<table>
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<tr>
<th>Area for improvement</th>
<th>Target of Improvement</th>
<th>Strategies</th>
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| **Writing**          | 94% of students write more complex sentences which includes the effective use of adverbs, conjunctions adjectives, and appropriate tense as expected according to Literacy Agreement. 94% of all students use appropriate punctuation in written work - capital letters, speech marks, question marks, commas and explanation marks. 94% of all students Years 2 - 7 using accurate spelling in written pieces. | Collect writing samples from each child in week 3 of each term.  
Explicit teaching of text types through modelled writing lessons.  
Daily writing activities such as: journals, quick topics, free writing, writing for a specific purpose for all students.  
All teachers use Jolly Grammar (3-7) as text for Grammar and Spelling lists  
Explicit teaching of editing skills and symbols.  
Regular editing to be done by teacher, peer or individual  
Junior Primary use Jolly Phonics/Grammar and Oxford 100 words for spelling lists and writing development  
Whole school literacy agreement developed  
Develop whole school editing skills list  
Reading Learning Team developed.  
TfEL - teach students how to learn - the teacher develops student understanding of learning and expands their strategies for thinking, learning and working collaboratively |
| **Reading**          | 94% of all students increase their reading age by 10-12 months by week 4 term 4 | All staff use the PALLs strategies and programme, 4 days per week.  
All students involved in a specific literacy learning time of 1-1/2 hours per day - 4 days a week. (Additional activities scheduled for Friday's only or when students are not involved in literacy learning)  
All Junior Primary staff to work with Adele to develop the To, With By strategy and use in Literacy time.  
Mini and Multi lit implemented across the school.  
PAT-R results used by teachers to identify specific learning programme for at-risk students  
Each term (week 8) year level teams will meet with a
| **Mathematics** | **2016 NAPLAN results show years 3, 5 and 7 students are at or above National standard** | **All staff attend Anne Baker training.**

**Six staff members continue specific training with Anne Baker and share learning and strategies with whole staff.**

**All students taught the literacy of mathematics.**

**Students tested with PAT-M by week 4 in term 1 and term 4 in 2015.**

**Years 1-7 students use I-Maths.**

**Whole school numeracy agreement developed**

**Staff work together to teach/learn to use I-Maths planning tool.**

**Mathematics Learning Team developed**

**TfEL - foster deep understanding and skilful action - the teacher helps students build rich conceptual knowledge and mastery of complex skills**  
**explore the construction of knowledge - the teacher shows that knowledge is open to question, serves particular purposes and is shaped by culture and experience.** |
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<td><strong>Pedagogy</strong></td>
<td><strong>All teachers</strong></td>
<td><strong>Observer and feedback to peer in terms 1-3 - priority focus writing, reading, maths lesson. For NIT providers focus on meeting needs of special needs students.</strong></td>
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