



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

	Targets	Strategies	Outcomes
Curriculum	All teachers plan learning programs with the Australian Curriculum incorporating the General Capabilities and the principles of 21 st Century Learning	Teachers participate in professional learning (including Professional Learning Communities - PLCs) to increase knowledge and share ideas Performance Development focus on planning and analysis of data	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 SACS framework will be used for planning and assessing non-AC subjects
Pedagogy	All teachers use the Teaching for Effective Learning (TfEL) framework to bring about improvements to classroom practice Site focus on student achievement data to inform planning	Performance Development linked to the Australian Professional Standards for Teachers Peer and line manager observations of lessons with defined feedback criteria Team sharing of best practice Develop whole school literacy agreement Review team to track student progress	Learning programs will reflect 21 st century teaching and learning principles Performance Development aligned to the Australian Professional Standards for Teachers

Literacy	<p>Targets: 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</p>	<p>Strategies: 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</p>	<p>Outcomes: All teachers collect data as per the timeline in the Curriculum Resource Folder Standards of Educational Achievement:</p> <p>NAPLAN Yr 3 Band 3 or above Yr 5 Band 5 or above Yr 7 Band 7 or above</p> <p>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</p> <p>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)</p> <p>Achievement at ‘C’ or above Yr 1-7 Australian Curriculum: English</p>
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Numeracy	<p>Targets: 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</p>	<p>Strategies: 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</p>	<p>Outcomes: All teachers collect data as per the timeline in the Curriculum Resource Folder</p> <p>NAPLAN Yr 3 Band 3 or above Yr 5 Band 5 or above Yr 7 Band 7 or above</p> <p>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</p> <p>Achievement at 'C' or above Yr 1-7 Australian Curriculum: Mathematics</p>
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Wellbeing	<p>Targets:</p> <p>All students, staff and parents adhere to the school values</p> <p>The values and ideals become self-evident in staff and student behaviour</p> <p>All students and staff use the language of Play is the Way</p>	<p>Strategies:</p> <p>Staff participate in Play is the Way training</p> <p>Continuous professional learning in Play is the Way</p> <p>Build Play is the Way resource pack</p> <p>Explore scope and sequence in relevant General Capabilities of the Australian Curriculum</p> <p>Teach Child Protection Curriculum R-7</p> <p>Align teaching strategies with TfEL Stephanie Alexander Kitchen Garden (selected classes/students)</p> <p>OPAL in conjunction with Campbelltown City Council</p> <p>Strategies recorded in TRT folders</p>	<p>Outcomes:</p> <p>Strong values and associated language used by students, staff and community</p> <p>Improvement in results of bullying and harassment surveys</p> <p>EDSAS data reflects improved behaviour</p> <p>Appropriate behaviour clearly embedded in learning programs</p> <p>Culture of Respect and Empathy developed across the school</p>
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