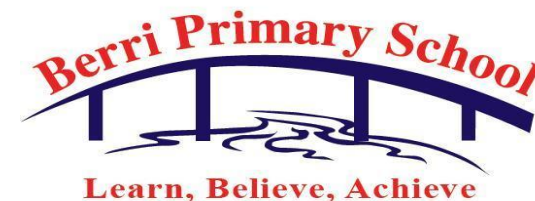


# Site Improvement Plan – 2016-18



## Priority: Numeracy

<b>Intended Outcome</b> (What do we want to achieve?)	<b>Targets</b> (How do we know if we are successful? – targets, data, evidence)	<b>Process Outcomes</b> (Evidence which will show change in teaching and learning practice)	<b>Strategies</b> (What will we do to get there?)
Students who are powerful learners in Mathematics / Numeracy <ul style="list-style-type: none"> <li>• Questioner and problem poser</li> <li>• Responsible risk taker</li> <li>• Critical thinker</li> </ul>	PAT – M test data <ul style="list-style-type: none"> <li>• 50% students achieving the SEA at all year levels</li> </ul> NAPLAN <ul style="list-style-type: none"> <li>• Yr 3 – 65% students Band 3 and above</li> <li>• Yr 5 – 70% students Band 5 and above</li> <li>• Yr 7 – 80% students Band 6 and above</li> <li>• &gt;25% students upper growth</li> <li>• &lt;25% students lower growth</li> <li>• At or above like school data</li> </ul>	Whole School Approach to Mathematics <ul style="list-style-type: none"> <li>• Evidence of learning for each class which demonstrates a consistency of language in Mathematics, explicit teaching and a change in pedagogy and learning (including learning Journals, annotated work samples, student feedback and classroom observations)</li> <li>• Peer Observations based on Numeracy and the TfEL framework</li> <li>• Teacher programs will demonstrate problematised learning in maths</li> <li>• Students will articulate their learning and demonstrate different ways of solving mathematical problems</li> </ul>	Working party to continue learning and drive whole school change  Whole School Agreement and Resource folder completed  Professional learning at staff meetings, student free days and PLCs which includes: <ul style="list-style-type: none"> <li>• professional reading and research in effective teaching and learning</li> <li>• analysis of student learning data to show evidence of student progress</li> <li>• ‘hands on’ activities to take back to classrooms</li> </ul>

## Priority: Literacy

<b>Intended Outcome</b> (What do we want to achieve?)	<b>Targets</b> (How do we know if we are successful? – targets, data, evidence)	<b>Process Outcomes</b> (Evidence which will show change in teaching and learning practice)	<b>Strategies</b> (What will we do to get there?)
Increase number of students who are above the SEA in Reading	<p>PAT – R test data</p> <ul style="list-style-type: none"> <li>50% students achieving the SEA at all year levels</li> </ul> <p>NAPLAN</p> <ul style="list-style-type: none"> <li>Yr 3 – 70% students Band 3 and above</li> <li>Yr 5 – 60% students Band 5 and above</li> <li>Yr 7 – 80% students Band 6 and above</li> <li>&gt;25% students upper growth</li> <li>&lt;25% students lower growth</li> <li>At or above like school data</li> </ul> <p>Reading Levels</p> <ul style="list-style-type: none"> <li>Yr 2 – 65% students above the SEA</li> </ul>	<p>Whole School Approach to Literacy</p> <ul style="list-style-type: none"> <li>Evidence of learning for each class which demonstrates a consistency of language in Literacy, explicit teaching and a change in pedagogy and learning (including learning Journals, annotated work samples, student feedback and classroom observations)</li> <li>Peer Observations based on Literacy and the TfEL framework</li> <li>Jolly Phonics / Grammar, Big 6, and comprehension strategies implemented across the school</li> <li>Students will articulate their learning and demonstrate different ways of communicating and retrieving information</li> </ul>	<p>Working Party to continue learning and drive whole school change</p> <p>Whole School Agreement and Resource folder completed</p> <p>Professional learning at staff meetings, student free days and PLCs which includes:</p> <ul style="list-style-type: none"> <li>professional reading and research in effective teaching and learning</li> <li>analysis of student learning data to show evidence of student progress</li> <li>'hands on' activities to take back to classrooms</li> </ul>