

- 3.1 Increase in student attendance by 1%
- 3.2 25% decrease in incidents of student bullying
- 3.2 75% students receiving appropriate feedback and recognition for positive behaviours
- 3.3 T&L informed by aligned, quality criteria assessment tasks in each stage x1 per semester
- 3.3 50% all students can identify and articulate the purpose for learning
- 3.4 80% of teachers engaged in information communication technologies to achieve quality teaching and learning
- 3.4 90% of students engaged in information communication technology within their learning programs
- 3.5 All early career teachers & new and returning staff supported through targeted professional learning incorporated mentoring support
- 3.5 90% teachers engaged in targeted professional learning that builds their capacity and the school to improve

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
<ul style="list-style-type: none"> •Review School Code of Conduct with teachers, parents and students to increase their understanding and to achieve commitment. 	<ul style="list-style-type: none"> *Close communication between parents & teachers with shared and explicitly stated expectations 	Deputy Principal	Term 1	
<ul style="list-style-type: none"> •Explicit teaching of social skills in each classroom each day. Teachers collect data on playground interactions and track behaviours and incidents. Maintain records of class conversations. 	<ul style="list-style-type: none"> *Increased number of positive interactions, including cooperative play, in the playground *Decrease in incidence of bullying 	Deputy Principal	Terms 1,2,3,4	
<ul style="list-style-type: none"> •Review Inquiry Model of Learning with reference to Quality Teaching Framework. Create quality rubrics to inform students of expectations. 	<ul style="list-style-type: none"> *Appropriate curriculum is provided for all students with aligned quality criteria assessment tasks 	Executive team	Terms 2,3,4	
<ul style="list-style-type: none"> •Implement transition programs and social stories for students needing additional support. 	<ul style="list-style-type: none"> *Students move from year to year with greater success 	Deputy Principal	Terms 1&4	\$500 Student support funds in Global budget
<ul style="list-style-type: none"> •Review teaching of thinking skills leading to development of scope and sequence plan. 	<ul style="list-style-type: none"> *Improved questioning in T&L *Greater student awareness 	Executive team	Terms 2,3,4	
<ul style="list-style-type: none"> •Roll books introduced into all classes. Procedures reviewed & updated. Attendance monitored. 	<ul style="list-style-type: none"> *Improved student attendance *Consistent parent communication 	Executive team	Term 1	
<ul style="list-style-type: none"> •Establish partnerships with parents. Contact by phone/letter if concerned about student. 	<ul style="list-style-type: none"> *Improved communication with parents 	Executive team	Terms 1,2,3,4	
<ul style="list-style-type: none"> •Philosophy for children –use inquiry skills effectively. 	<ul style="list-style-type: none"> *Provide students with skills to probe deeply into areas of discussion 	Executive team	Term 2	\$800 DE funds

teacher professional learning plans. Hold stage meetings in computer room to teach, share expertise and look critically at teaching programs.	*Shared teacher language *Increased student opportunities using ICT in learning programs	& team leaders		TPL funds
•Mind Mapping – development of visual tools to support students organise their thinking.	*Increased student capacity to engage in learning / thinking process	Executive team	Term 2	\$1500 DE funds

2009 Target: Improve literacy outcomes for all students

1.1 Maintain 97% of students achieving above minimum standard in NAPLAN literacy

1.1 Lower % of students achieving in bands 2-3 in NAPLAN literacy

1.2 At least 30% of students achieving in the top two bands in NAPLAN literacy

1.3 At least 60% of year 5 students achieving or exceeding state average growth in NAPLAN literacy

1.4 98% of Aboriginal students achieving at or above minimum standard in NAPLAN literacy

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
•Conduct an audit of current teaching practices in reading. Cross-reference this with the 'Four Resources of the Literacy Learner' model from Luke & Freebody. Link to QT framework.	*Improved Reading results in NAPLAN tests *Increased participation in the Premier's Reading Challenge	Executive team & STLA	Terms 1,2,3	
•Complete stocktake of current teaching resources. Purchase targeted reading material.	*Quality reading material in every classroom	Deputy Principal	Terms 1,2	\$8000 English - Global
•Evaluate strategies for teaching critical thinking using scaffolding literacy methodology. Build on teacher understanding & implementation of the teaching sequence.	*Higher stanine levels in standardised assessment for all students *Evidence of scaffolding literacy methodology in every classroom	Executive team & STLA	Terms 1,2,3	
•Undertake professional development in Accelerated Literacy methodology & adopt elements of the teaching sequence.	*Increased teacher knowledge *A teacher in each stage trained in AL	Executive team & STLA	Terms 1,2,3,4	\$6000 TPL funds
•Develop Personal Learning Plans for all Aboriginal students. Involve STLA in development of a strategic assessment plan and close monitoring of individual growth.	*Achieve outcomes of PLPs for Aboriginal students	Deputy Principal & STLA	Terms 1,2,3,4	\$1000 Global budget

<p>linked to scaffolding literacy & quality writing</p> <p>•Implement Kindergarten Best Start program including completion of teacher professional development in Best Start.</p>	<p>NAPLAN tests</p> <p>*Increased knowledge about every Kindy student.</p> <p>*Improved teaching programs aligned to student needs.</p>	<p>& STLA</p> <p>Kindy teachers, DP & STLA</p>	<p>Term 1</p>	<p>TPL funds</p> <p>\$3000</p> <p>TPL funds</p> <p>\$1000</p> <p>Kindergarten - Global</p>
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