Improved student engagement and achievement in numeracy and mathematics.
Site target - 90% meet NAPLAN DECD SEA.

Improved student achievement in reading, comprehension, spelling & grammar.
Site target - 90% meet NAPLAN & RR DECD SEA.

**SITE IMPROVEMENT PRIORITIES 2016**

- respect & responsibility
- honesty & trustworthiness
- care & compassion

**Principal:**
Lissa Hutter

**Deputy Principal:**
Robyn Holla

**Coordinator Intervention+**
Jasmine Marrett

Phone: 8261 2845
dl.0665.info@schools.sa.edu.au
## Priorities:
Agreed specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate.

## Targets:
End of Reception: 75% of students independently reading on RR 7-10 (61% in 2014) (44.4% in 2015)
End of Year 1: 75% of students independently reading on RR level 16-20 (39% in 2014) (63.9% in 2015)
End of Year 2: 75% of students independently reading on RR level 23-26+ (69% in 2014) (37.9% in 2015)
End of Year 3: 75% of students independently reading at RR level 30+ (56% in 2014) (66.7% in 2015)

90% of Year 3, 5 and 7 students achieve at the DECD Standard of Educational Achievement in NAPLAN Reading

75% of students meet the DECD SEA in PAT-R scale score (70% in 2015)

## Strategies:
The major actions that staff - teachers, SSOs, leaders, students - commit to do so learners are supported at classroom level to achieve the Targets.

## RESOURCING:
- Mini-Lit & Multi-lit programs (SSO hours)
- Coordinator – Intervention Plus
- Speech Pathologist working one day per week.
- All untrained staff to access training in Read, Write, Inc. in Term 1
- Read Write Inc. resources for all JP classes.
- Fresh Start synthetic phonics for program for 8-13 year olds
- Purchase another Oxford Reading Assessment Kit

## ACTIONS OF TEACHERS AND LEARNERS:
- R – 2 students not on track to meet targets screened for Mini-lit using placement assessment.
- 3 – 7 reading below RR level 30 independently screened for Multi-lit using placement assessment.
- Guided Reading (GR) programs in all classes with explicit teaching of reading and comprehension strategies – using fiction and non-fiction texts equally
- Teachers to use and analyse PAT-R diagnostic test results in comprehension to determine teaching focus.
- Minimum 100 minutes per day – see whole school literacy agreement.
- Early Years Learning team established for sharing of RWI programming, comprehension strategies, intervention strategies, concerns, work samples - twice per term.
- Teachers use PAT-R question analysis in Learning Teams to identify areas of teaching/curriculum planning strength and areas requiring attention from student responses.

## Evaluation Measures:
The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies.

Running Records taken for all students below RR level 30 and independent reading level assigned a minimum of twice per term or more often as required.

Year 1 & 2 results recorded in EDSAS Term 1 & 3 (Instructional level i.e. 1/2 levels above Independent level).

PAT R comprehension testing in week 4, Term 4 each year.

100% of students in Mini-lit and Multi-lit at age-appropriate Phon. Awareness and reading levels after completion & post-assessment.

