Improved student engagement and achievement in numeracy and mathematics

Site target - 90% meet NAPLAN DECD SEA

attendance
site target - 96%

Improved student achievement in reading, comprehension, spelling & grammar

Site target - 90% meet NAPLAN & RR DECD SEA

SITE IMPROVEMENT PRIORITIES 2016

HILLCREST
PRIMARY SCHOOL
AIMING FOR EXCELLENCE

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respect & responsibility   **honesty & trustworthiness**   **care & compassion**

Priorities:	Targets: _Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate._	Strategies: The major actions that staff – teachers, SSOs, leaders, students – commit to do so learners are supported at classroom level to achieve the Targets.	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._
Improve student reading levels and comprehension	**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% 2015)	**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.	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.

Priorities:	Targets: *Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate*	Strategies: *The major actions that staff – teachers, SSOs, leaders, students – commit to do so learners are supported at classroom level to achieve the Targets*	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*
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 **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	PAT Spelling testing annually in Term 4 NAPLAN results for students in Years 3,5 & 7 R-7 grammar, vocabulary & punctuation scope & sequence

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Improved student engagement & achievement in Numeracy and mathematics	**90% of Year 3, 5 and 7students** 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)	**RESOURCING:** • 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 **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.	NAPLaN data analysed for Year 3,5,7 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.

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Improved student attendance	Exceed the DECD Attendance target of 94% in all classes – **site target of 96%**	**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.