



<h3 style="text-align: center;">Write Way</h3> <ul style="list-style-type: none"> • Enrich teacher understanding of writing through deepening knowledge of the Australian Curriculum achievement standards within Talara's pedagogical framework: 5Es. • Introduce early years' consistent approach to the teaching of synthetic phonics: Get Reading Right. • Continue to build teacher pedagogy in effective writing practices through a collaborative team approach including Literacy Mentor/HOC/Master Teacher. • Master Teacher/HOC to provide coaching and guidance to teachers and other classroom staff in delivering quality teaching in writing. • Embed TPC writing common expectations and provide feedback to teachers using the Talara Writing Profile. • Facilitate sharing and observation opportunities for teachers in writing. • Promote effective teaching strategies in vocabulary and punctuation matched to the needs identified in Australian Curriculum achievement standards and NAPLAN Marking Guide. • Establish writing learning goals that are student generated and aligned to the curriculum. • Promote awareness and understanding of the writing strategy to all stakeholders through communication channels including the school newsletter, website, parades, parent workshops and Shazam's Writing Wall. • Inspire and celebrate authentic informative, persuasive and imaginative writing opportunities through whole school writing challenges. 	<h3 style="text-align: center;">STEM</h3> <ul style="list-style-type: none"> • Deliver a strong message to staff on preparing students for the world of tomorrow today. • Prepare our students for the future through engagement in science, technology, engineering and mathematics including coding and robotics. • Create the next generation of global citizens and entrepreneurs by valuing student voice, embedding STEM opportunities. • Development of teachers' capabilities to be confident in embedding ICT as identified in C2C units, including the Digital /Design and Technologies Curriculum (Digi Café, classroom coaching, eLearning Week) • Advance teacher and student skill development in Years 5 - 6 in preparation for Digital / Design and Technologies. • ICT assistive technologies actively contributing to teachers differentiating curriculum and assessment. • Improve parent awareness and communication on STEM (Science, Technology, Engineering and Mathematics), its relevance for the 'Changing World' and how the curriculum is being delivered to our students. • Continue high reliability and access of technologies to improve teaching across the college, including resources to develop and promote STEM and the Digital Technologies Curriculum. (Lego, iPads, 3D printing, memory cards, Reflex) • Maths Mentor supports and consolidates 'whole college consistent approach' in teaching mathematics and specifically for warm ups, lesson sequence, problem solving, number sense and fluency. 	<h3 style="text-align: center;">Engaging the Whole Person</h3> <ul style="list-style-type: none"> • Develop a whole school wellbeing framework for staff and students. • Enhance positive staff wellbeing by engaging in supportive strategies and programs across the year. An explicit focus on minimising workload for all using the filter of how this will enhance work but not increase it (work smarter not harder). • Develop a policy for Diverse Learners that identifies the characteristics of a diverse learner <ul style="list-style-type: none"> ○ Know your learners; meet your learners' needs ○ Implementation of strategies to actively engage all students at their instructional level ○ Engage with a growth/benefit mindset • Promote personal development through embedding the Attributes of Life-Long Learning (ALLL) across the school community (class, parades, newsletters and website) • Consolidate the Program Achieve "You Can Do It" Program schoolwide to build student capabilities that promote positive relationships and emotional well-being. • Consolidate the 5E framework to create a stimulating learning environment with a focus on student engagement and enjoyment. • Close the gap further with our Indigenous students in the areas of reading, numeracy and attendance. • Continue to promote highly effective communication at all levels to maximise the learning partnership between home and school.
<h3 style="text-align: center;">Evidence</h3>		
<ul style="list-style-type: none"> • 100% of teachers implementing the TPC writing components and sequence • TPC to be above the national scores in Years 3 and 5 NAPLAN writing targets for upper two bands (U2B), mean scale score (MSS) and national minimum standard (NMS) - as identified below. • TPC Year 3 boys' NAPLAN mean scale score in writing to meet national score • Positive growth in survey data from January to November 2018 around teachers feeling supported in developing knowledge and understanding of writing. • 100% of students articulating their personal writing learning goal each term. • 80% of students improving vocabulary and punctuation on key assessments. • 100% of parents and students aware that writing is our key improvement agenda for 2018. 	<ul style="list-style-type: none"> • 85% of teachers and students surveyed demonstrate professional growth in ICT/Digital/Design and Technologies. • 100% of year 5/6 teachers are engaged in STEM coaching opportunities. • Consistent approach to the implementation of the Digital/Design and Technologies curriculum across coalition and feeder schools. • 75% of teachers accessing coaching and after school PD to develop skills. • Re introduction of 'The Gift' at general staff meetings (10 min) • 85% of classroom teachers feel confident that they have the knowledge and skills to deliver the Digital /Design and Technologies curriculum effectively. • 95% of School Opinion Survey question S2053 students encouraged to use ICT for learning. 	<ul style="list-style-type: none"> • TPC Well-Being Framework implemented. • The Diverse Learner Policy to be created with feedback received by the end of Term 3 • 100% of teachers implementing the ALLL within whole school processes • 100% of teachers effectively using the 5Es framework and the associated language is modelled to students as a common language • 90% of Year 3 - 6 students can name all of the ALLL. • Increased satisfaction in staff opinion survey question: "I can cope with the pressures of my workload" – 83.5% to 86%; • Increase whole school attendance data from 93.5% to 95% with students under 85% less than 6% • Parent Opinion Survey - increasing from 95.2% - 98% of parents believe "This school keeps me well informed."
<h2 style="text-align: center;">Talara Primary College</h2> <h3 style="text-align: center;">Whole School Academic Targets 2018</h3> <ul style="list-style-type: none"> ▪ 80 % of students achieve an A, B or C for English, maths and science ▪ Year 3 reading and writing mean scale score at least 5 points above national ▪ Year 3 maths upper two band percent is 5% greater than nation ▪ Year 3 Boys' performance in Reading and Writing reflect that of national boys ▪ Year 5 Upper two band in writing is at least 5% greater than nation ▪ Indigenous NAPLAN improvement in Year 3 and Year 5 to reduce the gap of performance to less than 40 points. ▪ All classroom teachers receive annual feedback in 3 of the following profiles: reading, word study, writing and numeracy 		

NAPLAN 2018

Our goal is to for our student performance to reflect our ICSEA percentile (65) which will require every area to be above national average

Year 3 NAPLAN Targets												
Strand	NMS				Mean				Top 2 Bands			
	2017	Nat	Target	2018	2017	Nation	Target	2018	2017	Nation	Target	2018
Reading	94	95	95		422	431	435		48	51	51	
Writing	99	96	98		409	414	420		45	45	48	
Spelling	98	94	97		407	416	420		42	46	46	
Grammar	93	94	95		434	439	440		62	56	60	
Numeracy	98	96	97		405	409	415		38	40	42	

Targets are aspirational in nature based on last three years performance of Year 3

Year 5 NAPLAN Targets														
Strand	NMS				Mean					Top 2 Bands				
	2017	Nation	Target	2018	2017	Nation	Yr 3 '16 Comp Nat mean	Target	2018	2017	Nation	Yr 3 '16	Target	2018
Reading	97	94	95		524	506	6	525		42	37	55	45	
Writing	93	92	93		467	473	-3	475		14	16	44	20	
Spelling	97	94	95		504	501	-17	510		32	34	42	35	
Grammar	97	92	95		522	499	8	525		43	34	53	45	
Numeracy	99	95	96		503	494	-7	510		32	29	32	35	

Year 5 NAPLAN 2016 Targets – Focused on three year trend and cohort performance;