

SITE IMPROVEMENT PLAN PRESCHOOL REC – 7

LITERACY

Targets:	Key Strategies:	Time Frame	Evidence & Evaluation:
<p>Concepts of Print 85% of all students in Foundation and Year 1 will achieve the expected level of concepts expected for their year level by the end of the year (35% growth on 2012).</p> <p>Phonological Awareness 85% of students will be green (on target) for their year level; 10% of students will be amber (at risk); 5% of students will be red (high risk) working well below their year level.</p> <p>Letter & sound recognition 95% of Students know all 44 Phonic sounds by the end of Year 1 (34% growth on 2012)</p> <p>Sight Words 80% of students reach the expected standard for their year level (31% growth on 2012).</p> <p>Running Records 80% of students to reach the expected Reading Level (Running Records) for their year level (40% growth on 2012).</p> <p>NAPLaN- Reading 85% students (years 3,5,7) achieving at or above national minimum standard in reading (13 % growth from 2012).</p> <p>NAPLaN- Spelling 80% students (years 3,5,7) achieving at or above the national minimum standard in spelling (9% growth on 2012)</p> <p>PAT-R (Comprehension) 90% of students (Years 2-7) to be working within stanines 4-6 for their year leveled test (69% growth on 2012)</p>	<p>Literacy Approaches</p> <ul style="list-style-type: none"> Develop a balanced literacy block that includes whole-school pedagogies and research i.e. Accelerated Literacy , Guided Reading, Big 6, 4 spelling knowledges Training of teachers in –Australian Curriculum – English Provide PL and implement Explicit Instruction Model (John Fleming) Whole-school Warm-ups occurring as part of the literacy block; Reading & Spelling (5-20mintues): Blending, segmenting, tracking, sight words; Writing(5-10minutes): sentence structure, grammar and punctuation using a stimulus Teachers using Data analysis to differentiate learning for students (class, small-group, individual levels) <p>Spelling</p> <ul style="list-style-type: none"> Consolidate and embed four knowledges of spelling in practice. Use whole-school R-7 scope and sequence (Spelling) within classroom practice <p>Writing</p> <ul style="list-style-type: none"> Ensure students are engaged in daily writing experiences including explicit teaching of text type structures, grammar & punctuation. <p>Reading</p> <ul style="list-style-type: none"> Reading workshops to be run for parents Teachers take Running Records and conducting M, S, V observations two times per term to inform teaching, on each child (revisit expectations). Ensure staff are utilizing <u>comprehension</u> activities. Utilizing both oral and written strategies at the three levels (literal, inferential, response/ 3H) <p>Professional Learning</p> <ul style="list-style-type: none"> Provide opportunity for all staff to be trained in the 'How Language Works' program <p>Intervention</p> <ul style="list-style-type: none"> Multi-Lit program for primary students (5-7) to intervene with students who are not reaching expected targets for their year levels. Review the OK Reading Program to better meet the needs of students. 	<p>Ongoing</p> <p>Term 3 Term 2 & Ongoing</p> <p>Every 5 weeks</p> <p>Ongoing</p> <p>Every 5 weeks</p> <p>Term 3</p> <p>Term 2</p> <p>Term 1</p>	<p><i>Whole school agreed document</i></p> <p><i>Learning programs evidence of Big 6, whole school agreements</i></p> <p><i>Data analysis used to inform teaching</i></p> <p><i>Practices embedded</i></p> <p><i>Student achievement shows growth.</i></p> <p><i>Children writing confidently</i></p> <p><i>Pre survey for staff. Intervention program – main focus is reading</i></p>

