### Targets

- 100% of teachers indicate that they value the feedback they received through the observation and professional development processes using the TFEL.
- 100% of teachers indicate that they value the Staff Agreement as a guideline to SRAS expectations.
- Staff provide direct evidence (planning, student work, walk-through) that their pedagogy and practice has positively changed because of their observation processes, Professional Learning Communities or Professional Development undertaken.
- 100% of R-12 teachers have their understanding of both the Australian Curriculum and SAC standards confirmed for the year levels and subjects that they teach through the various moderation and clarifying opportunities available.
- 100% of teachers agree that they are ready for the implementation of the Phase 1, 2 & 3 AC subjects.
- 90% of 3-12 students agree that their teachers provide them with useful feedback in the 2015 Student Opinion Survey (64% in 2014).

### Strategies

- Leadership organise and ensure that AC Phase 2 & 3 teachers have access to appropriate resources and training for their implementation across 2015 and in 2016.
- The leadership team ensures that there is evidence teachers intentionally design, deliver and assess engaging learning experiences that build on learners’ prior knowledge, explicitly teach and scaffold learning to challenge and engage learners using the Learning Design and Observation processes and TFEL as a reference.
- Each staff member actively participates in at least one Professional Learning Community to develop a common understanding of the Australian Curriculum/ SAC Standard, moderation, planning, assessing and literacy practices specifically for their teaching area.
- Time is provided for staff to collect and deeply analyse student data. Students will be encouraged and assisted to interpret their own data and determine personal short and long term goals.
- Quality teaching and learning is acknowledged, valued and fostered at all levels through explicit line management, student and parent feedback.

### Curriculum Coherence

#### Numeracy

- 100% of students achieve the National Minimum Standard in the Numeracy component of NAPLAN: Average 91% in 2014.
- 50% of students achieve the National average in the Numeracy component of NAPLAN average (2014 - 23%).
- 80% of students achieve middle or upper level growth in the Numeracy component of NAPLAN (average 74% in 2014).
- For students not on an NEP, 70% will be at the age appropriate achievement standards for Numeracy (PAT-M 40% in 2014).
- Students R-2 will attain stage 5 in the 1 Can Do Maths diagnostic (no 2014 data).
- AC Maths is covered R-10 across the developed Scope and Sequence document.
- SRAS maintains its 100% completion rate, and increases the average grade of the compulsory SAC Numeracy requirement.

#### Literacy

- An increase in the percentage of students who achieve the National Minimum Standard in the literacy components in the NAPLAN: Average 81% in 2014 (Reading 86%, Writing 78%, Spelling 82%, Grammar 78%).
- An increase in the percentage of students who achieve the National average in the literacy components of NAPLAN (2014 - 42% Reading, 35% Writing, 34% Grammar, 26% Spelling).
- An increase in the percentage of students who achieve middle or upper level growth in the Literacy components of NAPLAN (57% overall in 2014: Reading 74%, Writing 54%, Grammar 53%, Spelling 46%).
- For students not on an NEP, 90% will be at the age appropriate achievement standards for Literacy (PAT-L 40% in 2014).
- The number of students whose spelling age is under their chronological age decreases in the Literacy component of NAPLAN.
- The number of students whose reading levels were at or above their chronological age increases in the Waddington’s Test (R-5) (68% in 2014).

#### Phonological Curriculum

- R-12 Scope and Sequence document is produced, delivered and resourced.
- An audit of student workbooks reveals that 90% have evidence that the teachers have delivered the Child Protection Curriculum.
- An increase in the number of students who achieve middle or upper level growth in the Literacy components of NAPLAN (57% overall in 2014: Reading 74%, Writing 54%, Grammar 53%, Spelling 46%).
- 100% of students achieve middle or upper level growth in Running Records (2013: Year 1-80% Year 2-100%).
- The proportion of students whose reading levels were at or above their chronological age increases in the Waddington’s Test (R-5) (68% in 2014).

#### Parent Involvement

- All staff feel involved and committed to the implementation of the WeMatter program.
- There is a larger proportion of students, staff and community members indicating a Growth Mindset as opposed to a fixed mindset (Baseline data to be collected Term 3, improvement data collected Term 4).
- The social media page is developed and deemed a success if 70% of families follow the page.
- The Action Team positively publicise the impetus for the program and SRAS’s involvement.

#### Individual Learner Outcomes

- 100% of students achieve the National Minimum Standard in the Numeracy component of NAPLAN: Average 91% in 2014.
- 50% of students achieve the National average in the Numeracy component of NAPLAN average (2014 - 23%).
- 80% of students achieve middle or upper level growth in the Numeracy component of NAPLAN (average 74% in 2014).
- For students not on an NEP, 70% will be at the age appropriate achievement standards for Numeracy (PAT-M 40% in 2014).
- Students R-2 will attain stage 5 in the 1 Can Do Maths diagnostic (no 2014 data).
- AC Maths is covered R-10 across the developed Scope and Sequence document.
- SRAS maintains its 100% completion rate, and increases the average grade of the compulsory SAC Numeracy requirement.

#### AC Implementation & TFE

- 100% of students achieve the National Minimum Standard in the Numeracy component of NAPLAN: Average 91% in 2014.
- 50% of students achieve the National average in the Numeracy component of NAPLAN average (2014 - 23%).
- 80% of students achieve middle or upper level growth in the Numeracy component of NAPLAN (average 74% in 2014).
- For students not on an NEP, 70% will be at the age appropriate achievement standards for Numeracy (PAT-M 40% in 2014).
- Students R-2 will attain stage 5 in the 1 Can Do Maths diagnostic (no 2014 data).
- AC Maths is covered R-10 across the developed Scope and Sequence document.
- SRAS maintains its 100% completion rate, and increases the average grade of the compulsory SAC Numeracy requirement.

### Phase 3: Health & Physical Education, Technologies, Language