The 2015 outcomes targets demonstrated improvement in the some of the identified areas. With small cohorts of students “Partnerships in Learning - A way to the future” at each year level the improvement focus is on improvement over time for individual students.

We are committed to ensure a learning environment that improves learning outcomes for all students by

- providing quality teaching
- challenging students to meet higher expectations
- teaching skills which are transferable across all areas of learning, impacting on student lives and their future
- meeting individual needs through differentiated curriculum
- using a range of assessment strategies to monitor student progress and determine best learning
- working in partnership with families, the community, Southern Yorke Peninsula Partnership and small schools cluster (PLC) so impacting on their lives and futures.

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<th>Focus areas</th>
<th>Strategies</th>
<th>Building capacity</th>
<th>Targets</th>
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</table>
| English – to engage students with READING to develop a full understanding of all written texts | • Staff will focus on developing / building reading and comprehension strategies of students so they  
  o become competent and fluent readers  
  o are able to understand what they are reading in all areas of the curriculum  
  o build their vocab in all areas of the curriculum  
  • teachers will explicitly  
    o provide guidance on correct pronunciation of words  
    o discuss, explore and implement guided reading | • Teacher  
  o utilise Sheena Cameron comprehension strategies – share PD and discuss strategies (what’s working, what else can we employ?)  
  • Students  
    o Become competent readers, enjoy | All students R-2 to read at appropriate level (as determined by Running Records) by the end of  
  • R – level 5 or above  
  • Year 1 – level 15 or above  
  • Year 2 – level 21 or above Pat R Scores by end of year level to be at or above  
  • Year 3 – 100  
  • Year 4 – 110  
  • Year 5 – 115 |
Mathematics – to improve mathematics outcomes for all students

- **Staff**
  - participate in Professional Learning Communities to share learning and ideas
  - use range of site based assessments to determine required learning and interventions
  - design assessment tasks that require deep knowledge and understanding
  - use strategies to develop automaticity
  - use DECD Standards to monitor progress
  - develop mathematics agreement

- **Students will**
  - engage with and learn mathematical vocab and language to support understanding
  - engage in problem solving, rehearse range

- **Mathematics**
  - to improve mathematics outcomes for all students

- **Students will**
  - Read on a regular basis at school aloud to an adult who is monitoring what they are reading
  - Read regularly to an adult who is monitoring what they are reading
  - Discuss text meaning utilising cues e.g. key words, pictures, title
  - Understand reading is for enjoyment as well as exploring their lives/world

- **Parents/caregivers will be**
  - provided with PD so they understand the reading process and how to listen to their children read
  - encouraged to listen to their children read out loud for at least 10 minutes a day

- **Year 6 – 120**
  - **Year 7 - 124**

- **NAPLAN:**
  - All year 3 students achieve above NMS
  - All year 5 students show medium to upper progress from Year 3
  - All year 7 students show medium to upper progress from Year 5
  - Pat Maths scale scores to be at or above

- **Staff**
  - Effectively plan and assess to cater for range of student needs
  - Monitor progress
  - Identify and provide individual intervention requirements

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of problem solving strategies and select appropriate strategy
  o articulate their learning with additional time added to lessons

Students become
  • confident in using and utilising mathematical processes
  • develop an understanding of problem solving strategies to become confident with problem solvers

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<td>• Building resilience</td>
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<td>• Develop a positive school culture</td>
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<tr>
<td></td>
<td>• Build positive school culture through</td>
<td>• Students using site values</td>
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</table>
|                             |   o School community group – Pastoral Care Worker to work with students in conjunction with teachers on ‘Have you filled my bucket today?’ and ‘What’s the buzz?’.
|                             |     o Student voice                                                         | • Students strive to meet identified goals                               |
|                             |     o Play is the Way program                                               | • Students choose healthy food options                                  |
|                             |     o Individual learning plans (set learning and social goals) for each child (ILP) to promote focus on individual learning | • Students engage in physical activities                                 |
|                             |     • Continue ‘Eat well, be active’ philosophy                            | • Students supporting and interacting with each other in a positive way  |
|                             |       o Promote healthy eating options in newsletter                        |                                                                          |
|                             |       • promote healthy eating site guidelines                              |                                                                          |
|                             |       • Healthy eating a curriculum focus                                  |                                                                          |
|                             |       • Promote physical activity through daily fitness and other opportunities |                                                                          |
|                             |       • Link to neighbouring sites for collaborative activities             |                                                                          |
| **Attendance**              |                                                                             | 95% attendance                                                           |
|                             | • Document and promote strategies for school attendance – school policy     |                                                                          |
|                             | • Absences must be accompanied by a written explanation                     |                                                                          |