

## Robertstown Primary School Site Improvement Plan 2018

### MISSION STATEMENT

Our Students will be confident risk takers, with high levels of Literacy and Numeracy. They will demonstrate growth mindsets while establishing and maintaining positive relationships with all.

### OUR SCHOOL WILL

Develop individual learning plans for all students and create units of work that are transformed to meet the needs of the students, including stretch and challenge.

Priorities	Target	Strategies	Outcome	Evaluation Measures
Literacy	<p>95% of students will meet or exceed the DECD SEA for running records appropriate to their year level *SWD have own set targets</p> <p>95% of Students meet or exceed DECD SEA, in PAT R and NAPLAN Reading</p> <p>Increase the % of students achieving and maintaining in the higher bands in NAPLAN</p>	<p>Track and monitor all students growth through scheduled data collection Analyse the data to differentiate and strategically support students</p> <p>SSO support for identified intervention needs every day for 10-20 minutes</p> <p>Individual Learning Plans with targeted goals for all students are formulated in Term 1 and continuously reviewed</p> <p>Visible learning outcomes with learning intentions and success criteria effectively used and evident daily in each classroom</p> <p>Daily Literacy Block includes quality spelling, writing and reading tasks</p> <p>Guided reading occurs in all classrooms each week. Reading tasks will focus on comprehension with explicit teaching of reading skills for fluency and understanding</p>	<p>Staff meeting and PD meetings focus on Literacy Development- reading improvements</p> <p>Learning goals are achieved</p> <p>Students will be able to explain their learning against their learning goals and success criteria</p> <p>Students use a range of relevant strategies in developing reading comprehension and decoding</p>	<p>Running Records – twice per term Lexiles – each term PAT-R – Term 3 NAPLAN - Term 2 Waddingtons/Westwood spelling – Term 1 &amp; Term 4 Data is analysed by staff as a test occurs</p> <p>Visible Learning is on the agenda for Performance Development Conversation</p> <p>Evident in RR, Lexiles</p>

		<p>Jolly Phonics and Jolly Grammar explicitly taught across the school</p> <p>Moderated writing tasks to share during staff meetings in Weeks 4 &amp; 8 each term. This includes the development of feedback to students regarding their writing/spelling</p>	<p>Students will be producing quality work samples Staff will be producing quality feedback to the students</p>	<p>Evident in the students writing</p>
Numeracy	<p>95% of the students meet or exceed DECD SEA, PAT and NAPLAN standards *SWD have own set targets</p> <p>Increase the % of students achieving and maintaining in the higher bands in NAPLAN</p>	<p>Staff are implementing and explicitly teaching Natural Maths strategies, incorporating the Big Ideas in Number. Students will be tested in Trusting the count first, then moving onto place value.</p> <p>SSO support for identified intervention needs every day for 10-20 minutes</p> <p>Individual Learning Plans with targeted goals for all students are formulated in Term 1 and continuously reviewed.</p> <p>Visible learning outcomes with learning intentions and success criteria effectively used and evident daily in the classrooms</p> <p>Daily numeracy block, including warm up, explicit teaching of skills/ strategies and reflection time for students to share their learning Task design to show high-level learning</p> <p>Staff meetings in Weeks 3 &amp; 9 will focus on the sharing of tasks and the students work, including analysing what feedback is written in students books</p>	<p>Students show increased confidence, engagement and fluency in problem solving</p> <p>Students show evidence of using a range of strategies in solving mathematical problems</p> <p>Students will be able to explain how they are performing against their learning goals</p> <p>Improvement in learning and assessment tasks for the students to show their knowledge and understanding</p>	<p>PAT-M NAPLAN</p> <p>Assessment tasks</p>

Feedback	Quality feedback is given to staff and students regarding learning goals	Classroom observation and feedback in targeted areas based upon discussions e.g. student engagement, teacher talk  Staff develop a range of ways to give feedback to students based upon the learning intentions/success criteria	Teacher pedagogy is strengthened and aligned with whole school agreements with evidence of improvements in student learning outcomes	Formal observations Video self PD meetings Staff meetings – sharing of students work samples