OUR VALUES:
Belonging, Opportunity, Achievement, Teamwork

OUR MISSION:
To ensure that every student attending Wasleys Primary School (WPS) achieves personal and academic growth.

OUR IMPROVEMENT AGENDA:
- All students are capable and competent learners and are able to make choices and decisions about their learning.
- Parents play a critical role in the learning processes for their child.
- Students will progress and achieve at their appropriate year level or higher.
- Students with disabilities or learning difficulties will meet their individual goals described in their Negotiated Education Plans (NEPs).
- Data and its analysis provide information on individual student progress, and will be used to inform teaching and learning practice.
- Literacy and numeracy are fundamental to achievement in all areas of learning.

WE WILL:
- Design and deliver high quality learning and learning.
- Continue to engage with and use the Teaching for Effective Learning Framework (Tfel) and the Australian Teacher Standards to further support excellent learning opportunities and outcomes for all students.
- The use of interventions and differentiation to support all students.
- Regularly inform parents about their child’s progress.
- Undertake continuous self-review to support improvement planning.
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| Reading and Comprehension (Inferential) | Oxford Words  
Students can read by the end of the year:  
Reception 50 words  
Year 1 100 words  
Year 2 200 words  
Year 3-7 400 words  
NAPLAN  
Students will achieve at or above National Minimum Standard  
PAT-R  
Students to achieve their year level band  
Running Records  
By the end of the school year:  
Reception: level 10  
Year 1: level 20  
Year 2: Level 26 | Implement rigorous phonics instruction across all year levels.  
Teachers to undertake professional learning to broaden their skills in the implementation of phonics instruction, and reading and inferential comprehension strategies.  
Teachers to adhere to the Whole School Literacy Agreement.  
Teachers to use the Tfel to support their learning design and intention.  
Teachers to ensure requirements and timelines prescribed in 2016 WPS Assessment and Reporting Calendar are undertaken and met. | All staff adheres to the whole school literacy agreement and have developed common language and understandings.  
Improved literacy outcomes/results in Reading and Inferential Comprehension.  
Students achievement assessment using: Running Records NAPLAN, Oxford work list, PATR, Waddington Reading, Burt Reading and Holburn Reading  
Teacher planning reflects explicit, target and differentiated teaching and learning with links to AC and Tfel  
Performance and Development Meetings. |
| Measurement and Place Value | PAT-M  
Students to achieve their year level band  
NAPLAN  
Students will achieve at or above National Minimum Standard. | Review and implementation of WPS Whole School Numeracy Agreement  
Teachers to undertake professional learning to support them in developing strategies to embed the explicit teaching of Measurement and Place Value.  
Whole school implementation of Nelson Maths in Maths Groups.  
Continued use of the Quicksmart to support students’ development of automaticity in number. | Whole School Numeracy Agreement is reviewed and implemented.  
Students achievement assessment: PAT-M, NAPLAN, One Minute Maths, Trust the Count  
Improved Numeracy outcome/results, with a focus on the Measurement and Place Value strands.  
Teacher planning reflects explicit, targeted and differentiated teaching and learning and interventions with links to the AC and Tfel.  
Performance and Development Meetings. |
| Student Well-being | Empower students to become more resilient and use strategies that will assist in their personal well-being | Continued use of the Play At Lunchtimes (PALS) program to develop students' skills in working and playing together. Implementation of the Social Skills program, ‘What’s the Buzz’. This is aimed at developing students’ resilience. Continued use of 5-point scale by all students to self-monitor and self-regulate their behaviours and decision-making. | Reduction in behavior incidences. Improved growth mindset. |