



Priorities	Leaders will....	Teachers will....	Students will....	School Targets
<p>Develop a whole school understanding and approach to the teaching of Reading, Writing, Oral Language and Literacy skills to support Literacy improvement</p>	<p>Provide direction, guidance and development of school strategies through:</p> <ul style="list-style-type: none"> Working effectively with the Berri Barmera Partnership to support a systems approach to leadership Embedding Literacy direction and strategies as agreed to and outlined in the LNPlus+ Regular Performance Development meetings providing formal and informal feedback to staff, including use of Professional Standards for Teachers 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 Provision of regular opportunities for teachers to share and plan collaboratively to promote rigorous learning environments for all students Ensuring parents, teachers and students embrace the school culture of high expectations Work with Deb Platt (SLLIP) and Alana Kitson to develop and embed peer observation and feedback processes as part of the school's PDP Maintain and review data collection to track and manage the progress of class cohorts and individual students 	<ul style="list-style-type: none"> Review pedagogical practices and demonstrate how this has made a positive impact on students. Participate in Visible Learning T & D. Provide learning opportunities for students to cover all Genres as per our Literacy continuum Differentiate the curriculum to ensure success for all Plan collaboratively across year levels to generate effective, evidence based approaches to ensure effective transition from year level to year level Implement processes outlined in "Reading Comprehension Strategies" (Sheena Cameron) as part of their teaching strategies Focus on higher order thinking and questioning techniques in literacy Design quality assessment tasks that include formative assessment through the use of rubrics, peer observation, evaluation and goal setting Collect evidence via student portfolios to support the grading of students in AC and develop moderation processes Undertake relevant diagnostic testing as required by DECD Analyse data to inform teaching strategies for further growth and underpin support for individual students Identify Wave 1, 2 and 3 students ensuring resources are targeted effectively. Review each term 	<ul style="list-style-type: none"> Be able to articulate and discuss their learning, identifying the strategies they are using Be able to use common language in Literacy when discussing learning Be able to set, discuss and review realistic goals for their learning Enjoy and be successful in their learning Receive explicit teaching in the agreed pedagogies and practices Be able to articulate higher order thinking and questioning skills Be able to articulate strategies that enable them to be successful learners and discuss data related to their personal learning Be able to give, receive and understand explicit feedback in relation to their learning through the use of rubrics, peer evaluation and the TfEL compass 	<ul style="list-style-type: none"> 80% of R-2 students reading at age appropriate levels: Rec: 5 or above Year 1: 15 or above Year 2: 21 or above 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 2-7 students achieving at or above SEA PAT-R scale score 100% of students to complete Premier's Reading Challenge Improved retention of students in higher NAPLAN bands across Year 3 to Year 5 and Year 5 to Year 7 Agreed Reading Comprehension strategies are being explicitly taught by all teachers Promote and recognise reading targets met at home. Reading diaries to be checked on a regular basis. SSO support provided to enable students to read during the morning before school. Student Review Team to allocate resources equitably



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<p>Develop a whole school understanding and approach to Numeracy and the teaching of Mathematics skills to support Numeracy improvement</p>	<p>Provide direction, guidance and development of school strategies through:</p> <ul style="list-style-type: none"> • Involvement with Deb Platt, (SLLIP Coordinator Berri Barmera Partnership), to facilitate training and development in Maths including collaborative planning using TfEL framework and the AC • Provide resources to enable staff to teach using Natural maths strategies and the teaching of strategies to assist in solving maths problems • Ensure staff are able to access quality training and development in line with site and DECD priorities • Ensure that whole school agreements are reviewed, refined and adhered to • Provide regular opportunities for teachers to share and plan collaboratively to promote rigorous learning environments for all students • Regular Performance Development meetings providing formal and informal feedback to staff, including use of Professional Standards for Teachers • Facilitate information events for parents re current Maths strategies • Maintain and review data collection to track and manage the progress of class cohorts and individual students 	<ul style="list-style-type: none"> • Provide hands-on learning opportunities for students, both individually and in a collaborative setting, including problem solving activities that cater for a wide range of learning styles • Learning intent to be stated discussed at the beginning of each lesson • Collect evidence via student portfolios to support the grading of students in AC and develop moderation processes • Implement processes outlined in "Natural Maths Strategies" as part of their teaching pedagogy • Use common language across the school in the teaching and learning of maths • Plan collaboratively across year levels to generate effective, evidence based approaches to ensure effective transition from year level to year level and to promote rigorous learning opportunities for all students • Focus on higher order thinking and questioning techniques in Maths • Design quality assessment tasks that include formative assessment through the use of rubrics, 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 • Identify Wave 1, 2 and 3 students ensuring resources are targeted effectively. Review each term 	<ul style="list-style-type: none"> • 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 • Understand the intended learning for each lesson • Be able to set realistic goals and be successful in their learning • Be successful in their learning • Receive explicit teaching in the agreed pedagogies and practices • Students will understand the connection between their learning and real life Maths experiences • Be able to articulate higher order thinking and questioning skills • Be able to give, receive and understand explicit feedback in relation to their learning through the use of rubrics, peer evaluation and the TfEL compass • Be able to articulate strategies that enable them to be successful learners and discuss data related to their personal learning 	<ul style="list-style-type: none"> • All students demonstrate improved attitudes to Numeracy and understand the relevance of Maths for their lives and careers • 70% 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 • 80% of Year 2-7 students achieving at or above SEA PAT-M scale score • 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



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<p>Student Well-being</p>	<ul style="list-style-type: none"> • Embed a culture of excellence and high expectations based upon the school values • Embed a Restorative Justice approach across the school • Ensure that staff implement the requirements of the Child Protection Curriculum as outlined within the school's Child Protection 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 	<ul style="list-style-type: none"> • Provide a safe learning environment that promotes the mental well-being of students in accordance with the KidsMatter framework • 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 a range of programs including 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 	<ul style="list-style-type: none"> • 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 events where possible • Demonstrate a positive attitude towards adopting a healthy lifestyle 	<ul style="list-style-type: none"> • 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 below 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