



LITERACY - Reading

Improvement Outcome	To help our students reach the achievement standards in Reading or higher and to improve their ability to comprehend verbal and textual information.
Targets	<ul style="list-style-type: none"> Between Years 3 & 5 testing and Years 5 & 7 testing, students will achieve <i>Middle to Upper Growth</i> in NAPLAN Reading. All Years 3, 5 and 7 students will achieve the DECD SEA in Reading or above. (<i>Yr. 3-Band 3 or above, Yr. 5-Band 5 or above, Yr. 7-Band 7 or above.</i>) We will increase the number of Years 3, 5 and 7 students in the Top 2 Proficiency Bands in Reading. (<i>Yr. 3-Band 5&6, Yr.5-Band 7& 8, Yr. 7 -Band 8&9</i>) We will hold students in the higher proficiency bands in NAPLAN Reading from Years 3-5 and 5- 7 (<i>Yr. 3-Band 5&6, Yr.5-Band 7& 8, Yr. 7 -Band 8&9</i>) All Year R-2 students will meet the DECD Reading Targets. (<i>Rec.-5 or above, Yr.1- 15 or above, Yr 2.-21 or above</i>) All Years 3-7 students will achieve on or above DECD PAT-R Comprehension standards. (<i>Yr. 3-100 or above, Yr. 4-110 or above, Yr.5-115 or above Yr.6-120 or above, Yr. 7-124 or above.</i>) All Year 3-7 will achieve on or above DECD PAT R –Vocabulary standards. (<i>Yr. 3-100 or above, Yr. 4-110 or above, Yr.5-115 or above Yr.6-120 or above, Yr. 7-124 or above.</i>)
Strategic Actions	<ul style="list-style-type: none"> Regularly review , analyse and evaluate individual comprehension and vocabulary levels using data from PM Benchmark levels, NAPLAN, PAT R and PAT V and identify current R-7 focus areas. 2017 focus area is inferencing and identifying explicit information from texts. All staff to use a consistent approach to teaching Reading including the Daily 5, Café Literacy Model and The Big Six in Reading. Develop teacher skills in teaching Reading through professional learning in Transformation of tasks, learning de-

LITERACY- Writing

Improvement Outcome	To help our student reach the achievement standards or higher in writing so that they can become confident and capable writers.
Targets	<ul style="list-style-type: none"> All Years 3, 5 and 7 will achieve the DECD SEA in Writing or above. (<i>Yr. 3-Band 3 or above, Yr. 5-Band 5 or above, Yr. 7-Band 7 or above.</i>) We will increase the number of Years 3, 5 and 7 students in the Top 2 Proficiency Bands in Writing. (<i>Yr. 3-Band 5&6, Yr.5-Band 7& 8, Yr. 7- Band 8&9</i>) All Years R-7 students achieve the writing standards for their year level or higher on the class devised writing continuum.
Strategic Actions	<ul style="list-style-type: none"> Regularly review , analyse and evaluate individual writing progress using data from NAPLAN writing and identify current whole school focus areas for improvement eg. Paragraphing, detail Use class devised Writing Continuums & Rubrics to assess student’s writing progress each term. All staff to use a consistent approach to teaching Writing eg. the Daily 5 and Café Literacy Model & Sheena Cameron Strategies. Develop teacher skills in teaching Writing through professional learning in Transformation of tasks, learning design thinking, classroom observations and coaching support. (CPAC-Cheryl Broughton).

