OUR MISSION
To provide high quality teaching and learning experiences in a supportive environment to enable all students to reach their full potential

OUR VALUES
RESPECT
- Responsibility
- Honesty
- Cooperation
- Participation
- Endeavour
- Quality work
= Happiness and a Supportive Environment
<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>INTENDED OUTCOMES</th>
<th>KEY TARGETS</th>
<th>KEY STRATEGIES</th>
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</thead>
</table>
| **LITERACY** | • Improve teaching and learning of literacy across the school with a focus on:  
  o Spelling  
  o Genre Writing  
  o Reading | • 100% of students attain Reading Recovery Levels:  
  o Reception: Level 5  
  o Year 1: Level 15  
  o Year 2: Level 26  
 • 100% of students in Year 3, 5 & 7 reach benchmarks in NAPLAN tests  
 • 75% of students in Year 3, 5 & 7 are above state average in NAPLAN tests | • All teachers review their practice and implement strategies known to improve learning outcomes  
 • All teachers plan collaboratively in levels of schooling  
 • All teachers engage in moderated marking of students work at a site and cluster level  
 • All R-2 teachers attend Emergent Literacy PD  
 • Implement uninterrupted Literacy time each morning  
 • Reconnect with the SMART Early Years Literacy Group  
 • Review and implement effective transition programmes K-R, 7-8 and across the school  
 • Provide additional teacher and SSO support to students at risk  
 • Assign levels using SACSA  
 • First Steps continuaus for Spelling and Writing |
| **NUMERACY** | • Improve teaching and learning of numeracy across the school with a focus on:  
  o Basic number skills | • 100% of students in Year 3, 5 & 7 reach benchmarks in NAPLAN tests  
 • 75% of students in Year 3, 5 & 7 are above state average in NAPLAN tests | • All teachers review their practice and implement strategies known to improve learning outcomes  
 • All teachers plan collaboratively in levels of schooling  
 • All teachers engage in moderated marking of students work at a site and cluster level  
 • Implement uninterrupted Numeracy time each morning  
 • Revisit First Steps Number course  
 • Provide additional teacher and SSO support to students at risk  
 • Assign levels using SACSA |
<table>
<thead>
<tr>
<th><strong>ICT</strong></th>
<th><strong>SACSA</strong></th>
<th><strong>WELL BEING</strong></th>
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</table>
| • Improve teacher skills and knowledge in using ICT as a tool to improve pedagogy  
• Improve student skills in applying ICT to amplify and extend learning  
• Improve hardware, software and infrastructure across the school  
• Complete school website | • Staff plan, programme, assess and report using SACSA  
• Teachers assign levels in SACSA in 3 areas of study, using SAS software | • Reduce number of students at risk  
• Increased levels of student engagement  
• Maintain attendance levels  
• Implement strategies identified through self review |
| • 100% of staff demonstrate improvement in EdCap survey, in particular in the *Integration into Teaching and Learning Strand*  
• 100% of staff in Phase 3 in all strands and sub strands in the ICT Capabilities continuum  
• 100% of students achieve benchmark skills as identified in RPS continuum  
• 100% of staff improve skills in using Smart Board technology  
• Reduce *down time* across the school | • 100% of staff assign appropriate SACSA levels using SAS software  
• 100% of students are achieving age appropriate standards against SACSA | • 100% of Students at risk are identified and supported |
| • Develop and implement learning skills continuum for students  
• Complete EdCap and Ed survey in Term 1 and Term 4  
• Access PD  
• Student Free Day in Term 1  
• Collaborative planning  
• Allocate funding to meet hardware, software and infrastructure needs  
• Increase ICT technician support time  
• Staff develop basic trouble shooting skills  
• Provide additional teacher and SSO support to students at risk | • All teachers review their practice and implement strategies known to improve learning outcomes  
• All teachers plan collaboratively in levels of schooling  
• All teachers engage in moderated marking of students work at a site and cluster level  
• Provide additional teacher and SSO support to students at risk | • Implement Child Protection Curriculum  
• Appoint Christian Pastoral Support Worker  
• Counsellor role strengthened by Jackie reducing her teaching commitment  
• Develop and implement strategies for identifying and supporting students at risk, including high achievers and boys  
• Provide additional teacher and SSO support to students at risk  
• Investigate LAP programmes  
• Staff participate in SMART and other PD as appropriate  
• Conduct DIAF self review |