### Targets (engagement & participation)

- Students will progress towards achieving (annual) individual goals as described in their NEP
- Students will meet 2 literacy, 2 numeracy and 2 social goals as developed, negotiated and monitored each term
- Students participating in SACE (modified) will meet requirements for successful completion of subjects

### Focus Areas

#### Literacy
- All NEP’s reviewed in Term 1, with clear goals
- Whole school literacy agreement
  - Consolidate functional literacy, oral language, visual schedules – uniformity – literacy block
  - Professional development – General Capability – literacy – links to NEP’s
- Incorporate IT into literacy learning (i-pads, laptops, computers, IWB)
- Release time for focus teacher to develop school wide visual schedules & timetables & support implementation across the school
- Implement & trial best practice for assessment / data collection

#### Numeracy
- Audit of numeracy practices across the school
- Audit of numeracy resources across the school
- Professional development – GC – numeracy – links to NEP’s
- Focus teacher (partnership priority) to participate in collaborative PD across Pt Augusta
- Implement & trial best practice for assessment / data collection

#### Attendance
- Monitor attendance of all students daily
- ACEO to monitor attendance of Aboriginal students and communicate with families as required via phone calls & home visits
- Regular consultation with Attendance Officer and Aboriginal Inclusion Officer
- Communicate targets and importance of attendance to families via newsletter
- Recognition of attendance at assembly (awards)

#### Student Behaviour
- Whole school behaviour code developed, agreed to and implemented
- Behaviour consistently recorded into class records and transferred to EDSAS weekly
- Parents / carers informed of incidents involving their child in a timely manner
- Whole school “well-being” programme to build capacity of students to self-manage behaviour
- Visual support systems in place to demonstrate behaviour expectations in classrooms
- Develop a PD package for staff to build capacity to use “a positive behaviour support” approach

#### Transition to New Site
- 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
- Develop an action plan
- Provide updates on all aspects of the progress of the new site regularly to the school community via newsletters and meetings
- Student free days to develop processes, procedures and methodologies
- Consultation with staff using the TIEL resource to design the new learning environments – (furniture, IT, resources, budgets, transport, design of classes, displays etc)