<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>TARGET</th>
<th>STRATEGIES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| **LITERACY ACHIEVEMENT-READING** | RR—Minimum of 75% of students R-2 at an age appropriate reading level according to school benchmarks, using the running record data. Recp– L 5-6, Yr 1 – L14-16, Yr 2 – L24+ | Continue Literacy Coach building knowledge acquisition, pedagogy and skills in teaching reading and reading comprehension. Whole school agreed strategy in explicit teaching: elements of literacy block, warm ups, comprehension strategies, guided reading as developed with literacy coach. Peer Observations and Feedback – leadership and peer to develop cohesive and consistent practices. Resourcing:  
- Reading rich environment with varied genre texts.  
- Cars and Stars comprehension program  
- Spelling Mastery program  
- Online literacy programs | RR  2x termResults → Target  
OWL 2x termResults → Target  
PAT R Term 4 Data Results |
| OWL— Minimum of 75% of students can read/say OWL words according to school benchmarks. Rec – 100 Yr 1 – 250 Yr 2 – 400 Yr 3 – 500 Yr 4 – 600 Yr 5 – 700 Yr 6 – 800 Yr 7 – 1000 | | |
| PAT R – Minimum of 75% of students Yr 3-7 reach expected **growth scaled score points** from previous year to current year Yr 3 – 9pts Yr 4 – 8pts Yr 5 – 6pts Yr 6 – 3pts Yr 7 - 2pts | | |
| **NUMERACY-Mathematics** | Minimum of 75% of students reaching achievement standard in Number. | QuickSmart programme  
Maths “warm ups”  
Maths for Learning intervention programme | Western Adelaide Tracking sheet data  
**PAT M** Term 4 Data Results |
<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>TARGET</th>
<th>STRATEGIES</th>
<th>EVIDENCE</th>
</tr>
</thead>
</table>
| STUDENT ENGAGEMENT           | Students are engaged in reading lessons according to rubric of engagement, for increased periods of time. | Build teacher knowledge and capacity in engagement pedagogies through:  
- Literacy coaching  
- offsite observations of best practice  
- Aboriginal Education strategy  
- topic based learning  
Leadership/Coach/Peer observations and feedback – regularly, formally and informally  
Team planning in Literacy and topic planning  
Develop Aboriginal Education Community Partnership Plan and units of cultural studies. | TFEL tool of engagement with students.  
EDSAS Attendance Data |
| Attendance                   | 90% of students have an attendance of 87% or above  
50% of students have an attendance at or above 93%  
50% reductions in late/early departure  
90% students Yr 3-7 participate in NAPLAN | 85% of parents attend a parent/teacher interview  
80% reduction in suspensions for violence/threatened violence from Term 1 Data | 85% + interviews end Term 2  
Parent/child attendance data |
| Parent and Community Support | 85% of parents attend a parent/teacher interview | Invite parents in for interviews – to receive written report (letter/phone)  
Engage parents in Early Years Education through “Playgroup in Schools Programme” (0-4yrs). | Staff Psychological Health Survey  
Results of Bullying online survey T2 & T4  
Suspension Data |
| Wellbeing                    | 80% reduction in suspensions for violence/threatened violence from Term 1 Data | Wellbeing is seen as embedded strategy to all priorities and all that we do through continuation of REBE implementation and staff learning.  
Introduction of KIDS MATTER training for all staff as a further wellbeing and common language strategy. | |

EDSAS: Education Data System for Schools