Vision: To have created an exemplary environment in which people work independently and interdependently, where students have achieved their personal best as a result of planned interventions based on need and students have a high degree of ownership for their learning within a caring school community.

Values: Achievement, Caring, Excellence.

Priority: Continued focus of Visible learning in particular feedback in numeracy (number focus to start). Comprehension in particular inferencing is the schools literacy focus.

Feedback- Increase student to student feedback, teacher to student feedback (through LI and SC) and student to teacher feedback and Staff to staff feedback.

Comprehension- Continual whole school focus on questioning- hand heart and head.

Number focus as per the partnership. Going into task design and unit design about number. –sharing at staff meetings, mini PLC and partnership PLC's

Targets

Running Records
90% of students achieve:
Level 8 after four terms of reception
Level 18 by the end of year 1
Level 25 by the end of year 2
Reading at a lexile level of 400+ by end of year 3

NAPLAN
90% of year 5 and 7 students achieve medium to upper level growth in NAPLAN tests in number and reading between two biannual tests.
95% of Year 3' to reach band 3, Year 5's to reach band 5 and year 7's to reach band 6

Literacy Pro
90% of students to achieve proficient or advanced level.

PAT- Maths Plus and Reading Comprehension
90% of students to achieve the approved scale score on DECD SEA or above.
Year 1s to do PAT M

I Can Do Maths
90% of JP students achieve stanine level 5 or above (time dependant)

Whole School Attendance Target – 95

DECD Standard of Educational Achievement (SEA)		
	PAT Maths Plus	PAT Reading
Year 3	101	95
Year 4	110	106
Year 5	112	112
Year 6	120	118
Year 7	121	120
	….or above.	

Priority	Strategies to Get There	Responsibility	Achieved by
Guiding Principles *Strive to improve all students learning outcomes regardless of their starting point!!!* *It is an expectation of all staff that whole site agreements dictate Literacy and Numeracy practices.* *We require every student to achieve their personal best.* *Staff will stay focussed on one area of improvement each year.* *The school works in partnership with parents and the wider school community to provide students with the greatest opportunities for success.*	- Guiding Question 2018: What do we need to do to ensure that students are able to give each other relevant and accurate feedback? - Staff actions guided by a key question, which is revised at the end of each term ready for the following term. - Use the trusting learning environment to drive student ownership of individual learning goals and achievement so they value higher grades. - Staff to model how to give effective feedback in classes and if they run an activity seek feedback to ensure the event is viable or worthwhile to be run again. - Staff to model how to receive feedback to improve their work – staff bring unit/task design to staff meetings and receive feedback about this unit and then after unit is complete staff moderate 3 work samples (1x each staff per term) - To build understanding of growth mindsets of families and community include something about positive dispositions and or growth mindsets (may also need to define 'fixed' mindsets) into as many newsletters as possible with a minimum of two each term- growth mindset quiz. - Staff to 'talk the language' of effective feedback as they are giving feedback. - Make 'learning intention' and 'success criteria' clear to all learners with a focus on this in numeracy. - Students allowed time to struggle and discuss task in all classes.		