LITERACY-Spelling

Improvement Outcome	To help our students reach the achievement standards or higher in Spelling so that they can become confident and capable spellers.
Targets	<ul style="list-style-type: none"> All Years 3, 5 and 7 students will achieve the DECD SEA in Spelling (<i>Yr. 3-Band 3 or above, Yr. 5-Band 5 or above, Yr. 7-Band 7 or above.</i>) We will increase the number of Years 3, 5 and 7 students in the Top 2 Proficiency Bands in Spelling. (<i>Yr. 3-Band 5&6, Yr.5-Band 7& 8, Yr. 7- Band 8&9</i>)
Strategic Actions	<ul style="list-style-type: none"> Regularly review , analyse and evaluate individual Spelling progress using data from NAPLAN Spelling and diagnostic testing and identify current whole school focus areas for improvement in Spelling. All staff to use a consistent approach to teaching Spelling school wide. This will include the Daily 5 and Café Literacy Model as well as Christine Tofler’s Effective Spelling Strategies. Develop teacher skills in teaching Spelling through professional learning in Transformation of tasks, learning design thinking, classroom observations and coaching support. (CPAC-Cheryl Broughton).



NUMERACY

Improvement Outcome	To help our students to reach the achievement standards in all areas of Numeracy or higher so that they can become confident problem solvers who can apply their Numeracy learning to solve real life problems.
Targets	<ul style="list-style-type: none"> Between Years 3 & 5 testing and Years 5 & 7 testing, students will achieve <i>Middle to Upper Growth</i> in NAPLAN Numeracy. All Years 3, 5 and 7 students will achieve the DECD SEA in Numeracy. (Yr. 3-Band 3 or above, Yr. 5-Band 5 or above, Yr. 7-Band 7 or above.) We will increase the number of Years 3, 5 and 7 students in the Top 2 Proficiency Bands in Numeracy. (Yr. 3-Band 5&6, Yr.5-Band 7& 8, Yr. 7- Band 8&9) We will hold students in the higher proficiency bands in NAPLAN Numeracy from Years 3-5 and 5-7. (Yr. 3-Band 5&6, Yr.5-Band 7& 8, Yr. 7 -Band 8&9) All Years 3-7 students will achieve on or above the DECD PAT Maths standards. (Yr.3-110 or above, Yr.4-115 or above, Yr.5-120 or above, Yr.6-124 or above, Yr 7.-125 or above) All Year R-2 will achieve a Stanine 4 or above on the I Can Do It Maths Test.
Strategic Actions	<ul style="list-style-type: none"> Regularly review , analyse and evaluate individual Numeracy progress using data from NAPLAN Numeracy, PAT M and I Can Do It Maths and identify current whole school focus areas for improvement. In 2017 the whole school focus is on Fluency Plus questions along with reasoning , visualising skills and multi-step problem solving. All staff to use a consistent approach to teaching Maths using a balance of Ann Baker Natural Maths strategies, The Big Ideas in Number and other maths methodologies. Develop teacher skills in teaching Mathematics through professional learning in Transformation of tasks, learning design thinking class observations and coaching support. (CPAC-Cheryl Broughton).

STUDENTS WELLBEING

Improvement Outcome	That all students will attend school regularly and that they will feel happy and safe in their school environment.
Targets	<ul style="list-style-type: none"> The school will achieve 95% attendance in 2017. All students will score the school 4 or above on questions relating to feeling happy and safe at our school on the Student Opinion Surveys. The MDI survey of student wellbeing and engagement will show positive results for our year 6/7 students.
Strategic Actions	<ul style="list-style-type: none"> Regularly review , analyse and evaluate attendance & behaviour data, student opinion, TFEL and MDI Surveys. Teachers will follow up unexplained absences immediately as per the steps of our attendance policy. The staff will be trained in the second two components of KidsMatter and implement this framework schoolwide.

TEACHER QUALITY

Improvement Outcome	To assist teachers to improve their teaching practice and move towards the top two proficiency levels on the AITSL Teacher Professional Standards.
Targets	<ul style="list-style-type: none"> Classrooms will have student learning and progress highly visible. Teacher's will be progressing towards the top three professional capabilities on the AITSL Teacher Professional Standards continuum.
Strategic Actions	<ul style="list-style-type: none"> Our whole staff will participate in the Three Year Visible learning Project and implement this school wide with the support of the Impact Coach. (Cheryl Broughton) Our teachers will work with the SLLIP-Cheryl Broughton to improve their teaching practice through engaging in transforming tasks, learning design thinking and assessment planning including Collaborative Moderation in STEAM subjects.