# ROBE PRIMARY SCHOOL 2015 SITE IMPROVEMENT PLAN

**SPECIFIC PRIORITY:** ‘Improve Numeracy achievement through a focus on NUMBER KNOWLEDGE’ This priority is our MAIN PRIORITY for this year

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<tr>
<td>NUMERACY</td>
<td>2015 NAPLAN DATA SHOWS THAT 100% OF OUR STUDENTS ACHIEVE MIDDLE AND UPPER LEVELS OF GROWTH and ARE PLACED IN THE TOP TWO PROFICIENCY BANDS OF NUMERACY. TEACHERS PROMOTE THE USE OF TRANSVERSAL SKILLS IN NUMERACY AND DAILY LEARNING.</td>
<td>IT IS EXPECTED THAT • All classes will have a daily Numeracy lessons. • Time and budget allocation will be a priority for resources to support teaching practice and student learning. • Numeracy Training and Development for all teachers and School Service Officers, that will increase their knowledge of curriculum, pedagogy, and math concepts will be targeted. • The Principal will use performance management processes to consult with teachers about programs and assessment. • We will develop a common language of mathematics throughout our school that is built on from Reception. • Problem solving and mental calculation strategies are explicitly taught. • Teachers will model strategies using a variety of resources. • There will be a review of our resources. • Concrete learning materials are used as resources, leading to abstract. • A whole school Numeracy Agreement will be developed, based on the Australian Curriculum. • Teachers will work within the agreed whole school learning expectations with a focus on number to promote curriculum coherence and common whole school approaches in line with the Australian Curriculum. • Teachers will work in a collaborative manner, sharing resources, knowledge, ideas, classroom practice. • Multiple data sources will be used to track and analyse all student performance. • Identified 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. • Student learning will be individualised when appropriate. • The collection of school wide data and analysis will have a positive impact on student learning and inform teaching practice. • Teachers will provide learning experiences and activities that encourage and require students to use transversal skills.</td>
<td>• Year 2 to 7 New Wave Mental student workbooks. • Oxford ‘Big Ideas In Maths’ resources. • PAT M testing materials • Targeted professional development. • Time to create and source relevant rubrics and checklists. • Australian Curriculum Documents. • Appropriate DECD and our ‘local’ partnership curriculum personnel. • Each other • Information Communication Technology • Anne Baker • Western Region curriculum resources. • Scorelink Data system</td>
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## ROBE PRIMARY SCHOOL 2015 SITE IMPROVEMENT PLAN

**PRIORITY 2**

**SPECIFIC PRIORITY:** 'Improve Literacy achievement through a focus on **WRITING**' This priority has a 'MAINTENANCE' tag

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| **LITERACY- WRITING** | 2015 NAPLAN DATA SHOWS THAT 100% OF OUR STUDENTS ACHIEVE MIDDLE AND UPPER LEVELS OF GROWTH and ARE PLACED IN THE TOP TWO PROFICIENCY BANDS in WRITING | 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 ‘Literacy’ support documents:  
* Data Collection document  
* Writing Scope and Sequence  
* Writing Rubrics  
* Literacy Practices Documents / folders  
* Reading Agreement Document  
*Spelling Agreement Document  
Identified resources are accessible to all staff  
* Waddington’s diagnostic tests  
* Westwood Spelling tests  
* The Oxford Word list  
* PM Benchmarks texts  
* Reading Boxes  
* P.A.T. Diagnostic Tests  
* Guided Reading texts  
* MultiLit Program  
* Stephen Graham ‘Assessment ‘ resources.  
*Western Region resources.  
* Marie Clay  
SSOs in classrooms for literacy lessons.  
Access support for identified students.  
Interactive whiteboards and associated resources.  
ACRA website for Aust. Curriculum resources  
Literacy Secretariat website.  
DECD website |  
TEACHERS PROMOTE THE USE OF TRANSVERSAL SKILLS IN LITERACY AND DAILY LEARNING  
- Analyse NAPLAN results and take appropriate action. Look at whole year level reports to identify gaps in learning. Analyse individual student results to inform planning regarding students at risk.  
- 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. (Wave 1 strategies). Specifically in the areas of Grammar and Spelling  
- Develop Intervention Support plans for Wave 2 and 3 students.  
- Participate in a whole school focus on Exposition and Narrative genre writing skills to ensure consistency.  
- Regularly read with students / listen to students read and record progress using P. M. readers (genre)  
- Use year level specific student based checklists for writing.  
- Program daily literacy lessons.  
- Ensure that common elements of Literacy lessons are writing, spelling, grammar and punctuation, reading, and reading comprehension. The big 6.  
- 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 in Reading, and Writing The outcome being prescriptive documents.  
- Implement and embed, site agreements about effective evidence based reading and writing pedagogies.  
- The use of the Stephen Graham’s ‘Writing Assessment’ 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.  
- Will encourage proper letter formation and handwriting technique; dotted thirds books will be used as required.  
- Teachers will provide learning experiences and activities that encourage and require students to use transversal skills.  
|  
- Teachers promote the use of transversal skills in literacy and daily learning.  
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- Teachers will promote the use of transversal skills in literacy and daily learning. | |
# ROBE PRIMARY SCHOOL 2015 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’ 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.  
- School and class values, mottos, vision and mission statements are displayed and regularly referred to.  
- Ensure that the Child Protection Curriculum is implemented.  
- Use Restorative Practices when dealing with bullying situations, with bystander behaviour as a focus.  
- 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.  
- 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  
• Common Room and resources.  
• 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.  
• Child Protection Curriculum resources  
• Friendly Schools and Families Program resources.  
• School ‘Well Being’ policies.  
• DECD Staff Opinion survey  
• Staff Matters documents |