



## Site Improvement Plan 2018

Priorities	Targets	Strategies
<p><b>Literacy</b></p> <p>Develop student's literacy skills so they understand what they read and can express their thoughts/opinions orally as well as through writing.</p> <p><b>Numeracy</b></p> <p>Develop student's questioning skills across Reception to Year 7 to enable reading for understanding and mathematical thinking.</p>	<ul style="list-style-type: none"> <li>• <b>BY MID WAY THROUGH TERM FOUR:</b></li> <li>• Running Records - students up to level 30 will achieve their individual growth targets.</li> <li>• All Reception and Year 1 students will achieve their individual growth targets on the Brightpath Oral Language Ruler.</li> <li>• All Junior Primary students will achieve one year's growth in the Oral Language.</li> <li>• 100% of students who were in the top bands in NAPLAN in Year 3 and 5 will achieve in the top bands.</li> <li>• 100% of the Year 3 students will achieve above the National Average in NAPLAN.</li> <li>• 100% of students will achieve their individual targeted growth on the Brightpath ruler.</li> <li>• 100% of students in Yr. 2-7 will achieve one year's growth in the Progressive Achievement Comprehension and Maths testing.</li> <li>• 20% growth in student's achievement in answering higher level questions in NAPLAN and PAT – M.</li> <li>• 100% of students will be able to follow a recipe independently.</li> <li>• 100% of students will be able to identify 20 plants in the garden.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will use Sheena Cameron's reading and oral language strategies to move students forward.</li> <li>• All students will complete the Premier's Reading Challenge.</li> <li>• All students will have set learning priorities by the end of Term 1 to make goal setting clear.</li> <li>• Staff will use the Critical and Creative Thinking Continuum to guide students in their goal setting, thinking and questioning.</li> <li>• All students will complete the Brightpath Trial persuasive writing topic in Term 1 &amp; 3.</li> <li>• Junior Primary students will use investigations with intentional learning inquiry to develop their oral language, number, writing, reporting, technology and reflection skills whilst allowing for differentiated learning.</li> <li>• All students will develop skills to identify what they do not understand when listening or reading and clarify/question meaning to understand.</li> <li>• Teachers will use ongoing and effective feedback to move learners forward and teach students how to action feedback.</li> <li>• All students will use reflection to think about their thinking and share with others.</li> <li>• Teachers will develop skills in quality questioning to move learners forward.</li> <li>• Teachers will focus on explicit teaching to embed targeted problem solving skills, mental computational skills and revise essential learning.</li> <li>• Staff will use explicit teaching of the kitchen and gardening</li> </ul>

	<ul style="list-style-type: none"><li>• 100% of the students will be able to identify 20 kitchen utensils or equipment.</li><li>• 100% of the students will be able to use cooking terminology to describe what they have cooked.</li><li>• 100% of the students will be able to use gardening terminology to describe the planting process.</li><li>• 100% of the students will be able to demonstrate aspects of numeracy in the kitchen and garden.</li><li>• 100% of the students will be able to describe a problem they have helped to solve in the garden.</li></ul>	<p>vocabulary.</p> <ul style="list-style-type: none"><li>• Students will label plants and utensils.</li><li>• Students will review recipes used and make alterations for clearer communication of processes.</li><li>• Students will collaborate to solve problems in the garden and kitchen.</li><li>• Students will use their Journals in the Gardening an Cooking lessons to record learning.</li></ul>
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## Wellbeing Attendance, Resilience & Growth Mindset

Develop student's independence and responsibility for themselves and others.

- Student attendance 95%
- In the Wellbeing and Engagement Collection for 2018 we see an improvement of 4 less students in the LOW section for:
  - Engagement
  - Peer Belonging
  - School Belonging
  - Emotional Regulation
  - Sadness
  - Worries
  - Perseverance
  - Eating Breakfast
  - Sleeping well
- Follow attendance brochure guidelines – text families with absent students as soon as rolls are checked.
- Support families with strategies to get their reluctant students to attend.
- Work closely with Attendance Officers and Well Being personnel.
- All staff, parents and students are greeted happily and manners are encouraged.
- Teachers use the DOJO program to encourage positive behaviour in and outside to the classroom.
- Students are encouraged to take risks in their sharing and learning.
- Students are encouraged to take on challenges to learn and grow.
- Students showing responsibility in the playground are acknowledged in class and Newsletters.
- Teachers encourage all students to strive to achieve the FRESH values awards.
- FRESH Values awards given out at each Assembly.
- Students are counselled to develop their own strategies to maintain internal self-control.