### Priorities

**Develop a whole school understanding and approach to the teaching of Reading, Writing, Oral Language and Literacy skills**

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<th>Leaders will….</th>
<th>Teachers will….</th>
<th>Students will….</th>
<th>School Targets</th>
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</table>
| Provide direction, guidance and development of school strategies through:  
  - Effective links with the Berri Barmera Partnership  
  - Development of school based PLC’s  
  - Embedding Literacy direction and strategies as agreed to and outlined in the LNPlus+  
  - Performance Development by providing formal and informal feedback to staff using PST  
  - Ensuring that staff are able to access quality training and development in line with site priorities  
  - Formalising, reviewing and refining whole school agreements to ensure they are adhered to  
  - Ensuring parents, teachers and students embrace the school culture of high expectations  
  - Work with TfEL framework and CPAC to ensure that T&D needs are met and relevant to DECD priorities (LNPlus+), SIP and the AC  
  - Development of Data collection and implementation of tracking individual student progress | Provide learning opportunities to cover all Genres  
  - Differentiate the curriculum to ensure success for all  
  - Implement processes outlined in “Reading Comprehension Strategies” (Sheena Cameron) as part of their teaching strategies  
  - Teachers to use common language across the school as outlined in “Reading Comprehension Strategies”  
  - Focus on higher order thinking and questioning techniques in literacy  
  - Provide and develop formative assessment through the use of rubrics, peer observation, evaluation and goal setting  
  - Collect evidence to support the grading of students in AC and develop moderation processes  
  - Undertake diagnostic testing as outlined in the school assessment folder and analyse data to inform teaching strategies for further learning and underpin support for individual students  
  - Identify Wave 1, 2 and 3 students ensuring resources are targeted effectively. Review each term.  
  - Implement strategies for the teaching of oral language | Be able to articulate and discuss their learning, identifying the strategies they are using  
  - Be able to use common language and terminology in Literacy and Reading Comprehension when discussing learning  
  - Be able to set realistic goals for their learning  
  - Be successful in their learning  
  - Receive explicit teaching in the agreed pedagogies and practices  
  - Develop confidence in their teacher’s teaching and in their learning processes due to a consistent approach by teachers at all year levels  
  - Be able to articulate higher order thinking and questioning skills  
  - Be able to articulate strategies that enable them to be successful learners  
  - Be able to give, receive and understand explicit feedback in relation to their learning, including the use of the TfEL Compass | 70% of R-2 students reading at age appropriate levels:  
  - Rec: 1-5  
  - Year 1: 5-20  
  - Year 2: 21-30  
  - 25% of Year 3 students to achieve in the top two proficiency bands  
  - 30% of Year 5-7 students to improve by 80 points or greater from previous NAPLAN writing score  
  - 80% of Year 3-7 students achieving at or above stanine 5 in Pat-R  
  - 100% of students to complete Premier’s Reading Challenge  
  - Improved higher level growth in NAPLAN data  
  - Shared programming across the year levels  
  - Agreed Reading Comprehension strategies are being explicitly taught by all teachers during 2016  
  - Promote and recognise reading targets met at home  
  - Student Review Team to allocate resources equitably  
  - Use school data to accurately track student progress |

