To improve student outcomes in literacy and numeracy by improving teacher knowledge about persuasive writing, formalising the English policy based on Sukarna approach and by embedding explicit practices to identify student spelling error type and target teaching to these errors.

To develop and implement a whole school approach to student empowerment and ownership of learning based on Dylan William’s Embedded Formative Assessment practices.

To improve the consistency of student learning outcomes as students move through the school using an evidence based approach.