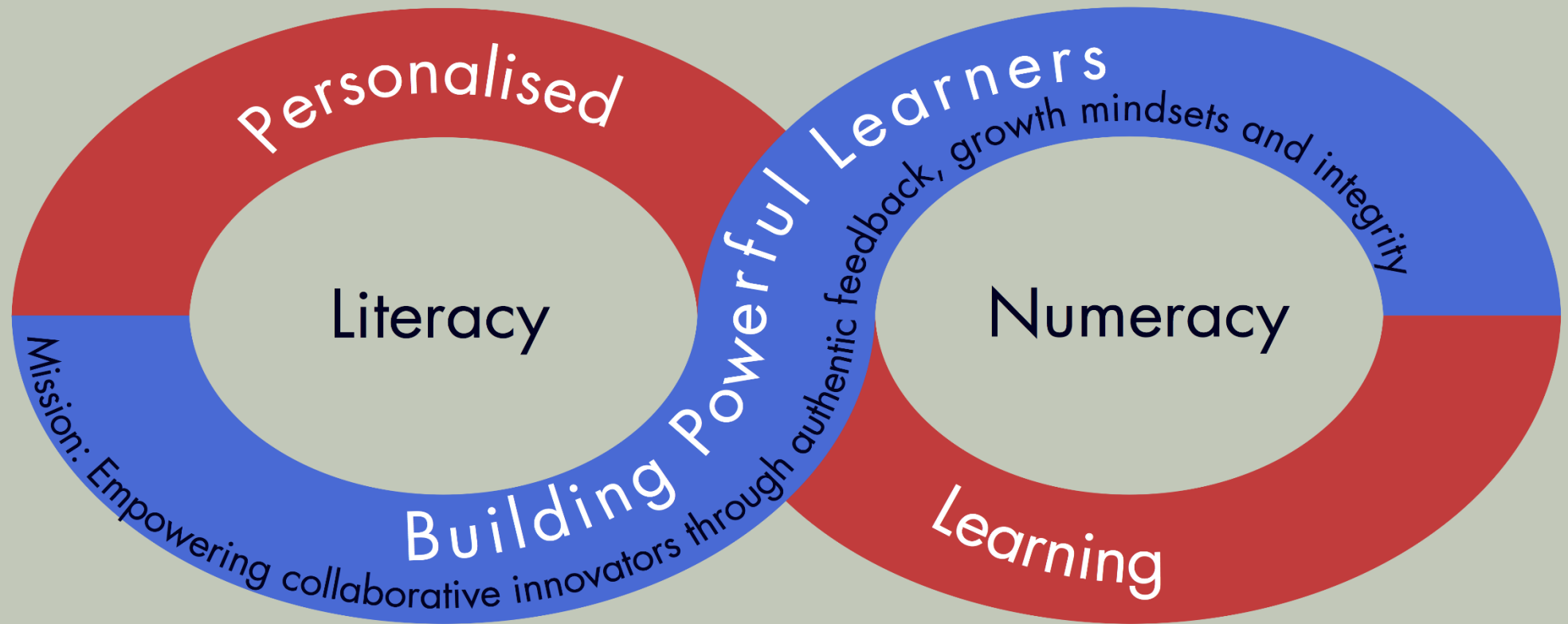


Culture for lifelong learning



Respect • Honesty • Persistence

Personalised Learning

Quality Teaching and Learning

- Continue to consolidate work to address On Track Evaluation recommendations March 2017.
 - ❖ **Build the capacity of all staff to deliver and support a challenging and engaging learning program by engaging all staff in personalised professional learning mapped out over time.**
 - ❖ **Expand the opportunities for engagement and challenge for all students by differentiating the learning through the use of learning intentions and success criteria consistently across the school.**
 - Staff embed use of PLCs to collaboratively plan, with data, for teaching and learning programs (Site and partnership)
 - Teachers share and extend use of effective formative assessment strategies for differentiation at student entry points
 - Wellbeing and resilience SAHMRI partnership project aligned to IFPS Learning Code including setting up for success program to be embedded across the year.
 - Learning intentions and success criteria designed and displayed in all learning areas
 - Two-way feedback structures for teachers and students support targeted learning – SMARTAR targets
 - Targeted use of learning technologies to support student engagement
 - The Learning Code developed by staff, students and the wider community reflects school values which are explicitly taught, displayed and practised across the whole site.
 - Teaching programs reflect use of data to differentiate for individuals as per data agreement for 2018
 - Student Voice extends to include all students through student leadership structures R – 7
- 100% of teachers will upload site data to MarkIT, demonstrating subsequent improvement in data (2 x 2 x 2) using targeted intervention, differentiation and formative assessment
 - Curriculum and professional learning plans reflect partnership engagement (Mathematics student portfolios)
 - Agreements are completed to track the use research informed pedagogy and content practice

Literacy

- PLCs designed for collaboration and mentoring to implement Text Types Overview R - 7 and entry points for student Language and Literacy Levels.
- All teachers write SMARTAR targets for all learners in English. Term 1 to be aligned to next steps in writing using Language and Literacy Levels.
- Staff assess and inform practice through the Language and Literacy Levels across the Australian Curriculum to improve learner achievement in writing
- Extend use of The Big 6 in reading to provide intellectual stretch for students at higher reader levels and particularly from Level 30 + levels
- Teachers analyse PAT RC Data to identify misconceptions and identify ext teaching points for individuals and cohorts in PLCs.

- There will be a rise of 5% of students achieving DECD Standard of Educational Achievement (SEA) in reading.
- There will be a rise of 5% of students achieving the required Bands in Year 3, 5 and 7 compared DECD SEA, based on the same cohort of students
- We will maintain or increase percentage of students in upper growth bands between years for year 3-5 and 5-7, based on the same cohort of students
- There will be a rise of 5% of students meeting or exceeding DECD Standards of Educational Achievement (SEA) in PAT Reading

Numeracy

- Professional Learning designed for Big Ideas in Number to improve practice and pedagogy to address misconceptions in Mathematics
- Teachers trial and share effective strategies and practice to address misconceptions in Mathematics through intentional teaching using learning intentions and success criteria
- Teachers set SMARTAR targets for all learners in Mathematics
- Teachers work in Partnership PLCs with Numeracy focus to develop consistency in moderation for student improvement using work samples at different achievement

- There will be a rise of 5% of students achieving the required Bands in Year 3, 5 and 7 compared DECD SEA, based on the same cohort of students
- We will maintain or increase percentage of students in upper growth bands between years for year 3-5 and 5-7, based on the same cohort of students.
- There will be a rise of 5% of students meeting or exceeding DECD Standards of Educational Achievement (SEA) in PAT Mathematics