### Evidence
## Priorities

**Develop a whole school understanding and approach to Numeracy and the teaching of Mathematics skills**

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| Provide direction, guidance and development of school strategies through:  
  - Involvement with Deb Platt, CPAC Berri Barmera Partnership, to facilitate T & D in Maths including collaborative planning using TIEL framework, the AC and analysing results from our data  
  - Provide resources to enable staff to teach using Ann Baker and Mike Chartres maths strategies  
  - Ensuring staff are able to access quality training and development in line with site priorities  
  - Ensure that whole school agreements are reviewed, refined and adhered to  
  - Ensure that parents, teachers and students embrace the school culture of high expectations  
  - Provide opportunities for staff to engage in peer observation and evaluation  
  - Facilitating of information event for parents re current Maths strategies | Provide hands-on learning opportunities for students, both individually and in a collaborative setting  
  - Provide problem solving activities that cater for a wide range of learning styles  
  - Differentiate the curriculum to ensure success for all  
  - Implement processes outlined in “Natural Maths Strategies” as part of their teaching methodology  
  - Use common language across the school as outlined by “Natural Maths Strategies”  
  - Focus on higher order thinking and questioning techniques in Maths.  
  - Provide formative assessment through the use of peer observation, evaluation and goal setting  
  - Undertake diagnostic testing as outlined by DECD, including PAT-M, NAPLAN and analyse data to inform teaching strategies and direction  
  - Use data to identify at risk students to ensure that resources are targeted effectively | Be able to articulate and discuss their learning, identifying the strategies they are using  
  - Be able to use common language and terminology in Maths strategies when discussing learning  
  - Be able to demonstrate greater automaticity in number fact recall and in utilising the basic Mathematical operations  
  - Be able to set realistic goals for their learning  
  - Be able to be successful in their learning  
  - Receive explicit teaching in the agreed pedagogies and practices  
  - Develop confidence in their teacher’s teaching and in their learning processes due to a consistent approach by teachers at all year levels  
  - Be able to articulate higher order thinking and questioning skills  
  - Be able to give, receive and understand explicit feedback in relation to their learning  
  - Be able to articulate strategies that enable them to be successful learners | All students demonstrate improved attitudes to Numeracy and understand the relevance of Maths for their lives and careers  
  - 60% of Year 5 and 7 students demonstrate growth from previous mean scores that is at the middle or higher end of the NAPLAN proficiency bands  
  - 60% of all Year 3-7 students to achieve above stanine 4 in PATMaths  
  - 60% of Year 3 students at or above Proficiency Band 4 in NAPLAN Numeracy  
  - 60% of Year 5 students at or above Proficiency Band 6 in NAPLAN Numeracy  
  - 60% of Year 7 students at or above Proficiency Band 7 in NAPLAN Numeracy  
  - ALL staff to be engaged with Ann Baker Natural Maths strategies as organised within the Berri Barmera Partnership  
  - Evidence of shared programming amongst staff  
  - Data collected and entered into school data sets to assist with accurate identification of student progress |

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| Student Well-being | • Continue to foster and promote a culture of excellence and high expectations based upon the school values  
• Provide opportunities for staff to continue embedding a Restorative approach across the school  
• Ensure that staff implement the requirements of the Child Protection Curriculum as outlined within the school's CP Policy  
• Ensure that parents, staff and students are able to access and understand the Child Protection Policy, Attendance Policy, Grievance Procedures and Bullying Policy and their requirements in relation to these policies as members of the school community  
• Ensure that school policies and agreements are reviewed, refined and adhered to  
• Ensure parents, teachers and students embrace the school culture of high expectations  
• Continue to implement the KidsMatter Framework to ensure that well-being is a major focus for the school  
• Work closely with the PCW to ensure that the requirements of the position are met | • Provide a safe learning environment that promotes the well-being of students  
• Provide a positive learning environment in which students are encouraged to achieve to the best of their ability  
• Implement the Child Protection Curriculum as outlined in the policy  
• Follow processes as agreed by all staff to ensure continuity throughout the school in regard to attendance  
• Provide educational programs that support the development of healthy living strategies such as Crunch and Sip, Daily Fitness and Healthy eating  
• Maintain a Restorative approach to managing student behaviour  
• Maintain student mental health and wellbeing through the Bounce Back program, Leadership programs, special days, SRC and Kids Voice, SAPSASA and the KidsMatter action team  
• Continue to work with a 5 point scale to support emotional awareness in students at the Junior Primary level  
• Promote and foster a positive working relationship between the school, students and families to provide the best outcomes for all students  
• Ensure that data collection and analysis is used to identify and support at risk students | • Be able to articulate the relevance of the school values to their school environment  
• Be able to identify and articulate their responsibilities as students  
• Be empowered to express themselves clearly when issues arise  
• Be able to differentiate between safe and unsafe environments  
• Feel safe attending school and positive about their learning experiences  
• Attend school daily and understand the importance of consistent attendance  
• Utilise the opportunities provided to develop leadership skills  
• Provide honest feedback via the student surveys and through the SRC  
• Participate actively in Crunch and Sip, daily fitness and SAPSASA  
• Demonstrate a positive attitude towards adopting a healthy lifestyle | • 30% of parents involved with school through programs supported by PCW and other school based activities  
• 100% of students have Individual Learning Plans  
• All NEP students are reviewed and progress monitored closely  
• 30% of parents respond to school parent survey  
• 100% of parents attend Parent / Teacher/ student interviews  
• Attendance data meets DECD targets  
• Unexplained absences reduced above the DECD target  
• 100% of students participate in Daily Fitness and Crunch and Sip  
• 45% of Year 6 and 7 students participate in SAPSASA activities |

**Evidence**