AMES
Students will be confident learners with continuous improvement evident across all curriculum areas with particular focus on literacy and numeracy outcomes and the ability to sustain strong and positive relationships with others in our learning community.

BELIEFS ABOUT LEARNING
- Students are more engaged in their learning when the curriculum is innovative, challenging, rigorous, relevant to their life experiences, connected to their world beyond school and prepares them for lifelong learning
- Learning is enhanced when students are provided with a variety of processes that actively engage them in deep creative thinking, skill development and problem solving
- Learning is improved when the curriculum is personalised, providing multiple entry points and a variety of learning options to meet the individual needs of students.
- Learning is strengthened when students form positive relationships with peers, staff and families.

SITE PRIORITIES
- Literacy – focus areas: reading comprehension and grammar & punctuation
- Numeracy – focus areas: problem solving, place value and fractions
- Learner Wellbeing – focus areas: respect, responsibility, optimal learning conditions

Paradise Primary School
Site Improvement Plan
2013 - 2015

STRATEGIES FOR CONTINUOUS IMPROVEMENT IN STUDENT ENGAGEMENT AND LEARNING OUTCOMES
Our commonly agreed school values and beliefs about learning will inform curriculum and pedagogy across the school. In line with DIAf Validation focus areas staff will work collaboratively to sustain:

- Quality Teaching and Learning (quality learning environment, high expectations, intentional design, targeted and tailored learning)
- Curriculum Coherence (collaborative culture, shared agreements, consistent and coherent, continuous improvement)
- Learner Outcomes (challenged and engaged, systematically monitored, intervention and support, improving outcomes)
- Leading Improvement (educational leadership, agreed directions, strategic alignment, partnerships) and
- Implement TfEL as a framework for examining, discussing and redefining their pedagogy
- Gather and use specific data sets that support improvement in whole school practices
- Focus on deeper thinking, problem solving and inferring meaning for all learners to achieve higher outcomes
- Incorporate 21st Century teaching and learning pedagogies
**LITERACY Operational Plan 2013**

**Objective:** high quality teaching and learning practices to bring about continuous improvement in achievement for all students with focus areas being reading comprehension and grammar & punctuation.

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<thead>
<tr>
<th>Targets</th>
<th>Strategies</th>
<th>Monitoring</th>
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</table>
| 1a 100% of students show scale score growth for PAT-R test  
1b 85% of students show expected scale score growth for PAT-R test | Staff Professional Learning:  
Cluster Pupil Free Days (2) – Australian Curriculum: focus on Literacy as a general Capability of the AC ‘to make students better learners’  
Sheena Cameron conference – Reading Comprehension  
Reading Support Teacher – collecting baseline data, working side by side with teachers on improvement strategies, collecting summary data  
Staff meetings/PLCs  
R@P (Reading@Paradise) early intervention  
Computer club  
PAL Reading groups across the school  
WAVE identification of all students  
Reading Comprehension kits – explicit teaching and consistent use of strategies  
Expose students to a wider range of vocabulary  
Explicit teaching about ‘inferring meaning’  
Explicit teaching of Grammar & Punctuation  
Reading Support Teacher | Data sets collection:  
SPA  
Running Records each term  
Concepts of print  
NAPLAN  
PAT-R  
Concepts of print  
SA Spelling test  
Mid-year & End of year A-E reporting | Performance Development meetings with Leadership each term  
Collect and analyse pedagogical data through reflective, peer and learner feedback (triangulated feedback)  
Regional Learner Feedback tool  
Ongoing assessment  
Mid-Year and End-of-Year Review of Operational Plan  
Pupil Free Day Term 4 - review |
| By Term 4 Week 4, 2013 all students achieve the following Instructional Reading levels (IRL):  
2a Reception students reading at IRL level Blue (level 10) or above  
2b Yr 1 students reading at IRL Turquoise (level 18) or above  
2c Yr 2 students reading at IRL Silver (level 24) or above | | |
| 3. 30% of students achieve in top two proficiency bands for Reading and Grammar & Punctuation for NAPLAN (except NEP students) | | |
| 4. 70% of students Yr 3 → 5, 5 → 7 are in the medium and upper progress groups for NAPLAN Reading | | |
| 5. 95% of students complete the Premier’s Reading Challenge | | |
**NUMERACY Operational Plan 2013**

**Objective:** high quality teaching and learning practices will bring about continuous improvement in student achievement with focus areas being problem solving, place value and fractions.

