### Priorities:
The two or three key areas for specific focus over the next 12 months, as determined by Self Review processes and 2011 Supporting School Improvement (SSI) Review.

### Targets:
Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate.

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

### Evidence and Evaluation:
The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or implementation of the Key Strategies.

#### Spelling
- 10% increase in year 1-7 students achieving chronological age or above as measured by the Westwood spelling test. (T1 2012 61% at chronological age or above)
- 85% of Year 3,5,7 students above the national minimum standard in NAPLAN
- Develop and implement agreed teaching and learning expectations including spelling scope and sequence R-7
- Ongoing professional development opportunities are provided to increase pedagogical capacity in spelling
- Synthetic phonics implemented as part of whole school approach and training for staff

#### Reading Comprehension
- Improve from 83% in term 1 of R-2 students who achieve YMN reading level targets to 93%
- 75% of students in year 3-7 demonstrate increased reading skills in making connections and inference by two levels as assessed against Naplan Rubric, AC content requirements and comprehension scope
- Consistent literacy theory and practice documented and used by staff (SSI review)
- Alignment of pedagogy with evidence based best practice. (SSI review)
- Ongoing implementation of the National Curriculum and TeFL
- Staff undertake peer observations and share successful teaching pedagogies (SSI review)
- All teachers trained in taking and analysing Running Records /lexiles
- Ongoing PD in Big 6 of reading

#### Student Engagement in Learning
- Improvement in attendance from 92% to 97%
- 20% reduction in student behaviour data
- Surveys and DECD Engagement Matrix indicates 95% students in the top two levels and enjoy learning and feel successful
- Implement Positive Behaviour to Learning (PBL) a school-wide approach that supports staff to act in a consistent and planned manner.
- Implement PBL committee and student PBL committee (SSI review)
- Differentiate teaching and learning to meet learner needs
- Students identified at risk have individual learning plans

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Big Six of Reading involves the explicit teaching of oral language, vocabulary, phonological awareness, letter/sound relationship, fluency and comprehension.

PBL is based on the belief that the process of learning is maximised by socially appropriate behaviour and that appropriate behaviour can be taught and learned.