<table>
<thead>
<tr>
<th>Priority</th>
<th>3. EARLY YEARS</th>
<th>Leader – Cleo de Gouw</th>
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<tbody>
<tr>
<td><strong>Context</strong></td>
<td>Research shows that early childhood programs encouraging active learning, problem solving, effective communication, creativity, social adjustment and participation benefit children’s long-term success in education and citizenship. Improved student outcomes will be evident during the early years of schooling that are enhanced by positive adjustment pedagogies through planning, implementing and evaluating the curriculum.</td>
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| **Objectives** | - All students demonstrate significant progress in reading achievement as evidenced by age-appropriate running record standards.  
- Reception students are positively connected to school through orientation and transition processes that reflect best practice.  
- Early Years students are engaged in quality learning programs that improve outcomes across the early years, particularly in literacy, numeracy and social skills.  
- Early Years students identified with literacy needs receive access to effective intervention program. | |
| **2015 Smart Targets** | 3.1 R-2 student cohort achieve the following literacy benchmarks:  
- 85% of reception students can successfully read at or above level 7.  
- 85% of Year 1 students can instructionally read at or above level 15  
- 85% of Year 2 students can instructionally read at or above level 26  
3.2 Reception students surveyed provide evidence of positive wellbeing and view of school.  
3.3 R-2 student cohort achieve the following numeracy benchmarks:  
- 90% of Reception students can recognise and record numbers 0-10 by the end of term 2.  
- All Yr 1&2 students benchmarked against standards using ‘I Can Do Maths’ or PATMaths test  
3.4 R-2 student data shows reduction in yard play issues reported during 2015.  
3.5 R-2 students identified for intervention programs achieve progression through the reading levels at a rate equal to or greater than the average rates. | |
| **2015 Process Target** | - R-2 teachers engage in consistent use and application of running records for informing learner progress.  
- R-2 teachers engage in professional collaboration that includes school and partnership professional learning communities, eg I-lit.  
- R-2 teachers to engage in training in areas of the Australian Curriculum identified by the school. | |