

Strategies to Success	Who & When	What & How
<ul style="list-style-type: none"> - Staff Professional learning will be targeted, collaborative and directly related to student outcomes and teacher development - Performance Development Processes including goal setting, shared professional learning, observations and feedback will be consistently implemented - Students will be supported to set learning goals and identify steps to success - Parents provided with and have access to information to assist them to support children in their learning - Teachers will include the Big 6 in their Literacy planning and classroom teaching - Students will participate in all components of the Big 6 of Reading: oral language, phonological awareness, phonics, vocabulary, fluency, comprehension through targeted, engaging and year level appropriate activities - Jolly Phonics and Jolly Grammar are to be consistently used across all year levels - BliN boxes to be established - Staff will have training in the Big Ideas in Number (BliN) - All students will be tested using BliN tools - Targeted learning activities will be used to develop students skills and knowledge in the areas identified through BliN testing - Early Years staff will investigate the impact of BliN on the pre-school program - Staff will transfer Jo Boaler training into their classroom practice including, but not limited to, the use of Number Talks 	<ul style="list-style-type: none"> - All staff, termly review - Principal to establish clear guidelines for staff re: PDProcess - Students/staff, ongoing - Staff, ongoing with revision of training in T3 - Senior Leader with SSO - Teacher release, SSO support, Staff and Team meetings - T2 initial testing and again in T4 - Pre-school staff from T2 - All staff, Ongoing 	<ul style="list-style-type: none"> - PD processes, feedback from staff, students - Documented process, PD meetings/feedback - Using data and AC Standards - Newsletters, Open Days - PD processes, Observations, Student Feedback - Running Records, A-E grades - Purchase Informal Prose Inventories (IPIs) - Training through SLLIP, ongoing data collection with release and support from SL, Observations, PD processes - Literacy and Numeracy funding \$25K - A-E Grades - Pre-school staff through LDAR project - Observations, Student Feedback - New staff trained

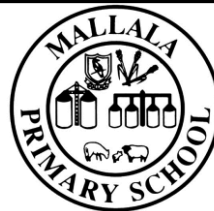
Whole site alignment
Growth Mindsets
Positive Education
Neuroplasticity and the Brain

Teaching and Learning

Learning Intentions & Success Criteria
Formative Assessment
Explicit teaching
Differentiation

Student Outcomes - Literacy

REC: 90% of students reach Instructional Reading Level 5 or above
YEAR 1: 90% of students reach Instructional Reading Level 15 or above
YEAR 2: 90% of students reach Instructional Reading Level 21 or above
YEARS 3 – 7: At least 75% of students making middle and upper growth in NAPLAN
 At least 75 % of students achieving standard and/or expected growth in PAT-R



Student Outcomes - Numeracy

REC: 90% of students reach Achievement Standard counting to and from 20
YEAR 1: 90% of students recognise, model, read, write and order numbers to and from 100
YEAR 2: 85% of students have fluency in number patterns counting to and from 1000
YEARS 3 – 7: At least 75% of students making middle and upper growth in NAPLAN
 At least 75 % of students achieving standard and/or expected growth in PAT-M

Building Capacity

At Mallala Primary School we aim to identify and establish whole site approaches that support the development and strengthening of skills, attitudes, abilities and understandings in all members of the school community enabling us to reach our full potential. We identify Building Capacity as a continuous process that will result in sustainable change enabling students, staff and the school community to work together for the benefit of all. This shared responsibility will support students to become powerful life-long learners and pro-active citizens.