# Site Improvement Plan 2015

**Priority:** to improve educational outcomes for all students through a focus on Higher Standards of Learner Achievement and Improved Health and Wellbeing

<table>
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<tr>
<th>Targets</th>
<th>Strategies</th>
<th>Outcomes</th>
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<td><strong>Curriculum</strong>&lt;br&gt;All teachers plan learning programs with the Australian Curriculum incorporating the General Capabilities and the principles of 21st Century Learning</td>
<td>Teachers participate in professional learning (including Professional Learning Communities - PLCs) to increase knowledge and share ideas&lt;br&gt;Performance Development focus on planning and analysis of data</td>
<td>By the end of 2015 all teachers are planning and assessing the required areas of study of the Australian Curriculum (AC). Planning will include direct reference to the General Capabilities. The SACSA framework will be used for planning and assessing non-AC subjects</td>
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<td><strong>Pedagogy</strong>&lt;br&gt;All teachers use the Teaching for Effective Learning (TfEL) framework to bring about improvements to classroom practice&lt;br&gt;Site focus on student achievement data to inform planning</td>
<td>Performance Development linked to the Australian Professional Standards for Teachers&lt;br&gt;Peer and line manager observations of lessons with defined feedback criteria&lt;br&gt;Team sharing of best practice&lt;br&gt;Develop whole school literacy agreement&lt;br&gt;Review team to track student progress</td>
<td>Learning programs will reflect 21st century teaching and learning principles&lt;br&gt;Performance Development aligned to the Australian Professional Standards for Teachers</td>
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<td>Literacy</td>
<td>Targets:</td>
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|          | Consistent data collection R-7  
NAPLAN Reading & Grammar and Punctuation: increase number of students in top two bands; decrease in number of students at or below National Minimum Standard (bottom two bands)  
Expected scale score improvement in PAT-Reading (comprehension) tests for all students | Data collection as per the Curriculum Resource Folder  
R-2: Jolly Phonics & Jolly Grammar 1 & 2  
Yrs 3-6: Jolly Grammar levels 3-6  
Yr 7: Online and print grammar resources to support consolidation of grammar  
Use of online ACER PAT Resources Centre  
Guided Reading R-7  
Focus on reading comprehension and writing using Sheena Cameron resources  
Explicit teaching of text type structure in writing eg Stephen Graham methodology  
Review team to track student progress each term | All teachers collect data as per the timeline in the Curriculum Resource Folder  
Standards of Educational Achievement:  
NAPLAN  
Yr 3 Band 3 or above  
Yr 5 Band 5 or above  
Yr 7 Band 7 or above  
PAT-Rc scale scores  
Yr 3 100 or above  
Yr 4 110 or above  
Yr 5 115 or above  
Yr 6 120 or above  
Yr 7 124 or above  
Running Records (instructional reading levels – seen texts - as at September)  
Reception: level 5 or above  
Yr 1: level 15 or above  
Yr 2: level 21 or above  
Yr 3: level 25 or above  
Yr 4-7: level 30 or above (independent)  
Achievement at ‘C’ or above Yr 1-7  
Australian Curriculum: English |

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| Consistent data collection R-7  
NAPLAN Numeracy: increase number of students in top two bands; decrease in number of students at or below National Minimum Standard (bottom two bands)  
Expected scale score improvement in PAT-Reading (comprehension) tests for all students | Data collection as per the Curriculum Resource Folder  
Develop whole school maths/numeracy agreement  
Maths PLCs  
All staff attend initial Mathematician in Residence program session (Ann Baker) – interested staff to continue with program and bring back strategies to Unit meetings & staff meetings  
Review team to track student progress each term | All teachers collect data as per the timeline in the Curriculum Resource Folder  
NAPLAN  
Yr 3 Band 3 or above  
Yr 5 Band 5 or above  
Yr 7 Band 7 or above  
PAT-M scale scores  
Yr 3 40 or above  
Yr 4 45 or above  
Yr 5 50 or above  
Yr 6 54 or above  
Yr 7 55 or above  
Achievement at ‘C’ or above Yr 1-7  
Australian Curriculum: Mathematics |
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| All students, staff and parents adhere to the school values  
The values and ideals become self-evident in staff and student behaviour  
All students and staff use the language of Play is the Way | Staff participate in Play is the Way training  
Continuous professional learning in Play is the Way  
Build Play is the Way resource pack  
Explore scope and sequence in relevant General Capabilities of the Australian Curriculum  
Teach Child Protection Curriculum R-7  
Align teaching strategies with TfEL  
Stephanie Alexander Kitchen Garden (selected classes/students)  
OPAL in conjunction with Campbelltown City Council  
Strategies recorded in TRT folders | Strong values and associated language used by students, staff and community  
Improvement in results of bullying and harassment surveys  
EDSAS data reflects improved behaviour  
Appropriate behaviour clearly embedded in learning programs  
Culture of Respect and Empathy developed across the school |