

Priorities	Key Strategies	Targets
Quality Teaching & Learning in Writing	<ul style="list-style-type: none"> Teachers build intentionality in the teaching of spelling to support writing development by : <ul style="list-style-type: none"> Effectively assessing individual student needs to facilitate explicit, targeted teaching Using oral language to explicitly teach spelling concepts in example words before students see the word written. Use explicit teaching of oral language to build vocabulary to support writing development Establish the Targeted Response Team to work with Class Teachers during Literacy block to support rigorous learning activities which ensure stretch, in a multilevel context. Two SSOs and the principal will work with small groups in and out of class across both classes. 	Writing <ul style="list-style-type: none"> Yrs R-3 - 12 out of 18 students will achieve at least year level standard in Literacy Levels. Yrs 4 – 6 – 13 out of 19 students will achieve at least year level standard in Literacy Levels. Yrs R-3 – 2 out of 18 students will achieve at least one year above their year level in Literacy Levels. Yrs 4 -6 – 3 out of 19 students will achieve at least one year above their year level in Literacy Levels
Quality teaching & learning in Numeracy	<ul style="list-style-type: none"> In line with the TV Numeracy Agreement, <ul style="list-style-type: none"> Work with Mt Pleasant PS to moderate numeracy assessment pieces within the framework of the LDAM Strategy. Build portfolios that provide evidence for the moderation process Establish the Targeted Response Team to work with Class Teachers during Numeracy block to support rigorous learning activities which ensure stretch, in a multilevel context. Two SSOs and the principal will work with small groups in and out of class across both classes. 	Numeracy Targets <ul style="list-style-type: none"> Yrs 2 – 3 - 10 out of 10 students to achieve SEA in PAT – Maths Yrs 4 – 6 – 12 out of 19 students to achieve SEA in PAT-Maths Yrs 2-3 – 2 out of 10 students to be significantly above SEA (2 year levels) in PAT-Maths Yrs 4-6 – 3 out of 19 students significantly above SEA (2 year levels) in PAT-Maths 3 pieces of work collected and moderated for one student in each of the following year levels: Year 1, Year 4 and Year 6.
Greater student engagement in the learning process	<ul style="list-style-type: none"> Build greater, more active student voice by: <ul style="list-style-type: none"> Familiarising students with the Aust Curriculum Involving students in assessing their work. Seeking regular feedback from students regarding learning processes Broadening the role of the Tell to Ask Group to build on 'students as teachers' focus 	<ul style="list-style-type: none"> Student perception data reflects an increase in student voice and engagement in learning. (Collected Term 1 & Term 4)