<table>
<thead>
<tr>
<th>Strategic Priorities</th>
<th>2009</th>
<th>Strategies</th>
<th>Outcomes/Targets</th>
<th>Evidence/Data Collection</th>
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</thead>
<tbody>
<tr>
<td>Student Wellbeing and Engagement</td>
<td>Improve relationships</td>
<td>Develop and implement a whole school Social Learning Framework (including the <em>Child Protection Curriculum</em> (DECS)).</td>
<td>25% reduction of student–student incidents in class and yard by end of 2009.</td>
<td>Class and Yard Behaviour records.</td>
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<td>Professional development in Drug Strategy (DECS).</td>
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<td>Redevelop 'Setting up for Success' program with clear links to the Social Learning Framework.</td>
<td>15% reduction of class and yard student–student incidents for students at risk by end of 2009.</td>
<td>Class and Yard Behaviour records.</td>
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<td>Revisit and review Restorative Practices.</td>
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<td>Increase student engagement</td>
<td>Teachers identify and plan for the needs of students at risk. Senior staff and teachers work together to monitor and meet the needs of STAR students (including GOM students, students with disabilities and Aboriginal students) through regular meetings and prochats.</td>
<td>25% reduction of student off task behaviour in classes by end of 2009.</td>
<td>Class Behaviour records Classroom observation</td>
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<td>Professional development in implementing <em>On the Same Basis</em> (DECS)</td>
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<td>Professional development in Learning Technologies by the Learning Technologies Co-ordinator: Digital Learning Objects, Class blogs Interactive Whiteboards</td>
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| Increase student voice | Resourcing infrastructure (cameras, printers, scanners, supportive software)  
Professional development, both as a whole staff and individually, for staff in 'planning backwards' and moderation using SACSA.  
Professional development, as a whole staff on incorporating Aboriginal Perspectives across the curriculum.  
Continue to implement Michael Pohl’s R-7 Framework for the explicit teaching of Thinking Skills.  
Increased opportunities for students to be involved in authentic decision making and leadership.  
Professional development in running effective class meetings  
Monitor class meetings  
Review the purpose and role of SRC and School Captains. | 25% reduction of Aboriginal student off task behaviour in classes by end of 2009. | 50% increase in student involvement in authentic decision making and leadership by 2010.  
10% increase in student satisfaction in relation to decision making. | Class Behaviour records  
Classroom observation  
Monitor and record opportunities where student voice has been evident e.g. membership on other committees.  
Student Surveys |
| Literacy | Improve literacy attainment for all students | Whole school implementation of Stephen Graham's "four knowledges" with word study learning activities linked to different genres and guided reading.  
Teachers focusing on Text Types in their Literacy Programs.  
Identifying gaps in NAPLAN and addressing these gaps through professional development.  
Monitor Literacy achievement of STAR students (including students with disabilities).  
Monitor Literacy achievement of Aboriginal Students - develop ILPs for Aboriginal students | 10% increase in Literacy results by 2010. |
|---|---|---|
| Numeracy | Improve numeracy attainment for all students | Professional Development with Michael Ymer and George Booker - teachers focusing on developing an understanding of place value for all students.  
Whole school review of Numeracy practice and methodology.  
Develop a whole school understanding of how children best learn mathematics.  
Monitor Numeracy achievement of STAR students (including students with disabilities).  
Monitor Numeracy achievement of Aboriginal Students - develop ILPs for Aboriginal students | 10% increase in Numeracy results by 2010. |
| | | SACSA  
Running Records, Lexiles and WRAP Kit, Westwood Spelling,  
NAPLAN results - increase in students in higher bands - comparison to State and Australian Schools |