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<tbody>
<tr>
<td>1. 95% of students achieve a C or better in Mathematics</td>
<td>Staff Professional Learning: Numicon (Yr 1 &amp; 2 teachers)</td>
<td>Performance Development meetings with Leadership</td>
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<td>2. 95% of students in Yrs 3, 5 &amp; 7 achieve National Minimum Standards or higher (except NEP students) in NAPLAN</td>
<td>Back to Front Maths Facilitator training</td>
<td>Collect and analyse pedagogical data through reflective, peer and learner feedback (triangulated feedback)</td>
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<tr>
<td>3. 80% of students Yr 3 → 5 and Yrs 5 → 7 are in the medium and upper progress groups NAPLAN Numeracy</td>
<td>Primary Maths Association workshops</td>
<td>Use Regional Learner Feedback tool</td>
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<td>4. 25% of students are in top two NAPLAN bands</td>
<td>Staff meetings/PLCs</td>
<td>Sharing good practice at staff meetings</td>
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<tr>
<td>5a. 100% of students show scale score growth for PAT-Maths test</td>
<td>Explicit teaching of problem solving, place value and fractions</td>
<td>Professional Learning</td>
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<tr>
<td>5b. 85% of students show expected scale score growth for PAT-Maths test</td>
<td>Provide many opportunities to enable students to work collaboratively to solve problems</td>
<td>Community conversations</td>
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<td></td>
<td>Use Back to Front Maths across the school</td>
<td>Staff and priority committees</td>
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<td>Use a range of e-learning tools</td>
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**LEARNER WELLBEING Operational Plan 2013**

**Objective:** all students work and learn in a safe, healthy, supportive, collaborative and respectful environment to bring about optimal learning conditions.

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| 1. Less than 50 ‘benches’ (lunchtime timeouts) each term and corresponding increase in number of students each week who receive ‘Happy Play’ | Staff Professional Learning:  
  Restorative Justice (RJ) workshops  
  Child Protection Curriculum training  
  Protective Practices  
  *eat well be active* workshops  
  Staff meetings/PLCs  
  Learner Wellbeing NIT Term 1, establish Wellbeing room, Harmony Day, Harmony Bench, wellbeing Awards  
  Investigate KidsMatter program  
  *Explicitly teach:*  
  Program Achieve R-7  
  Fish Philosophy R-2, Circle of Courage Yr 3-5, Habits of the Mind Yr 6-7 (Learner Wellbeing NIT Term 1)  
  Growth and Development Yr 6/7  
  Anti-Bullying & Harassment  
  Child Protection Curriculum R-7  
  Cyber Safety awareness  
  *Student Voice/Leadership opportunities:*  
  STACT (Student Action Teams - community service focus)  
  Class meetings SRC  
  School Captains Sports Day captains and vice captains  
  Student forums Citizenship Awards  
  *eat well be active:*  
  Daily Activity for all students  
  Establishment of vegetable garden (students, parents & staff)  
  Lunch time yard activities | Data sets collection:  
  EDSAS behavior data  
  Bullying & Harassment surveys  
  DECD Student Opinion Survey  
  Premier’s *be active* challenge | Performance  
  Development meetings with Leadership each term  
  Leadership and staff regularly analyse behavior and attendance data  
  Report behavior data to Governing Council Terms 2 and 4  
  Mid-Year and End-of-Year Review of Operational Plan  
  Pupil Free Day Term 4 - review |
<p>| 2. Increase in number of students who receive a ‘meritorious behaviour’ and ‘meritorious attendance’ awards at end of term Assemblies |                                                                          |                                                                            |
| 3. Bullying &amp; Harassment surveys show continuous improvement in learner wellbeing |                                                                          |                                                                            |
| 4. DECD Student Opinion Survey indicates high levels of satisfaction with ‘support’ and ‘relationships’. |                                                                          |                                                                            |
| 5. 100% of students participate in Premier’s <em>be active</em> challenge |                                                                          |                                                                            |
| 6. 80% of students complete the Premier’s <em>be active</em> challenge |                                                                          |                                                                            |</p>
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<tr>
<td>Regular information in newsletter</td>
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<td>RJ parent workshops offered/Parents involved in RJ sessions as necessary</td>
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<td>Strengthen community liaisons eg Kiwanis, Resthaven</td>
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<td>Increased focus on CPSW working supportively with students in class</td>
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