td>
<td>Raising achievement standards of all learners</td>
<td>Data, processes and timelines to guide evaluation, review and measurement of effectiveness</td>
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### Strategies

- Increase students’ active participation in the learning programs.
- Develop effective processes for student voice to be heard, valued and integrated into school decision making.
- Conduct internal surveys
- Engagement in student leadership programme
- The implementation of higher order thinking skills that support students to construct and make meaning of their learning and apply it in new ways.
- The implementation of differentiated curriculum including individual student learning plans that support students to achieve learning goals.

### Targets

- Children taking more responsibility for learning.
- Children more engaged
- Areas of school developed and maintained by students and used for learning.
- Student events.
- Student leadership initiatives
- Student initiated curriculum
- Students are challenged and supported to develop deeper levels of thinking, understanding and application.
- Development of culture that includes genuine student voice in decisions and directions and underpinned by our school values.

### Self Review

- TFEL compass
- AITSL Student engagement survey
### Priorities
- Building capacity at classroom, school, family, community and partnership level, to ensure everyone reaches their full potential.

### Strategies
- Review decision making policy
- Staff, parents, student surveys and feedback is gathered to determine understanding, effectiveness and future planning.
- Governing Council parent workshops
- Open mornings / assemblies
- Performance Development
- Student Leadership
- Governing Council
- Student Voice
- Early Learning Centre Committee
- Professional Standards for teachers
- Professional standards for Principals.
- Far West Partnership

### Targets
- Parent responses in the parent perception data show 95% satisfaction with engagement strategies.
- Student responses in the student perception surveys set baseline engagement data for future comparisons.
- Nil student behaviour incidents.
- Governing Council numbers increased.
- Attendances at school events / meetings is positive.
- Sound Decision Making across school forums.
- Undergo a review of Decision Making Policy
- Working relationships with other sites in our Partnership are evident.

### Evaluation
- Staff, Student and Parent Perception surveys.
- AISTL Student engagement survey
- Student feedback is used to inform teacher practice and learning design.
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| **Connect** | • Development of pedagogical practices based on TFEL with student engagement at the core.  
• Staff demonstrate increased deep understanding of instructional strategies. | • The school is seen as a valuable community asset.  
• Staff are actively engaged in professional learning.  
• Active involvement with Aboriginal Homeland Community.  
• School is vibrant and actively moving forward.  
• Community support for our school remains very strong. | • Perception surveys from students, teachers and parents indicate at least 90% satisfaction level with communication strategies. |