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MATHEMATICS

Targets:	Key Strategies:	Time Frame	Evidence & Evaluation:
<p><u>Rigby Mathematics</u> 90% of students (Foundation-Year 7) working at or above expected year level (using Rigby Mathematics Testing); (61% growth on 2012)</p> <p><u>PAT-M</u> 80% of students in years 2-7 achieve within stanines 4-6 for their year leveled test. (No 2012 data).</p> <p><u>NAPLaN- Mathematics</u> 80% of students (years 3,5,7) to achieve at or above National Minimum Standard in numeracy (14% growth on 2012).</p>	<p>Whole-School Agreements</p> <ul style="list-style-type: none"> • Develop, document and implement whole-school agreements regarding mathematics environments, practice and pedagogies. • Provide PL and implement Explicit Instruction Model (John Fleming) Whole-school • Explore and implement warm-ups as part of mathematics instruction (5-20minutes) <p>Mathematical Language</p> <ul style="list-style-type: none"> • Identify literacy requirements in mathematics and explicitly teach relevant vocabulary <p>Content</p> <ul style="list-style-type: none"> • Explicitly teach base 10 numerical system and processes, computation through practice and applying to measurement , space and probability problem solving <p>Working Mathematically</p> <ul style="list-style-type: none"> • Focus on working mathematically and multiplicative thinking <p>Professional Learning</p> <ul style="list-style-type: none"> • Provide opportunities for teachers to share successful strategies through staff, team and like years meetings • Professional learning opportunities to improve pedagogies and practice (Big Ideas in Number, Rosslyn Shepherd) • Skills acquired throughout PD opportunities implemented and developed in classroom practice. <p>Assessment</p> <ul style="list-style-type: none"> • Explicitly teach and track student achievement in numbers, representations, patterns, purpose use and application of numeracy skills in the early years • Investigate a suitable diagnostic/growth mapping assessment tool to use in the Early Years. <p>Intervention</p> <ul style="list-style-type: none"> • Explore possible intervention strategies to support targeted students • Review Quicksmart program 	<p>Term 1&2</p> <p>Term1 ongoing</p> <p>Term 2</p> <p>Term 2 and ongoing</p> <p>Every 5 weeks Every term</p> <p>Term 3</p>	<p><i>Whole school agreements</i></p> <p><i>Warm ups being implemented as part of maths lesson</i></p> <p><i>Children’s mathematical skills have improved</i></p> <p><i>Teachers more knowlegable and confidently planning.</i></p> <p><i>Data books Analysis of data ILPs with goals / areas identified.</i></p> <p><i>Programs to meet the needs of students</i></p>

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ENGAGEMENT FOR WELLBEING

Targets:	Key Strategies:	Time Frame	Evidence & Evaluation:
<p>Attendance Decrease lateness by 5% Decrease unexplained absence by 10% Attendance increased by 15% for each year level</p> <p>Behaviour Annually decrease the number of suspensions and exclusions for all students Annually reduce the number of recorded incidents of bullying/harassment.</p> <p>Engagement 100% of year 6/7 attend Student Impact Leadership Conference 100% of teaching staff attend cultural competencies training 100% of teaching staff attend training on social disadvantage</p>	<ul style="list-style-type: none"> • Whole school and class visual representation to help students monitor their attendance. • Individual classes to set up a system to monitor attendance & lateness. • Teachers given attendance updates each fortnight to help monitor student attendance. • ACEO and counselor to work with families of Reception Students • Tier students into 3 levels:- Work with Tier 2 students-Refer Tier 3 students • Provide a class incentive for each term • Implement a rigorous and relevant curriculum that engages and caters for student needs. <ul style="list-style-type: none"> • Continue to implement – Play Is the Way, 4 week unit of work (Social Skills) , Child Protection into whole school timetable (monitoring consistency). • Provision of Lunch time activities <ul style="list-style-type: none"> • Develop and implement a whole school parent partnership agreement plan • Better utilize Community and Aboriginal Mentoring to work with targeted students- garden project & TAFE project • Further develop Student Leadership and decision making (Impact Leadership course). • Build staff understandings of cultural competencies and social disadvantage through focused Professional Development • Embed cultural perspective in learning programs to meet needs of students. 	<p>Term 1 and ongoing</p> <p>Ongoing Ongoing every two weeks</p> <p>Ongoing</p> <p>Term 1 ongoing</p> <p>Term 2 ongoing</p>	<p><i>Increase in attendance</i></p> <p><i>Process for following up students not attending</i> <i>Chronic students referred.</i></p> <p><i>Visual displays in classrooms and in the school.</i></p> <p><i>Teachers implementing games on a regular basis</i></p> <p><i>Children and staff using the language</i></p> <p><i>Parents involved in school</i></p> <p><i>Shared understanding of the plan</i></p> <p><i>Students using leadership skills</i></p> <p><i>Aboriginal perspectives embedded in units of work.</i></p>