All staff trained and JP programming using Read, Write, Inc by Week 5 Term 1 2016.
<table>
<thead>
<tr>
<th>Priorities:</th>
<th>Targets:</th>
<th>Strategies:</th>
<th>Evaluation Measures:</th>
</tr>
</thead>
</table>
| **Spelling and Grammar:** Increase students' recognition, correct use, spelling and understanding of an increased bank of words | **90% of Year 3, 5 and 7 students** achieve at the DECD Standard of Educational Achievement in NAPLAN Spelling: Year 3: band 3 + *(83% in 2014)* *(89.5% in 2015)* Year 5: band 5 + *(90% in 2014)* *(80.8% in 2015)* Year 7: band 6 + *(90% in 2014)* *(71.4% in 2015)* 90% of Year 3 and 7 students & 95% of Year 5 students achieve at the DECD Standard of Educational Achievement in NAPLAN Grammar: Year 3: band 3 + *(78% in 2014)* *(94.7% in 2015)* Year 5: band 5 + *(95% in 2014)* *(84.6% in 2015)* Year 7: band 6 + *(85% in 2014)* *(92.9% in 2015)* | **RESOURCING:**  
- Read Write Inc.  
- Speech Pathologist working one day per week.  
- Investigate resources for a spelling program for Years 5 – 7 | PAT Spelling testing annually in Term 4  
NAPLAN results for students in Years 3, 5 & 7  
R-7 grammar, vocabulary & punctuation scope & sequence |
| **ACTIONS OF TEACHERS AND LEARNERS** | | | |
|  | Explicit teaching of synthetic phonics using Read Write Inc, vocabulary-guided word study, technical words of each learning area, Tier 1, 2 & 3 words  
Staff sharing of phonics, punctuation, grammar and spelling activities (didn’t do this beyond RWI in 2015 – how can we make it happen?)  
Explicit teaching of red words (Read, Write Inc) and Oxford high frequency words, regular assessment and achievement recorded in Markit.  
Develop a R-7 grammar, vocabulary & punctuation scope & sequence | |
<p>| | | | |
| | | | |</p>
<table>
<thead>
<tr>
<th>Priorities:</th>
<th>Targets:</th>
<th>Strategies:</th>
<th>Evaluation Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved student engagement &amp; achievement in Numeracy and mathematics</td>
<td>90% of Year 3, 5 and 7 students achieve at the DECD Standard of Educational Achievement: Year 3: band 3 + (74% in 2014) (79% in 2015) Year 5: band 5 + (81% in 2014) (74% in 2015) Year 7: band 6 + (70% in 2014) (92.9% in 2015) 75% of students meet the DECD SEA in PAT-math scale score (61% 2015)</td>
<td>The major actions that staff – teachers, SSOs, leaders, students – commit to do so learners are supported at classroom level to achieve the Targets</td>
<td>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</td>
</tr>
<tr>
<td>RESOURCING:</td>
<td>iMaths resources purchased for new teaching staff. Quicksmart training for selected SSOs and Coordinator – Intervention Plus Student engagement survey undertaken – no measure of engagement in 2015? Whole School Agreement finalised</td>
<td>NAPLan data analysed for Year 3, 5, 7</td>
<td></td>
</tr>
</tbody>
</table>
| ACTIONS OF TEACHERS AND LEARNERS | All student tested for in PAT-Maths Term 3 Weeks 7 - 10 Uninterrupted maths blocks Play-based Numeracy project to involve Reception students and teachers with Partnership CPAC and Speech Pathologist Students below Stanine 4 or NMS will be identified and Quicksmart program implemented. Teachers trained in Natural Maths & Mike Chartres in 2014/2015 to model, team teach and lead pedagogy with colleagues through PLC meetings and class observation release in 2016. Teachers use PAT-maths question analysis in Learning Teams to identify areas of teaching/curriculum planning strength and areas requiring attention from student responses. | PAT-Maths data collected in Term 4. Document: Whole Site Agreement - Maths & Numeracy to be used by teachers to guide teaching, learning and assessment in maths. All students in Quicksmart experience 100% accuracy and minimum of 2 second improvement in speed at completion of program.
<table>
<thead>
<tr>
<th>Priorities:</th>
<th>Targets:</th>
<th>Strategies:</th>
<th>Evaluation Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved student attendance</td>
<td>Exceed the DECD Attendance target of 94% in all classes – site target of 96%</td>
<td>The major actions that staff – teachers, SSOs, leaders, students – commit to do so learners are supported at classroom level to achieve the Targets</td>
<td>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</td>
</tr>
</tbody>
</table>

### RESOURCING:
- Certificates for 100% at the end of each term and a special award for 100 Percenters at the end of each school year.
- Deputy Principal role to include attendance focus.
- Develop a graph to show the annual growth of 100 Percenters since the inception of the recognition program in 2012.

### ACTIONS OF TEACHERS AND LEARNERS
- Attendance Plan, flow chart and documentation disseminated to all staff.
- Regular dissemination of attendance information and school achievement data in school newsletter and at staff meetings.
- Certificate recipients acknowledged in school newsletter each term and at the beginning of the year (100 Percenters).
- Increase in the number of children awarded the 100 Percenter Awards

- Twice per term – Datamart report relayed at staff meetings using the Attendance percentage rate.
- Once per term – attendance data advertised in school newsletter.
- Attendance Improvement Graph: trend to show improvement from 2013 to 2015.