<table>
<thead>
<tr>
<th>2010 Priorities (What do we want to do this year?)</th>
<th>Key Strategies (What will it take to get there?)</th>
<th>Evidence (How will we measure / evaluate learner progress?)</th>
<th>Targets (Key indicators of learner success)</th>
</tr>
</thead>
</table>
| **Excellence in Learner Achievement:** Students confidently work towards achieving their full learning potential | • All staff develop and apply shared understandings of differentiation by working alongside key teacher and having dedicated staff meeting time  
• A focus on differentiated programming and planning using IEP to create individual learning plans.  
• Consistent whole school implementation of AL and Jolly Phonics in JP classes  
• APAS funding to provide focussed tuition for ATSI students | • Student achievement data (TORCH, NAPLAN, Westwood, Running Records, Reading Levels)  
• Monitoring and reviewing of teachers’ programs  
• AL consultant reports | • School literacy achievement data indicates improved literacy learning outcomes  
• At least 80% of students reaching benchmark in the writing component of NAPLAN  
• AL consultant reports indicate consistent approaches to AL |
| 2010 Priority  
Literacy is taught through differentiated learning for all students | | | |
| **Improved Learner Engagement and Wellbeing:** Students act responsibly and with confidence in all aspects of their life | • SRC reps appointed and regular SRC meetings occurring  
• Student Voice training sessions for 10 students and 3 teachers  
• Regular class meetings  
• Construction of internal walls, upgrading of buildings and fitting of soundfield systems  
• A varied range of teaching strategies to engage learners in active participation  
• Visual prompts and supports displayed in classrooms. High quality displays to reflect student achievement  
• Commitment to Smarter project | • Students having an active voice  
• Increased student leadership skills  
• Student initiated events and curriculum  
• Student representation on committees  
• Student survey | • Operating an effective SRC  
• SRC to be consulted on all major school decisions  
• Improved learning outcomes  
• At least 80% of students to achieve benchmarks in the writing component of NAPLAN and 90% of students to reach benchmark in Numeracy component of NAPLAN  
• Increased attendance  
• Construction to be completed by June 2010  
• Soundfield systems installed by Sept 2010 |
| Improving student behaviour R-7 | • Review process involving staff, students and parents  
  • Consistent classroom practices with clear consequences following a Restorative Practice format  
  • Restorative Practice training for staff, students and parents | • Improved partnership between parents and school regarding behaviour  
  • Data collection on behaviour  
  • Social skills program for targeted students  
  • Lunchtime library activities | • Rethink, suspensions and exclusions to decrease by at least 30%  
  • Staff, students and parents trained in Restorative Practice by April 2010 |
|---|---|---|---|
| **Improved Community Learning Opportunities:**  
Students make a positive change to their school and local community  
A focus on Bluearth ‘Healthy Eating, Be Active’ | • Partnership with Bluearth  
  • Team teaching alongside key teachers  
  • Program to promote healthy eating  
  • Involvement of community, local IGA and Hackham West Community Centre  
  • Formation of Wellbeing Committee  
  • Crunch & Sip | • Data collection to reflect increased physical activity  
  • Mapping programs across the school  
  • Student/community feedback  
  • Active playground with activities run by Yr 6/7 students | • 100% of all classes to have daily fitness  
  • Increased awareness of healthy eating  
  • 90% of students participating in Crunch & Sip |