

| Goals | Targets | Challenge of Practice | Success Criteria |
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| Increase student achievements in reading and communication, through the use of assessment tools and data of oral language and fluency | <p>2022 60% of the students will increase student achievements in reading and communication, through the use of assessment tools and data of oral language and fluency</p> <p>2023 65% of the students will increase student achievements in reading and communication, through the use of assessment tools and data of oral language and fluency</p> <p>2024 70% of students will increase their achievements in reading and communication through the use of assessment and data</p> | If we prioritise a daily reading program based on oral language and fluency, then we will observe improved reading and communication supporting individual student goals | <p>Students will participate in self-selected and guided/shared reading daily in every classroom.</p> <p>Students will share, engage and respond to reading in the library weekly with their classrooms.</p> <p>Each student will understand/respond to classroom learning goals/intentions daily in every classroom.</p> |
| Increase student achievements in numeracy success based on their individual mathematical goals | <p>2022 70% of students will increase their numeracy skills based on their individual goals</p> <p>2023 75% of students will increase their numeracy skills based on their individual goals</p> <p>2024 80% of students will increase their functional mathematical skills based on their individual goals</p> | If we adopt a consistent and common approach to explicitly teach functional mathematics: then we will increase the number of students who have the necessary numeracy skills in functional mathematics to access future pathways and increased quality of life in the community | <p>Students will persist and change strategies when prompted and unprompted to develop functional mathematics (money, number, measurement; time and position) for daily living situations.</p> <p>Students will demonstrate skills and understanding of their individualised learning goals in their One Plans according to ABLES and Australian Curriculum.</p> <p>Students will demonstrate positive attitudes and mindsets about mathematics. Students will develop understanding of learning intentions that are relevant to numeracy outcomes</p> |
| Increase student achievements in social emotional learning to improve wellbeing through the development of individualised student-centred approaches and group-based interventions | <p>2022 50% of students will be able to increase wellbeing by developing self-regulation skills through engaging with individualised and group-based programs and interventions. Data will be obtained via yellow forms and ED155, staff and students' surveys & interviews.</p> <p>2023 60% of students will be able to increase wellbeing by developing self-regulation skills through engaging with individualised and group-based programs and interventions. Data will be obtained via yellow forms and ED155, staff and students' surveys & interviews</p> <p>2024 70% of students will be able to increase wellbeing by developing self-regulation skills through engaging with individualised and group-based programs and interventions. Data will be obtained via yellow forms and ED155, staff and students' surveys & interviews</p> | If we increase the regulation skills and the sense of belonging of our students through individualised student-centred approaches, group-based interventions and whole school systems; then we will increase the number of students with improved wellbeing and at AEEC leading to greater overall personal and social capability. | <p>Students will demonstrate increased capacity to self-regulate</p> <p>Students will increase engagement in sensory diet.</p> <p>Students will demonstrate increased participation and engagement in class programs and electives.</p> |

/ 21/2022



Principal



Education Director



Governing Council Chairperson