GREENOCK PRIMARY SCHOOL
SITE IMPROVEMENT PLAN 2016
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<th>PRIORITIES</th>
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<th>EVALUATION MEASURES</th>
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<td>Key areas for the specific focus over the next 12 months</td>
<td>Agreed, Specific Targets that clearly indicate what improved outcomes learners will achieve or demonstrate.</td>
<td>The major actions that staff-teachers, SSO’s, leaders commit to do so that learners are supported to achieve the set targets.</td>
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**Strengthen Numeracy pedagogy to improve student learning outcomes**

- Teachers and students to consolidate an in-depth knowledge of the proficiency strands **understanding, fluency, problem-solving** and reasoning.

**DECD Standard of Achievement**

That all students excepting those with an NEP for maths learning achieve the DECD Standard of Achievement on the PAT-Maths test in September.

**NAPLAN**

All students excepting those with an NEP for Maths achieve a National Minimum Standard in Numeracy NAPLAN Tests.

- 80% of students excepting those with an NEP for Maths achieve
  - Band 3 and above in Year 3
  - Band 5 and above in Year 5
  - Band 6 and above in Year 7

That Year 5 and 7 students who have previously achieved in the higher bands maintain higher band achievement.

**Big Ideas in Number Testing**

All students excepting those with an NEP for maths

- Year 2 students achieve Trust the Count
- Year 4 students understand Place Value

**Consolidate teachers’ understanding of methods for continuous assessment to inform planning and tracking of student progress.**

**NAPLAN Data year 3, 5 and 7.**

**Big Ideas in Number**

- Trust the Count
- Place value
- Multiplicative Thinking
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<tr>
<th>Using digital technology to connect. Engage learners with digital technologies as essential resources that support their learning and enable them to connect with real contexts with real purpose, reason mathematically and communicate their thinking. (TfEL 4.2, 4.4. ELYF – Practices 2,3,4,5)</th>
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<td>Training of staff in a range of digital technologies</td>
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<td>Familiarise staff with Edmodo and Scootle</td>
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<td>Ella is working with Simon Baker E-Learning coordinator for the partnership.</td>
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<td>Year 4-7 Student responses on the Partnership engagement scale indicate increased engagement and involvement in learning.</td>
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<td>Providing challenge. Engage learners in challenging mathematics tasks with multiple entry and exit points. Provide opportunities and time for students to engage in “productive struggle”, developing persistence, confidence and problem solving skills. (TfEL2.4,3.2. EYLF – Practices 1, 2, 3, 4, and 5.)</td>
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<td>Working with regional support staff and Valley Cluster Schools to provide quality T&amp;D in the Growth Mindsets, Moderation and Transforming tasks.</td>
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<td>Explicit training and use of the TfeL as a planning and self-reflection tool.</td>
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<td>Work with Primary Australian Curriculum Coordinator around challenging tasks. A staff member is to bring a task to staff meeting. 15 minutes group time spent on transforming that task.</td>
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<tr>
<td>Strengthen Literacy pedagogy to improve student learning outcomes</td>
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<td>Improve the assessment and reporting to parents</td>
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<td>English</td>
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<td>Student growth in NAPLAN</td>
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<td>Between years 3 and 5, and 5 and 7 indicate that above 90% of students have achieved average or high growth in reading.</td>
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<td>That all students excepting those on a NEP achieve a Level A, B or C in their final report in all areas of English.</td>
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**Reading**
Goal: All students in Reception, Year 1, 2 and 3 not on a NEP to be at age appropriate text level by November 2016.

Targets for levelled text:
- End of Reception (4 terms) Level 9
- End of Year 1 Level 18
- End of Year 2 Level 23
- End of Year 3 Level 26
- End of Year 4 Level 28

In 2016 in the Reading area of NAPLAN all students not on a NEP achieve:
- Band 3 and above in Year 3
- Band 5 and above in Year 5
- Band 6 and above in Year 7

100% of students can read the first 100 commonly used words by the end of year 1.
100% of students can read and spell the first 200 commonly used words by end of year 2.

**Reading**
All children on levelled text will be heard read a minimum of weekly by the class teacher.

Home reading text levels will be chosen from students’ independent level.

Guided reading lessons will be at students’ instructional text level and will be given a minimum of once a week by the class teacher.

All teachers’ Reading Programmes include teaching for understanding of:
- Oral Language
- Phonological Awareness
- Letter-sound relationships (Phonics)
- Vocabulary
- Fluency
- Comprehension

The Magic Word program of commonly used words will be explicitly taught. Children’s progress in reading and spelling these words will be monitored.

**Reading**
All students reading levelled text will be given a benchmark test a minimum of twice a term. At the end of each term current text levels will be given to principal who will analyse them for growth. Teachers will also analyse the growth and use this analysis to determine intervention.

Text levels for Reception to year 2 are to be uploaded to the system in week 10 of term 1 and 3.

SPA (Phonological Awareness Testing) utilised on a needs basis.

Analysis of NAPLAN Data Year 3, 5 and 7.

Data from the testing of the 100/200 commonly used words will be analysed each term.
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**Comprehension**

- All students from year 2 -7 not on an NEP score above the DECD mean score for their year level in the PAT –R Comprehension Test

**Spelling**

- All students not on NEP will be working at or above age appropriate levels for Spelling as determined by the [Westwood Spelling Test (SAST)](note) in November.

**PAT-SPG assessment tool**

- 100% of students in Year 3-7 are working at or above the mean for their year level in November.

- 100% of students are working in or above an age appropriate spelling stage according to the [First Steps spelling](note) stages in November.

**NAPLAN Spelling**

- All students not on an NEP achieve:
  - Band 3 and above in Year 3
  - Band 5 and above in Year 5
  - Band 6 and above in Year 7

**Writing**

- **NAPLAN Writing**
  - All students not on an NEP achieve:
    - Band 3 and above in Year 3
    - Band 5 and above in Year 5
    - Band 6 and above in Year 7

**Comprehension**

- All staff use Sheena Cameron’s comprehension strategies to explicitly teach comprehension skills.

- Staff use information gained from the PAT testing to plan effectively to increase students skills.

- All students’ data is mapped and staff plan so students have and apply the skills they need to achieve the mean score in the PAT –R test.

**Spelling**

- Teachers have a solid understanding of the stages of spelling and the effective strategies to move students from one stage to another.

- Students set goals for spelling improvement.

**Writing**

- Look at Sheena Cameron’s writing strategies

- Teachers develop a solid understanding of the skills students need to meet the writing expectations of the Australian Curriculum. These skills are explicitly taught. Common approach to writing structures.

- Students have increased opportunity to write for a range of purposes and demonstrate the skills learned.

**Comprehension**

- In week 6 of term 2
  - All students in Year 2-7 complete the online PAT-R (Reading) assessment tool to assess comprehension.

- In week 10 of term 3
  - All students in Year 1-7 complete the online PAT-R (Reading) assessment tool to assess comprehension.

**Spelling**

- In week 5 of term 4
  - All students in Year 3-7 complete the online PAT-SPG Spelling assessment tool to assess spelling skills.

- All students from Year 1-7 complete the Westwood Spelling Test.

- Mapping of student skills occur through Jolly Phonics checklists and First Steps Spelling stages

- Analysis of NAPLAN Data Year 3, 5 and 7.

**Writing**

- Analysis of NAPLAN Data Year 3, 5 and 7.