# ROBE PRIMARY SCHOOL 2016 SITE IMPROVEMENT PLAN

**SPECIFIC PRIORITY:** 'Improve Literacy achievement through a focus on GRAMMAR and PUNCTUATION.' This priority is our MAIN PRIORITY for this year

<table>
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<tr>
<th>PRIORITY AREA</th>
<th>TARGET</th>
<th>IMPROVEMENT STRATEGY</th>
<th>RESOURCES</th>
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| **LITERACY:** | 2016 NAPLAN DATA SHOWS THAT 100% OF OUR STUDENTS ACHIEVE MIDDLE AND UPPER LEVELS OF GROWTH and ARE PLACED AT OR ABOVE THE NATIONAL MEAN SCORE IN LANGUAGE CONVENTIONS. TEACHERS PROMOTE THE USE OF TRANSVERSAL SKILLS IN LITERACY AND DAILY LEARNING | IT IS EXPECTED THAT TEACHERS WILL: | * Training and Development for all staff.  
-Stephen Graham  
* Time to create and source relevant rubrics and checklists  
* Australian Curriculum Documents  
* Appropriate DECD and our ‘local’ partnership curriculum personnel  
* Robe Primary support documents:  
  - Data Collection document  
  - Writing Scope and Sequence  
  - Writing Rubrics  
  - Literacy Practices Documents / folders  
  - Reading Agreement Document  
Identified resources are accessible to all staff  
- PM Benchmarks texts  
- Reading Boxes  
- P.A.T. Diagnostic Tests  
- Guided Reading texts  
- Wordshark Program  
- Stephen Graham 'Assessment' resources  
- SSO’s in classrooms for literacy lessons  
- Access support for identified students  
- Interactive whiteboards and associated resources  
- ACARA website for Aust. Curriculum resources  
- Literacy Secretariat website  
- DECD website |

- Analyse NAPLAN results and internally collected assessment data, then take appropriate action. Look at whole year level reports to identify gaps in learning. Analyse individual student results to inform planning.  
- Ensure that diagnostic / standardised testing is completed and analysed each year. Use data collected to inform teaching practice. Analyse individual student results to inform planning.  
- Ensure that teaching practice will include explicit, intentional, and modelled teaching. Specifically in the areas of Grammar and Punctuation.  
- Develop Negotiated Education Plans for identified students.  
- Participate in a whole school focus on Grammar and Punctuation to ensure consistency.  
- Regularly read with students / listen to students read and record progress.  
- Use of genre to explicitly teach Grammar and Punctuation  
- Use year level specific student -based checklists for Grammar and Punctuation.  
- Program daily literacy lessons.  
- Ensure that common elements of Literacy lessons are writing, spelling, grammar and punctuation, reading, and reading comprehension.  
- Ensure that literacy links are made with other curriculum areas.  
- Review our data collection processes, resources, and timeline.  
- Develop a consistent whole site approach to teaching and learning of Grammar and Punctuation. The outcome being prescriptive documents.  
- Implement site agreements about effective evidence based Literacy pedagogies.  
- Use Stephen Graham’s resources to inform teaching practice.  
- Use staff meeting time for specific professional discussion and information sharing.  
- Use ‘Performance Management Time’ to discuss class programs, data collection, targeted students.  
- Encourage correct letter formation and handwriting technique; dotted thirds books will be used as required.  
- Provide learning experiences and activities that encourage and require students to use transversal skills.
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PRIORITY 2
SPECIFIC PRIORITY: 'Improve Numeracy achievement through a focus on PROBLEM SOLVING' This priority has a ‘MAINTENANCE’ tag

