Our commonly agreed school values and beliefs about learning revitalise curriculum and pedagogy across the school...

Through all staff working collaboratively to –
• develop units of work/tasks differentiated to meet the range of student needs/skills
• implement individual learning plans in classes through differentiated tasks and assessment approaches
• moderate the differentiated units/tasks to monitor standards, achieve consistency of judgement and share strategies for effective support of learners.

BELIEFS about LEARNING:
• Learning is enhanced when the curriculum is differentiated through providing 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, 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 learning 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.

LITERACY
Our whole school approach delivers improved skill development and achievement in reading...

Through all staff working collaboratively to –
• develop the scope and sequence of comprehension skills (for specific subject areas) and approaches to incorporate the explicit teaching of these skills in units of work/tasks differentiated to meet the range of student needs.

WELLBEING FOR LEARNING – Connection, Respectful Relationships
Our coherent and consistent implementation of the school values across the whole school and effective monitoring of student attendance both daily and from lesson to lesson support high levels of learning, successful pathways and personal and professional satisfaction

Through all staff working collaboratively to:
• implement agreed policy and practices in regard to behaviour and attendance.
• Design and display a learning focused physical environment
Priorities: 2012
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

Current Landscape
What does this look like now?

Future Landscape Targets: 2012
What do we want this to look like at the end of 2012? Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate

Strategies: 2012
The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets

Evaluation Measures: 2012
The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve all students’ skills in comprehension (inferencing), vocabulary, writing different genres, punctuation, grammar P-12</td>
<td>NAPLaN top 3 bands in reading: Year 3 downward trend 62.7-53.7% Year 5 improving 44.8-52.6% Year 7 inconsistent, similar to like schools Year 9 downward trend Growth in reading 3-5 improved, 5-7,7-9 decreased Running records reading level trends?</td>
<td>The % ‘correct’ at the question item level for questions about inference in the 2012 NAPLaN reading results is at the like school/state levels at years 3, 5, 7 and 9 indicating that students are able to show improved understanding in these aspects The % of students in the top 3 bands of Reading is at the like/state levels indicating high expectations of achievement and performance in reading comprehension. All year 2 students are reading at level 25 Increased ability and confidence of teachers to teach the specific literacy skills required in their subject</td>
<td>Teachers will: Explicitly teach direct speech Year 3-9 (English) Select texts that are accessible to individual students’ reading level and abilities (non-fiction) Explicitly teach subject specific vocabulary Implement a consistent approach to reading Y4-7 - Guided reading, Literacy Circles Use PAT-R reading comprehension as a consistent assessment tool in Years 4-7 and Ignite classes Use diagnostic tests (PAT-R, Running Records) to plan Tier 1, 2 and 3 interventions at class and individual levels Identify groups of students for data analysis – NEP, School Card, Ignite, ATSI Identify the literacy demands of the subject and include explicit teaching of the skill requirements of the AC Literacy General Capability continuum across stages of learning in program design Intentionally include the SACE subject descriptions literacy requirements in the NAR DIAf framework for teachers and leaders</td>
<td>P&amp;D process literacy priority review for all staff provides evidence towards achievement of target Compare 2009, 2010 &amp; 2011 NAPLaN Reading data for years 3, 5, 7 and 9 confirm direction and overall effectiveness of strategies PAT-R reading comprehension results in term 4 indicate improvement in reading Running Records</td>
</tr>
</tbody>
</table>
### Professional Learning
PD to increase knowledge of strategies to scaffold reading and subject specific literacy
- Tactical Teaching – reading program to support secondary teachers in Science, English, H&PE, Arts
- Audit of subject specific literacy demands in all Learning Areas
- Genre mapping 8-12 to identify specific writing requirements supported by PD to increase knowledge
- PD in teams – Literacy Coach Y3-7 to support testing, analysis, teaching strategies, evaluation collaboratively
- Reading Teacher R-2 share finding from inquiry approach and action research

### Improvement in levels of achievement of learner outcomes:
- **SACE Performance Standards**
- **Australian Curriculum Achievement Standards** (Maths, Science R-7, familiarisation Maths Science 8-9, English, History)

<table>
<thead>
<tr>
<th>Improvement in levels of achievement of learner outcomes:</th>
<th>SACE 73% completion</th>
<th>Enable positive pathways (University, TAFE, employment)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>100% SACE completion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C or better in 3 SACE Stage 2 selected subjects</td>
</tr>
</tbody>
</table>

**Teachers will:**
- Use the UbD/Learning Design/Backwards Planning model to design teaching and learning programs, specifically including literacy requirements for assessment
- Moderate common assessment tasks at all year levels in all subjects
- Collaborative analysis of student work
- Include timed assessment tasks in SACE subjects with tests
- Provide assessment plans/tasks/criteria for success (rubrics) at least once each term to students & parents
- Give students regular explicit feedback

**P&D process achievement priority review for all staff provides evidence towards achievement of target**
| Conditions for Learning: Productive, respectful learning environment | Limited strategies to successfully motivate students to engage in learning to a high level. Work completion percentages (?) impact on achievement. Mismatch between ability and achievement. Inconsistent staff approach to orderly environment and expectations. Performance & Development processes understood by leaders and most staff, tools. | Commitment to high levels of achievement by all students. Commitment to high standards and levels of learning by teachers for every student. | Analyse student behaviour data (Time Out, suspensions, exclusions) each term to plan interventions to improve productive relationships and learning outcomes. Review Bullying and Harassment policy. Performance and Development processes – timeline established, skills practised (P-12 Curriculum Leaders). Conduct audits, surveys, walk throughs with students to monitor learning experiences of students. Involve SRC in focus on learning and decision making. | Student, Staff and Parent Opinion Survey responses. Student behaviour data. DIAf assessment rubric “Continuous Improvement’ identified as ‘embedded’ |
| used by leaders | Positive respectful relationships exist between all groups in the community | Strong, positive connections to school for students, parents and teachers | Embedded level of improvement and accountability in practice in professional learning teams |

2012 SCHOOL OPERATIONS FOCUS to facilitate student achievement and success:
All teachers record attendance with 100% accuracy.