Priority
To improve student achievement in Mathematics through quality teaching

School Standards
PAT Maths
- A minimum of 75% achieve Stanine 4 or higher

NAPLAN
- A minimum of 75% of students achieve the National Minimum Standard (NMS) in Numeracy
- Achieve a 50% improvement in the number of students in the middle and upper growth bands in Numeracy from years 3-5 and 5-7

Australian Curriculum
- A minimum of 60% achieve year level standard or better in Mathematics
- 75% of students on NEP achieve year level standard or better for the year level recorded in the NEP

Strategies
- Maintain the Numeracy Coaching role to include teachers and SSOs working in the Early Years
- Work narrower and deeper in embedding Ann Baker and Peter Sullivan strategies to improve teacher competency and student achievement in number and problem solving
- Use Learning Design to Plan in Mathematics
- Use the APST to identify improvement goals for teachers in the teaching of Mathematics
- Conduct teacher observation by line managers in the teaching of Mathematics once each term with written feedback
- Teacher observation and feedback is aligned with Performance and Development planning goals in teaching mathematics
- Develop Personalised Learning Plans in Mathematics for 7 students per class and review each term
- Professional learning programs include assessment for and of learning and moderation of year level standards in the AC.
- Work deeply in TfEL Domains 2 and 3 to improve pedagogy in Mathematics – Professional Learning Performance and Development planning and teacher observation
- Invite specific student feedback for teachers and SSOs in teaching and learning in Mathematics on 2 occasions each year

Priority
To improve student achievement in English through quality teaching

School Standards
PAT R – Reading
- A minimum of 75% achieve Stanine 4 or higher

Running Records
- 60% of learners achieve the school standard or better by Term 4 week 5 each year

NAPLAN
- A minimum of 75% of students achieve the National Minimum Standard (NMS) in Reading
- Achieve a 50% improvement in the number of students in the middle and upper growth bands in Reading from years 3-5 and 5-7

Australian Curriculum
- A minimum of 60% achieve year level standard or better in English
- 75% of students on NEP achieve year level standard or better for the year level recorded in their NEP

Strategies
- School Literacy Blueprint for school wide improvement
- Introduce Literacy for Learning model – 18 hours over 3 years
- Australian Curriculum – English (Scope and Sequence)
- Introduce General Capability - Literacy
- Use the Big 6 Oral language, phonological awareness, phonics, vocabulary, fluency and reading comprehension
- Work with staff to plan and teach a Balanced Reading program
- Use Learning Design as a planning tool for English – Reading
- Reading 1-3 in groupings based on RR levels
- Multi Lit for all curriculum SSOs and interested teachers
- NEP - establish year level standard in English and assess and report against the standard
- Use TfEL Domains 2 and 3 with a focus on the Essence and Intentionality Undertake observations of teaching in Reading once each term and provide written feedback against P&D Plan and APST
- Develop Personal Learning Plans for 7 students and review each term
- Collect Student Feedback data in Reading once per term

Teaching for Effective Learning

Priority:
To increase the effectiveness of teaching and learning utilising TfEL & APST

- TfEL – Domain 2 and Domain 3
- APST – Working towards Highly Accomplished

Strategies:
- Performance Development Plans:
  - Teacher observation and feedback is aligned with Performance and Development planning goals in teaching mathematics
  - Invite specific student feedback for teachers and SSOs in teaching and learning in Mathematics on 2 occasions each year
- Coaching Model