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| **NUMERACY:** | 2016 NAPLAN DATA SHOWS THAT 100% OF OUR STUDENTS ACHIEVE MIDDLE AND UPPER LEVELS OF GROWTH and ARE PLACED AT or ABOVE THE NATIONAL MEAN SCORE | IT IS EXPECTED THAT TEACHERS WILL
  - Analyse NAPLAN results and internally collected assessment data, then take appropriate action. Look at whole year level reports to identify gaps in learning. Analyse individual student results to inform planning.
  - Have daily Numeracy lessons.
  - Use time and budget allocation as a priority for resources to support teaching practice and student learning.
  - Use Numeracy T and D to increase their knowledge of curriculum, pedagogy, and math concepts.
  - Use performance management processes to consult with the principal about programs and assessment.
  - Develop a common language of mathematics throughout our school that is built on from Reception.
  - Explicitly teach Problem Solving and mental calculation strategies.
  - Model problem solving strategies using a variety of resources.
  - Review of our resources.
  - Use concrete learning materials as resources, leading to abstract.
  - Develop a whole school Numeracy Agreement, based on the Australian Curriculum.
  - Work within the agreed whole school learning expectations with a focus on Problem Solving to promote curriculum coherence and common whole school approaches in line with the Australian Curriculum.
  - Work in a collaborative manner, sharing resources, knowledge, ideas, classroom practice.
  - Use relevant rubrics and checklists.
  - Track and analyse all student performance.
  - Identify low, marginal, high performing students learning will be assisted by an SSO or additional teacher support time in 1:1 or small learning group arrangements.
  - Individualise Student learning when appropriate.
  - Use the collection and analysis of school wide data to have a positive impact on student learning and inform teaching practice.
  - Provide learning experiences and activities that encourage and require students to use transversal skills. | Year 2 to 7 New Wave Mental student workbooks.
  - Oxford ‘Big Ideas In Maths’ resources.
  - PAT M testing materials
  - Targeted professional development.
  - Australian Curriculum Documents.
  - Appropriate DECD and our ‘local’ partnership curriculum personnel.
  - The sharing of professional learning.
  - Information Communication Technology
  - Michael Ymer
  - Natural Maths
  - Scorelink Data system |
## ROBE PRIMARY SCHOOL 2016 SITE IMPROVEMENT PLAN

**PRIORITY 3**  
**SPECIFIC PRIORITY:** To facilitate a safe, healthy, happy, learning environment and work place

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| **STUDENT / STAFF WELLBEING** | To facilitate and maintain a positive, resilient, sustainable school culture and learning environment. To facilitate healthy emotional, social lifestyle and study habits. Staff are supported in attaining good physical, mental and social health. Staff have the opportunity to advance and develop their career teaching pedagogy / methodology. Teachers promote the use of transversal skills in daily learning and relationship experiences. | IT IS EXPECTED THAT TEACHERS WILL:  
- Deliver / participate in our whole school ‘Quality Start’ program at the beginning of the year, and ensure that the values, principles and topics covered are embedded in our school and classroom culture.  
- Consistently implement / model our ‘Behaviour Code’ / Anti Bullying policy and our ‘Attendance’ policy  
- Use preventative programs to encourage resilience.  
- Focus on and use the ‘Kids Matter’ program and resources.  
- Include ‘Food Breaks’ and physical activity sessions as part of classroom practice.  
- Use ‘Quality Tools’ EG ‘Parking Lot’ in classrooms to ensure that decision making is democratic, and meets all student needs.  
- Facilitate appropriate ‘Transition Programs’, that are clear, supportive, and well documented.  
- Maintain an active ‘Student Voice’, with a focus of involving more students in projects and decision making.  
- Ensure that regular class meetings are held, that include feedback from our Student Voice committee.  
- Monitor attendance rates / use the Attendance Policy as needed.  
- Display and regularly refer to School and class values, mottos, vision and mission statements.  
- Ensure that the Child Protection Curriculum is implemented.  
- Use Restorative Practices when dealing with bullying situations, with bystander behaviour as a focus.  
- Be proactive rather than reactive in regard to student management.  
- Seek out restorative practices training and development.  
- Undertake activities related to being a team to support a healthy and happy work place.  
- Respond to / participate in DECD Annual Staff Opinion Survey.  
- Follow the schools Grievance Procedure. (reviewed and updated annually)  
- Take time to interact professionally and socially with colleagues and peers.  
- Use available resources to prevent ‘work cover’ issues and to promote happy, healthy life styles.  
- Access Training and Development that is in line with our Site Improvement Plan priorities.  
- Contribute to a WHS segment at every staff meeting.  
- Promote the use of transversal skills in everyday experiences |  
- School Well Being Co-ordinator  
- The Child Protection Curriculum  
- The Kids Matter Program  
- DECD child and staff safety documents  
- Kids Matter documents  
- DECD Student Opinion survey  
- Birthday certificates  
- Student of The Week certificates.  
- Random Acts of Kindness certificates  
- Theme days / weeks / social events  
- Premiers Be Active Challenge  
- Premiers Reading Challenge  
- Sports Equipment  
- Budget support for appropriate resources, and training and development  
- The EDSAS system  
- NEP’s and INP’s for appropriate students  
- School ‘Well Being’ policies  
- Documented processes and procedures such as Quality Start / Reception student Transition / Year 7 student transition  
- Friendly Schools and Families Program resources  
- School ‘Well Being’ policies.  
- DECD Staff Opinion survey  
- Staff Matters documents  
- Our ‘Quality Start’ program |