

# SITE IMPROVEMENT PLAN 2018



<i>Priorities</i>	<i>Targets</i>	<i>Strategies</i>	<i>Processes/ Timelines</i>	<i>Outcomes</i>	<i>Resourcing</i>
<b>Attendance</b>	To increase from 92.4%, (2017) to 95%, (2018) of students attending school on a regular basis in 2018.	<p>Active involvement of learners in learning activities through ensuring that differentiation occurs in all curriculum areas.</p> <p>Student social, emotional and educational progress is monitored and shared with students and parents every term.</p> <p>Use of learning design with a focus on formative assessment, inquiry and intellectual stretch to promote student agency and engagement.</p> <p>Principal discussed with Governing Council attendance data in term 1. Compulsory school meeting for parents. Collecting roll books daily.</p> <p>Whole school student meeting.</p> <p>Individual reflections.</p>	<p>All staff analyse data of attendance in term 1-4 during staff meetings.</p> <p>Term 1 Community meeting.</p> <p>Interviews, Reports and phone calls.</p>	<p>All teachers to follow up daily absences in term 1-4.</p> <p>Student progress tracked and used as a motivating tool.</p> <p>-Target Board in Front Office &amp; graph to show daily absences. - - daily phone call. - classroom displays of daily attendance. -Community awareness and discussion.</p>	<p>Termly attendance data published in newsletter.</p> <p>Mid and End of term Assemblies, attendance certificates celebrated.</p>

<i>Priorities</i>	<i>Targets</i>	<i>Strategies</i>	<i>Responsibilities</i>	<i>Outcomes</i>	<i>Resources</i>
<b>Improving Literacy Achievement</b>	To raise the reading and viewing skills of Year 1-5 students to at least 85% achieving benchmark as measured by teacher assessment against the Australian Curriculum Achievement Standard in English by the beginning of Term 4, 2018	<p>Focus on daily reading for all students in Year 1-5.</p> <p>Intervention Programs – Minilit (Year 1-3), MultiLit (Year 3-5), to support students with reading levels below their chronological age.</p> <p>All students tested twice a term to track progress and motivate improvement</p> <p>Investigate best practice and current assessment tools to provide accurate measures of improvement in reading.</p> <p>Focused discussions during staff meetings based on professional readings.</p> <p>Attend Professional Development to build teachers' understanding and implementation of high impact strategies.</p>	<p>Re-engage parents reading workshop in week 3, Term 2.</p> <p>Testing twice a term by teaches.</p> <p>Staff meeting discussions in T2 &amp; T3.</p> <p>Classroom observation in T3, focussing on teaching reading pedagogy.</p> <p>MiniLit for Years 3-5 requiring additional support.</p> <p>All students R-3 listened to read everyday at school.</p> <p>All staff to attend The Big 6 in Reading PD in Term 3.</p>	<p>Individual goals are set a progress monitored.</p> <p>NAPLAN Data.</p> <p>Multi-Lit and Mini-Lit data shared with staff.</p> <p>All teachers attending The Big 6 in Reading PD.</p>	<p>Literacy &amp; Numeracy First Funding. (MiniLit training)</p> <p>Inferential comprehension resources purchased.</p> <p>Literacy and Numeracy First Funding</p>

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<b>Improving Numeracy Achievement</b>	Increase the number skills of Years 3-7 students to show 80% measuring a 1 year gain in DECD Standard of Educational Achievement growth from 2017 PAT Maths Test by 2018.	<p>Implement Simon Breakspear's Learning Sprints into teacher practices to sharpen number in mathematics.</p> <p>Attend Professional Development to upskill teachers in quality Mathematics pedagogy and practices.</p> <p>Implement TooSmart and Quicksmart for targeted students.</p> <p>Teachers working in SSLICs to design learning in Maths, implement in class, assess and collaboratively moderate.</p> <p>Focus on intellectual stretch and formative assessment.</p> <p>Continued use and examination of results for standardised testing – NAPLAN and PAT Maths.</p>	<p>Allow planning time in staff meetings. Scrum weekly to track student's progress and reflect on explicit teaching practices.</p> <p>Term 2 – Di Siemon-Big Ideas in Number.</p> <p>Allow time in staff meetings for data analysis.</p>	<p>Staff discussions, classroom observations, term 1-4, PDP discussions. SSLIC Meetings</p> <p>All teachers to attend Big Ideas in Number.</p> <p>Comparison of standardised testing results with previous years.</p> <p>Progress is tracked and monitored with ongoing targets set.</p>	<p>Website tools.</p> <p>Pupil Free Day in term 2.</p> <p>Literacy and Numeracy first funding – Quicksmart training.</p>