

Targets (engagement & participation)	Focus Areas	Classroom & School Wide Strategies
<p>Students will progress towards achieving (annual) individual goals as described in their NEP</p> <p>Students will meet 2 literacy, 2 numeracy and 2 social goals as developed, negotiated and monitored each term</p>	LITERACY	<ul style="list-style-type: none"> <li>• All NEP's reviewed in Term 1, with clear goals</li> <li>• Whole school literacy agreement                             <ul style="list-style-type: none"> <li>• Consolidate functional literacy, oral language, visual schedules – uniformity – literacy block</li> <li>• Professional development – General Capability – literacy – links to NEP's</li> </ul> </li> <li>• Incorporate IT into literacy learning ( i-pads, laptops, computers, IWB)</li> <li>• Release time for focus teacher to develop school wide visual schedules &amp; timetables &amp; support implementation across the school</li> <li>• Implement &amp; trial best practice for assessment / data collection</li> </ul>
<p>Students participating in SACE (modified) will meet requirements for successful completion of subjects</p>	NUMERACY	<ul style="list-style-type: none"> <li>• Audit of numeracy practices across the school</li> <li>• Audit of numeracy resources across the school</li> <li>• Professional development – GC – numeracy – links to NEP's</li> <li>• Focus teacher (partnership priority) to participate in collaborative PD across Pt Augusta</li> <li>• Implement &amp; trial best practice for assessment / data collection</li> </ul>
<p>Meet the DECD Attendance benchmark of 92%</p> <p>Work within the agreed Partnership attendance protocols</p>	ATTENDANCE	<ul style="list-style-type: none"> <li>• Monitor attendance of all students daily</li> <li>• ACEO to monitor attendance of Aboriginal students and communicate with families as required via phone calls &amp; home visits</li> <li>• Regular consultation with Attendance Officer and Aboriginal Inclusion Officer</li> <li>• Communicate targets and importance of attendance to families via newsletter</li> <li>• Recognition of attendance at assembly (awards)</li> </ul>
<p>Students have an awareness of the school's behaviour code and the consequences for inappropriate behaviour</p> <p>A decrease in inappropriate behaviour as evidenced by analysis of EDSAS data</p>	STUDENT BEHAVIOUR	<ul style="list-style-type: none"> <li>• Whole school behaviour code developed, agreed to and implemented</li> <li>• Behaviour consistently recorded into class records and transferred to EDSAS weekly</li> <li>• Parents / carers informed of incidents involving their child in a timely manner</li> <li>• Whole school "well-being" programme to build capacity of students to self- manage behaviour</li> <li>• Visual support systems in place to demonstrate behaviour expectations in classrooms</li> <li>• Develop a PD package for staff to build capacity to use "a positive behaviour support" approach</li> </ul>
<p>Relocate the school to its new site in an orderly and safe fashion taking into account needs of students, staff and community and with consideration of DECD &amp; WHS practices and procedures</p>	TRANSITION TO NEW SITE	<ul style="list-style-type: none"> <li>• Establish a working party to investigate and manage all aspects of the move. Membership of the group to be representative of the school and community</li> <li>• Develop an action plan</li> <li>• Provide updates on all aspects of the progress of the new site regularly to the school community via newsletters and meetings</li> <li>• Student free days to develop processes, procedures and methodologies</li> <li>• Consultation with staff using the TfEL resource to design the new learning environments – (furniture, IT, resources, budgets, transport, design of classes, displays etc)</li> </ul>