



Priorities	Targets	Strategies	Timelines/Responsibility	Outcomes/Monitoring	Resourcing
<p>Numeracy</p> <p>Pedagogical Shift - Provide challenge Focus on Questioning & Feedback</p>	<p>NAPLAN: Targets were set in relation to current cohort of children and previous numeracy results. Year 3 95% Year 5 68% Year 7 85% To be at or above National Minimum Standards.</p> <p>Upper 2 Bands Year 3 30% Year 5 16% Year 7 25%</p> <p>PAT M targets Achieving SEA Year 2 86% Year 3 100% Year 4 93% Year 5 79% Year 6 81% Year 7 85%</p>	<p>Staff complete the Jo Boaler 'How to Learn Maths' on-line Course and enrol in the next stage, professional discussion at staff meetings.</p> <p>All students screened for Trusting the Count. All teaching programs include number talks as part of mathematics lessons. Groups of identified students participate in QuickSmart.</p> <p>Involvement in Buddy Group learning. Numeracy Task design and questioning is developed through PLC's/PFD's and moderation processes to provide intellectual stretch and challenge.</p> <p>The Partnership Numeracy Register will be used to supplement gaps in onsite expertise.</p> <p>Review and revision of Numeracy Agreement</p> <p>Continually Improving Pedagogy: -Continue to work on less teacher talk and more student talk in classrooms. -Start with students' opinion then probe their opinion with thought provoking questions. -Focus on students' reasoning more than having the right answers. -Get students thinking and enjoying productive struggle. -Get students to think about their thinking and how they learn best (metacognition). -Raise students' self-expectations and guide them in setting challenging goals for themselves. -Promote students' growth mindsets as per Positive Education Plan. -Provide specific feedback to all students.</p>	<p>Terms 1 & 2 Staff Meetings to focus on data analysis and the identified pedagogical shift.</p> <p>Additional SSO support for identified intervention needs Ongoing as required</p> <p>Pupil Free Day led by SLLIP (combined with buddy group). Coordinator conducts screening Diagnostic testing to be completed by week 5 of Term 1 and then repeated in by end of Term 3. Partnership buddy groups SLLIP/Coordinator/Principal as scheduled each term. By End of Term 2</p> <p>Review each term. Teacher feedback at PD meetings</p> <p>Classroom observations as part of PLC process in Terms 2 & 3</p>	<p>Commitments to action from PLC's are addressed in PD, PLC and whole staff conversations.</p> <p>Diagnostic Testing results Teacher Judgement A – E grades, NAPLAN & PAT Data analysis</p> <p>Classroom observations provide focus and feedback for pedagogical changes to meet the needs of learners identified through data analysis and the learner behaviours PD conversations</p> <p>Feedback from teachers and PLC's Feedback from SLLIP PD conversations and observations</p> <p>Analysis of A – E grades demonstrates growth in the % of A's & B's attained</p> <p>All staff Coordinator and Principal</p>	<p>Better Schools Funding SLLIP support Online resources available on DECD website</p> <p>SSO time funded by Literacy & Numeracy First</p> <p>Literacy & Numeracy First Funding for release.</p> <p>Better Schools or Partnership funds</p>

Literacy	<p>NAPLAN: Targets were set in relation to current cohort of children and previous literacy results. Year 3 70% Year 5 73% Year 7 90% To be at or above National Minimum Standards.</p> <p>Upper 2 Bands Year 3 30% Year 5 15% Year 7 37%</p> <p>PAT R targets Achieving SEA Year 1 73% Year 2 29% Year 3 88% Year 4 93% Year 5 73% Year 6 63% Year 7 74%</p>	<p>All classes will use Daily 5 as part of their literacy block to provide consistency across the school.</p> <p>Utilise The Big 6 in Reading.</p> <p>Intervention programs; MiniLit, MultiLit and Book Club.</p> <p>Review and revision of Literacy Agreement.</p> <p>Continually Improving Pedagogy (as per Numeracy):</p> <ul style="list-style-type: none"> -Continue to work on less teacher talk and more student talk in classrooms. -Start with students' opinion then probe their opinion with thought provoking questions. -Focus on students' reasoning more than having the right answers. -Get students thinking and enjoying productive struggle. -Get students to think about their thinking and how they learn best (metacognition). -Raise students' self-expectations and guide them in setting challenging goals for themselves. -Promote students' growth mindsets as per Positive Education Plan. -Provide specific feedback to all students. 	<p>Identified key staff lead professional learning at staff meetings at least twice per term. Principal/Coordinator as monitor as part of PD process (ongoing).</p> <p>Additional SSO support for identified intervention needs.</p> <p>By end of Term 3.</p> <p>PD Process (ongoing)</p>	<p>PD conversations to have a focus on literacy development.</p> <p>Analysis of NAPLAN and PAT R.</p> <p>Delegated Key staff.</p> <p>All staff</p>	<p>Literacy & Numeracy First Funding</p>
Behaviour	<p>Office level Re-think time to fall by 5% each term during 2018.</p> <p>The number of students consistently achieving Level 4 behaviour increases by 5% each term of 2018.</p>	<p>Staff T&D on creation of behaviour levels suitable for LPS.</p> <p>Regular staff meeting agenda item to discuss and review behaviour management.</p> <p>Student input into behaviour expectations related to school values</p> <p>Provide families with information on behaviour system through the Newsletter and at Acquaintance Night.</p>	<p>Week 0, Term 1</p> <p>Weekly during Term 1, then as required.</p> <p>Week 1 & 2 Term 1</p> <p>Week 5 Term 1</p> <p>As needed</p>	<p>Counsellor/Principal</p> <p>Whole Staff</p> <p>Students</p> <p>Principal/Counsellor</p> <p>Principal/Counsellor/Staff</p>	<p>Allocate budget to implement behaviour improvement strategies.</p>

		Good behaviour is celebrated through awards and acknowledgement.			
--	--	--	--	--	--