

Robe Primary School Site Improvement Plan 2017

Priority 1: Literacy ~ Focus on the literacy cycle and pedagogical practices to support students to develop comprehension and reading strategies across a variety of texts.	Targets: Agreed, specific targets.	Strategies: The way staff, teachers, SSO's, leaders intend on supporting learners to achieve the targets.	Evaluation & Resources: The data, processes, monitoring/measuring and process towards achievement of the targets.
	<p>All teachers to implement the school literacy agreement</p> <p><i>Benchmarking:</i> 90% of Receptions achieve reading Level 5 by Term 4. (14 from 16 students) 90% of Year 1's & 2's to achieve the minimal standard set out by DECD, (Year 1 – Level 15, Year 2 – Level 20) (9 out of 10 Yr1's & 11 out of 13 Yr2's)</p> <p><i>Improvement in site PAT:</i></p> <p>90% of students achieving Stanine 5 and above in PAT –R Comprehension</p> <p>Students placed in bands 7,8,9 to continue achieving high results</p> <p><i>Improvement in NAPLAN:</i> Yr 3 : 90% Band 3+ (12 out of 14) Yr 5: 90% Band 5+ (8 out of 9) Yr 7: 100% Band 6+ (2 out of 2)</p>	<p>Leadership/ staff work together to monitor the implementation of the reading practices agreement</p> <p>Staff professional development in guided reading, running records, comprehension & writing genres</p> <p>Utilise PAT online resources for targeted intervention</p> <p>Ensure that teaching practices include explicit, intentional and modelled comprehension strategies</p> <p>Develop NEP's for identified students</p> <p>Link reading comprehension with other curriculum areas</p> <p>Staff performance and development to incorporate discussion and a goal about explicitly teaching comprehension</p> <p>Listen to students read regularly and take anecdotal notes</p> <p>Increase understanding of assessment and feedback strategies that lead to increased learning outcomes</p> <p>Implement Multilit as a form of intervention</p> <p>Continue to implement the Jolly Phonics in the R/1 as an approach to improve literacy results</p>	<p>Refer to our 'Literacy Data Collection' schedule</p> <p>Monitor each child's progress regularly with benchmarking and attainment of progress in written form</p> <p>PAT-R conducted in Term 3 NAPLAN conducted in Term 2</p> <p>PM Benchmarks texts Levelled readers Oxford sight words Guided reading texts PAT online resources in reading ACARA Western Region Rubric Scorelink</p>

<p>Priority 2: Mathematics/Numeracy ~ focus on the numeracy cycle and pedagogical practices to support students to develop positive attitudes to learning and applying knowledge to problem - solving</p>	<p>Targets: Agreed, specific targets.</p>	<p>Strategies: The way staff, teachers, SSO's, leaders intend on supporting learners to achieve the targets.</p>	<p>Evaluation & Resources: The data, processes, monitoring/measuring and process towards achievement of the targets.</p>
	<p>Students to increase their understanding to correctly interpret problems and to apply the appropriate operations/processes.</p> <p><i>Improvement in site PAT Maths 4e:</i></p> <p>Yr1 ~ 100% of students achieving Stanine 5 and above Yr2 ~ 90% of students achieving Stanine 6 and above (50% in Stanine 8 & 9) Yr 3 ~ 100% of students achieving Stanine 4 and above (30% in Stanine 8 & 9) Yr 4 ~ 100% of students achieving Stanine 4 and above (25% in Stanine 8 &9) Yr 5 ~ 100 % of students achieving Stanine 4 and above (10% in Stanine 8 & 9) Yr 6 ~ 100% of students achieving Stanine 4 and above (10% in Stanine 8 & 9) Yr 7 ~ 100% of students achieving Stanine 6 and above (50% in Stanine 8 & 9)÷</p> <p><i>Improvement in NAPLAN:</i> Yr 3 : 100% Band 3+ (4 in Band 6 & above) Yr 5: 90% Band 5+ (2 in Band 6 & above) Yr 7: 100% Band 6+</p>	<p>Use formative and summative data to inform teaching, track and analyse all student performance to identify at risk or high achievers</p> <p>Teachers design learning tasks based upon an investigation-based approach to enrich students problem solving skills</p> <p>Provide teachers with professional development to increase their understanding of investigation based numeracy and different ways to assess</p> <p>Work collaboratively to moderate student work samples to inform targeted teaching practice</p> <p>Use learning design/Tfel to ensure consistency with planning, assessment and differentiating learning</p> <p>Create individualised learning plans if necessary</p> <p>Promote growth mindsets throughout numeracy lessons</p> <p>Build on our whole school Numeracy Agreement, incorporating the Australian Curriculum, high quality teaching strategies, moderation and assessment</p> <p>Engage in professional learning – Tfel, Results Plus & AC Leaders Resource</p> <p>Staff performance and development to incorporate discussion and a goal about building confidence in numeracy</p>	<p>Pat Maths 4e results</p> <p>NAPLAN data</p> <p>Scorelink</p> <p>Student Achievement against Australian Curriculum</p> <p>Teacher Performance and Development conversations</p> <p>~New Wave Mental Books ~ACARA ~Australian Curriculum Documents ~iMaths – investigation-based ~Teaching & Assessing through open-ended activities ~Oxford Big Ideas in Maths</p>

Priority 3: Student/staff wellbeing ~ focus on respectful and positive relationships, a sense of belonging and inclusion and to facilitate a happy and healthy learning environment and workplace	Targets: Agreed, specific targets.	Strategies: The way staff, teachers, SSO's, leaders intend on supporting learners to achieve the targets.	Evaluation & Resources: The data, processes, monitoring/measuring and process towards achievement of the targets.
	<p>The Robe Primary School will continue to strive to be a community which is welcoming and inclusive of all students, parents and visitors.</p> <p>Students to be explicitly educated about, and identify the importance of Respectful Relationships.</p> <p>Surveys of students and staff to indicate high levels of student and staff well-being.</p>	<p>Review and continue to use the Kids Matter Framework, particularly focussing on component 1, "Positive School Community"</p> <p>Invite and welcome parents to be involved in their child's learning. This includes: excursions, camps, volunteering and inviting families into classrooms for sharing sessions of children's learning</p> <p>Implement a Quality Start Program which has a focus on establishing and maintaining respectful relationships, including friendships</p> <p>Educate children about, and incorporate elements of the White Ribbon in schools program, including taking part in nation-wide school events</p> <p>Teachers to work with the Well Being Coordinator to plan and implement the CPC curriculum, incorporating elements of the SHINE program</p> <p>Teaching programs to include explicit teaching of school values</p> <p>Support for teachers to discuss workload, behaviour and any other concerns</p> <p>Staff social gatherings each term, team lunches and birthdays</p>	<p>Kids Matter documents</p> <p>CPC and SHINE curriculum documents</p> <p>Restorative practice by teachers to help children work through problems</p> <p>Student, staff and parent opinion surveys</p>