### SITE IMPROVEMENT PLAN PRE SCHOOL TO YEAR 12

**LITERACY**

<table>
<thead>
<tr>
<th>Targets:</th>
<th>Key Strategies:</th>
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<th>Evidence &amp; Evaluation:</th>
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<td><strong>Concepts of Print</strong>&lt;br&gt;All students in Pre School and Year 1 will achieve the expected level of concepts expected for their year level by the end of the year (7% on 2012). (31% growth on 2012).</td>
<td><strong>Literacy Approaches</strong>&lt;br&gt;- Develop a balanced literacy block that includes whole-school pedagogies and research i.e. Oral language, Guided Reading, Big 6, Whole school reading programs&lt;br&gt;- Staff to self assess using classroom observation checklists to ensure support for reading&lt;br&gt;- Continue with classroom observations / walk throughs to support improved teaching practices in reading&lt;br&gt;- Training of teachers in -Australian Curriculum – English&lt;br&gt;- Warm-ups occurring as part of the literacy block; Reading &amp; Spelling (5-20minutes): Blending, segmenting, tracking, sight words; Writing(5-10minutes): sentence structure, grammar and punctuation using a stimulus&lt;br&gt;- Teachers using Data analysis to differentiate learning for students (class, small-group, individual levels)</td>
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<td>Pre survey for staff.</td>
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<td><strong>Phonological Awareness</strong>&lt;br&gt;85% students will be on (green) 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.</td>
<td><strong>Writing</strong>&lt;br&gt;- Ensure students are engaged in daily writing experiences including explicit teaching of text type structures, grammar &amp; punctuation.&lt;br&gt;- Explicitly teach Persuasive writing techniques</td>
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<td><strong>Letter &amp; sound recognition</strong>&lt;br&gt;95% of Students know all 44 Phonic sounds by the end of Year 1 (7% on 2012). (31% growth on 2012).</td>
<td><strong>Reading</strong>&lt;br&gt;- Staff to be inserviced in using Reading Comprehension strategies to support improvement and understanding of reading&lt;br&gt;- Teachers take Running Records and conducting M, S, V observations two times per term to inform teaching, on each child (revisit expectations).&lt;br&gt;- Ensure staff are utilizing comprehension activities. Utilizing both oral and written strategies at the three levels (literal, inferential, response/3H)</td>
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<td><strong>Sight Words</strong>&lt;br&gt;80% of students reach the expected standard for their year level (7% on 2012). (31% growth on 2012).</td>
<td><strong>Professional Learning</strong>&lt;br&gt;- Provide opportunity for all staff to be trained in the 'Literacy Learning and First Steps'</td>
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<td><strong>Running Records</strong>&lt;br&gt;80% of students to reach the expected Reading Level (Running Records) for their year level (7% on 2012). (7% growth on 2012).</td>
<td><strong>Intervention</strong>&lt;br&gt;- 3wave intervention program for primary students (4-7) to intervene with students who are not reaching expected targets for their year levels.</td>
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<td><strong>NAPLANReading</strong>&lt;br&gt;85% students (years 3,5,7) achieving at or above national minimum standard in reading (7% on 2012). (7% growth on 2012). 80% students (years 3,5,7,9) achieving at or above the expected band (7% on 2012). (7% growth on 2012).</td>
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| Rigby Mathematics  
90% of students (Foundation-Year 7) working at or above expected year level (using Rigby Mathematics Testing); (61% growth on 2012)  
PAT-M  
80% of students in years 2-7 achieve within stanines 4-6 for their year levelled test. (No 2012 data).  
NAPLAN- Mathematics  
80% of students (years 3, 5, 7) to achieve at or above National Minimum Standard in numeracy (14% growth on 2012). | Whole-School Agreements  
• 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 (5-20 minutes)  
Mathematical Language  
• Identify literacy requirements in mathematics and explicitly teach relevant vocabulary  
Content  
• Explicitly teach base 10 numerical system and processes, computation through practice and applying to measurement, space and probability problem solving  
Working Mathematically  
• Focus on working mathematically and multiplicative thinking  
Professional Learning  
• 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.  
Assessment  
• 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.  
Intervention  
• Explore possible intervention strategies to support targeted students  
• Review Quicksmart program |
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| **Attendance**               | • 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.  |            |                        |
| Behaviour                    | • 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  |            |                        |
| Engagement                   | • 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  
<pre><code>                            | • Embed cultural perspective in learning programs to meet needs of students.  |            |                        |
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<td><strong>PAT-R (Comprehension)</strong>&lt;br&gt;90% of students (Years 2-7) to be working within stanines 4-6 for their year leveled test (7% on 2012). (7% growth on 2012).</td>
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**MATHEMATICS**

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| **Attendance**  
Decrease lateness by 5%  
Decrease unexplained absence by 10%  
Attendance increased by 15% for each year level | • 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. | |  |
| **Behaviour**  
Annually decrease the number of suspensions and exclusions for all students  
Annually reduce the number of recorded incidents of bullying/harassment. | • 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 | |  |
| **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 | • 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. | |  |