<table>
<thead>
<tr>
<th>Priority Area</th>
<th>Current Data/Evidence</th>
<th>Targets</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>Outcomes (DIAF Rubric)</th>
</tr>
</thead>
</table>
| Student achievement in Literacy (DIAF Domain: Learn) | • 91% of students reading at recommended level.  
• NMS: 100% Reading, 100% for writing (yrs 3 & 7).  
• 82% of students achieved A, B or C in English. | • 100% of students achieve appropriate level as stated in Regional Reading Standard.  
**NAPLAN Literacy**  
• NAPLAN Reading & Writing scores at or above National Average.  
• Increased % of Year 5 & 7 students achieving top 2 proficiency bands in Writing. | Review whole school Spelling practices.  
Review of short/medium/long term assessment strategies and data.  
Implementation of writing scope and sequence. | Parent engagement strategies are implemented to support student learning.  
Review whole school Grammar practices. | Consolidation and review of current context and outcomes to identify next cycle for improvement. | Coherent, sequenced delivery of curriculum that reflects site agreement and use of data.  
All students will be reading at their appropriate year level and demonstrating continuous progress in their learning. |
| Student achievement in Numeracy (DIAF Domain: Learn) | • NAPLAN Problem Solving identified as an area for improvement.  
• 100% of students achieving NMS  
• NAPLAN Growth (Yr 3-5: 86%, Yr 5-7: 60%)  
• 75% of students achieved A, B or C in Mathematics. | • Teachers able to demonstrate use of learner data to establish long, medium & short term targets.  
**NAPLAN Numeracy**  
• 85% of students achieve medium to upper growth in Numeracy.  
• Increased % of Year 5 & 7 students in the top 2 proficiency bands. | Natural Maths Numeracy Block perspectives are used by all teachers (focus on problematised tasks)  
Identification of short/medium/long term assessment strategies. | Parent engagement strategies are implemented to support student learning.  
Maths proficiencies and various assessment strategies are articulated in teacher planning. | Coherent, sequenced delivery of curriculum that reflects site agreement and use of data.  
All students will be demonstrating continuous progress in their learning and demonstrate improved levels of numeracy. |
| Capacity building of staff. (DIAF Domain: Improve) | • Staff have engaged in PD for Learning by Design and Tfel.  
• Pupil free days set aside for specific Australian Curriculum PD.  
• Student achievement reported against implemented Australian Curriculum subjects. | • 100% of staff engage in Performance Development process.  
• 100% of staff engages in Tfel & PLCs.  
• 100% actively use NPST to reflect and monitor their practice. | Focus on building teacher capacity:  
• PLCs  
• Feedback for improvement  
• Tfel (student survey) | Staff engagement with NPST & Tfel:  
• Self reflection tools  
• Collection of evidence  
• PD cycle embedded (goal setting/ professional development/ feedback & review) | School systems demonstrate quality performance development processes, collaborative team work and feedback to hone expertise in curriculum and assessment. |