BELIEFS about LEARNING:

- Learning is enhanced when the curriculum is differentiated, providing multiple entry points and a variety of learning options, to meet the individual needs of students.
- Students are more engaged in their learning when their curriculum is innovative, challenging, rigorous, and relevant to their life experiences, connected to their world beyond school and prepares them for post-secondary pathways.
- Learning is enhanced when students are provided with a variety of processes that actively engage them in deep creative thinking, skill development and problem solving.
- Learning is strengthened when students form positive relationships with peers, staff and families.
- Success of our students learning is celebrated within the community.
## Priority Two: Curriculum and Pedagogies for Engagement

Our whole school approach delivers successful implementation of the Australian Curriculum

### Targets:
100% of students have Individual Learning Plans (ILP’s) with specific targets.
100% of parents are aware of their students ILP’s.
80% of students meet targets outlined in ILP’s.
100% of staff implement and carry processes as mentioned in site generated Assessment / Recording / Reporting timelines.
100% of teachers indicate growth in their use of ICT’s to enhance student learning.
100% of teachers confident to teach, assess and report student learning in maths, literacy and science.
Australian Curriculum

### Priorities:

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<th>Priorities:</th>
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<td><strong>DIAF PRIORITY – 1. Quality Teaching and Learning</strong>&lt;br&gt;Facilitate ongoing professional development in the Australian Curriculum and TFEL to ensure greater curriculum coherence (Maths/ English/ Science)</td>
<td>✦ Plan for staff learning on 2 allocated Pupil Free Days integrating the teaching for Effective Learning framework (TfEL) and Australian Curriculum&lt;br&gt;✦ Teachers implement and assess using the Australian Curriculum in English, Maths and Science&lt;br&gt;✦ Digital tools support aspects of learning and continue to be a priority for resourcing, teacher training and student utilisation&lt;br&gt;✦ Staff Agreements on the use of pedagogical approaches as described in TFEL established&lt;br&gt;✦ Individual teachers identify a goal relating to pedagogical approaches to teaching using TFEL as part of their Professional Development Plan</td>
<td>✦ Staff Term 3 gathers information on the effectiveness of our implementation of Aust Curriculum, pedagogy as described in TFEL. And use of ICT to enhance student learning.</td>
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<td><strong>DIAF PRIORITY - 3. Improving Learner Outcomes</strong>&lt;br&gt;Intervention and support processes ensure equitable access, rigorous planning and strategic implementation at the classroom level. Develop/ document data collection practices to inform future actions (validation recommendation)</td>
<td>✦ Investigate the WAVE model of intervention and implement&lt;br&gt;✦ Creation of Individual learning plans for all students and involve parents in ILP process by discussing ILP’s at 3 way discussions&lt;br&gt;✦ Assessment / Recording / Reporting timeline with key dates including timelines for Self Review&lt;br&gt;✦ Continuous cyclic review of curriculum, pedagogy and programs based on current research to facilitate improvement</td>
<td>✦ Individual Learning Plans created for every child with specific targets and strategies.&lt;br&gt;✦ Analysis of Term 3 IEPs should reflect progress made by students. &lt;br&gt;✦ Key dates on ARR timeline met and assessments carried out.</td>
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1.2 Develop deep pedagogical knowledge<br>1.6 Design, plan and organise for learning and teaching<br>4.3 Apply and assess learning in authentic contexts
### Priority One: LITERACY - Reading

**Our whole school approach delivers improved skill development and achievement in Literacy**

#### 2011/2 Baseline Data:
- Running Records Data (Term 1 2012)
  - After 4 terms 75% level 9-12
  - After 4 terms 25% below level 6
  - After 12 terms 100% level 22-24
  - After 12 terms 0% level 26
- NAPLAN Data (2011)
  - 100% in middle growth category in reading

#### SMARTA Targets:
- Running Records Data
  - 100% of Reception students to achieve Running Records level (6-10) after 4 terms
  - 100% of Yr 1 students to achieve Running Records level (15-20) after 8 terms
  - 100% of Yr 2 students to achieve Running Records level (22-26) after 12 terms
- NAPLAN Data
  - 25% of students to achieve the top 2 Proficiency Bands for Reading in years 3-7 by 2013
  - 25% of Yr 5 and 7 students achieve ‘Upper Growth’ in Reading by 2013
  - 80% of students reach reading targets as outlined in student ILP’s
- 100% of our students in yr 2-7 demonstrate growth appropriate to their year level in the PATR tests in T1/T4

### Priorities:

The two or three key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes

- **DIAP PRIORITY – 1. Quality Teaching and Learning**
  - 2. Curriculum Coherence
  - 3. Improving Learner Outcomes
  - 4. Leading Improvement

**Improve the Quality Teaching of Literacy (R 7) in Reading and Oral Language**

1.2 Develop deep pedagogical knowledge
1.3 Participate in professional learning communities
1.6 Design, plan and organise for learning and teaching
4.3 Apply and assess learning in authentic contexts

### Strategies:

The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets

- Implement the whole school agreement about the teaching of reading
- Staff professional development in the Big 6 of reading
- Liaise with Preschools regarding TROLL results for new transition students
- Work with parents and students to set goals about learning, particularly relating to Literacy (Reading)
- Regular discussion, observations and feedback in performance development discussions relating to the teaching of Literacy
- Screen all students’ reading to identify, plan and implement intervention programs as deemed appropriate
- Investigate/implement appropriate intervention programs (WAVE model of intervention)

### Evaluation Measures:

The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies

- Implement the PATR assessment trial to direct teaching in reading comprehension
- Running Record data collected in T1/T4 and as needed shows an improvement in levels for each student
- Analysis of NAPLAN data
- Staff Term 3 gathers information on teacher confidence in the teaching of the big 6 in reading