<table>
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<th>PRIORITY</th>
<th>OUTCOMES</th>
<th>STRATEGIES</th>
<th>TARGETS</th>
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| Excellence in Teaching and Learning | 1. To improve student achievement in Literacy | • Implement, assess and report using the English ACM.  
• Staff access relevant T&D to improve their teaching methodologies, planning, programming, assessment and reporting.  
• Implement the agreed Scope and Sequence for Phonological Awareness, Phonics, Spelling and Grammar across the school to ensure consistent teaching and learning.  
• Investigation and implementation of a whole school literacy program i.e. First Steps which is supported by relevant T&D.  
• Teachers focus on the explicit teaching of reading comprehension skills including the higher levels of comprehension i.e. inferential, evaluative.  
• Expand the explicit teaching of Reading using non-fiction texts.  
• Introduction of a comprehensive Intervention program for identified students.  
• Early Years grant funding to be used to employ an Intervention teacher.  
• A whole school assessment, monitoring, recording and reporting schedule be developed and implemented.  
• Teachers are supported in further developing high quality teaching through engagement with the Teaching for Learning Framework.  
• All teachers participate in the collection and analysis of quality assessment data including NAPLAN results to identify learning needs and inform teaching/learning programs.  
• Explicit teaching of NAPLAN style questions.  
• Implementation of Jolly Phonics/Grammar in all EC classes. | • 95% of students achieve national minimum standards in spelling/grammar in the 2011 NAPLAN tests.  
• School mean scores are equal to or above DECS mean score.  
• Individual progress of Waddington or Westwood Spelling test results  
• 90% of Reception students achieve RR Level 6; End of Year 1 RR Level 15; End of Year 2 RR Level 22-23 |
| | 2. To improve student achievement in Numeracy | • Implement, assess and report using the Maths ACM.  
• Explicit teaching of numeracy/problem solving skills.  
• Explicit teaching and number automaticity and identify scope of learning. | • 95% of students achieve national minimum standards in Numeracy in the 2011 NAPLAN tests. |
<table>
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<th>Staff access relevant T&amp;D to improve their teaching methodologies, planning, programming, assessment and reporting as identified through performance reviews.</th>
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**Engagement and Wellbeing**

To improve engagement in learning for students ‘at risk’ including Aboriginal students and students with special needs

- Teachers/SSOs are timetabled to develop individual students’ NEPs and ILPs i.e. Term 1 and Term 3 funded from additional teachers release time
- T&D to support staff to develop NEPs and ILPs.
- Intervention teacher to determine SMART targets in consultation with class teachers.
- Develop an attendance policy including late arrivals.
- Review behaviour management policy.
- Staff are supported in further developing high quality teaching and effectively responding to the learning needs of special needs students through quality T&D opportunities

- Students meet individual SMART targets
- Increase student attendance.
- Decrease % of students arriving late.

- School mean scores are equal to or above DECS mean score.