<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>STRATEGIES</th>
<th>EVIDENCE</th>
</tr>
</thead>
</table>
| **Learn and Achieve**  
- Learning intentions and success criteria of lessons are clearly stated  
- Formative assessment strategies utilised on a regular basis | • Provide students with critical, formative feedback that makes clear their achievement and the next point of learning  
• Use class and student data to set personalised targets relevant to the class group and each learner  
• Provide differentiated learning opportunities based on students’ learner profiles and valid data | • Observations of class processes show formative assessment strategies being used  
• Explicit reading strategies are programmed  
• Programs reflect differentiation based on data  
• Running Record results  
• NAPLAN results |
| **Student Targets:**  
- 75% of non NEP students will reach DECD Standards of Educational Achievement targets in Running Records  
- Increase the number of students with NAPLAN scores within the top 3 proficiency bands in Reading and Numeracy | | |
| **Lead and Collaborate**  
- Shared leadership is evident across the site, utilising Step 9 teachers  
- Opportunities for shared leadership are offered to all staff  
- Focus teachers lead staff in maintaining high standards and consistency in Literacy and Numeracy programs | • Strengthen the capacity of all teachers with teacher leaders guiding the process, dialogue, and pedagogy of agreed actions  
• All teachers given opportunity to trial leadership positions when available  
• Focus teachers to lead and document streamlined process for whole site programming, pedagogy, data collection and use | • Minutes of Unit meetings reflect Step 9 mentoring of staff  
• Focus teachers have developed and maintained Literacy and Numeracy priorities across the site |
| **Goals and Improvement**  
- Consistent data collection in Literacy and Numeracy is documented and used to inform practice and track student progress  
- Students set learning goals and monitor their own progress toward known learning targets | • Specific targets indicating whole school learner achievement are developed, documented and used efficiently by all staff  
• Use the research and resources from the DECD Numeracy Strategy, Mathematician in Residence and Partnership initiatives to inform best practice  
• Use TFEL, Learning Design and Australian Curriculum documents to plan, teach and assess  
• Students are explicitly taught how to set learning goals and strategies to monitor their own learning | • Teacher planning and assessment documents  
• Data collated on Scorelink  
• Results of formal testing  
• Learning goals for students in a viable form are available  
• All students are accessing fluency in number activities |
| **Connect to Community**  
- Connections across the Local Partnership are utilised for training and collaborative pathways to achievement  
- Family and student feedback on policies and procedures sought  
- New pathways to increase communication and participation with families investigated | • Provide opportunities for staff to attend training within the cluster  
• Connect learning beyond the school through Children’s University  
• investigate all avenues of communication with community and adopt those with the highest likelihood of being accessed  
• audits distributed, collated, documented and information analysed to inform actions | • Training records reflect combined development activities across the cluster  
• Children’s University is implemented and maintained across the site and into the community  
• Wider community have a choice of communication and access modes  
• Governing Council feedback |
Students who truly understand and are involved in their learning have higher levels of achievement and wellbeing. Through feedback and self-assessment, capable students know what they need to learn, where they are with that learning and what their next learning steps are.

### Literacy

Our whole school approach to Literacy improvement is achieved by:

- Effectively using data to inform our practice
- Providing a balanced program based on the Big 6, Words Their Way and The Writing Book
- Guided Reading sessions in every class
- Using differentiation and Wave theory to cater for different ability groups

### Numeracy

Our whole school approach to Numeracy improvement is achieved by:

- Effectively using data to inform our practice
- Providing students with essential number skills
- Providing students with opportunities to problem solve
- Provide engaging, relevant experiences which encourage students to think about the Numeracy in our world

### Well-being and Inclusion

Effective monitoring of student attendance, focus on student engagement and wellbeing, use of behaviour education processes and differentiation of learning tasks will support all students to be successful.

**Student target:** 93% attendance rate