

LITERACY

MATHS

We are a Tribes Learning Community



Elizabeth Downs  
PRIMARY SCHOOL

DEMONSTRATION  
SCHOOL

STEPHANIE  
KITCHEN



ALEXANDER  
GARDEN®

National Program

Growing Harvesting Preparing Sharing

WELL BEING

CROSS CURRICULUM  
CONNECTIONS

# SITE IMPROVEMENT PLAN – 2010-11

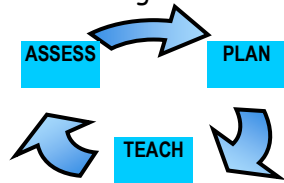
## LEARNING FOR TEACHING - TEACHING FOR LEARNING

LITERACY

CONTINUOUSLY IMPROVE

### Priorities - Set Directions

1. **Tighten the Focus in literacy through explicit programming and planning and an uninterrupted literacy block**  
Targeted focus areas for improvement;
  - Consolidate student learning and teaching practice in Phonological Awareness and spelling
  - Reading comprehension using targeted reading instruction
  
2. **Extend staff expertise in data analysis to better inform and direct classroom programs and practices to achieve goals**  
Use teachers' formative assessment and observational data, Phonological Awareness Skills Mapping, Running Records, Spelling diagnostic assessment, ESL scales, to diagnose students learning needs, identify and enact teaching plans and track students' growth



### Focus on Learning - Strategies

- Strategies to achieve improvement in targeted focus areas:**
- Timetabled literacy block **5 x week** and implement school Literacy Agreement
  - Utilise support staff in a more targeted way to support groups or individual students based on assessed needs. **Staff/ SSO**, programmed planning time using Literacy Planning Map in consultation with **SILA** Early Years & Literacy Coach.
  - Continue to use and develop **AL** as a pedagogy for modelling in literacy teaching
  - Continue to develop students understanding and use of the **4 spelling knowledge's**
  - Develop, share and adapt teaching in **reading comprehension** using guided instruction to address identified learning needs in a range of genre types  
Identified Key contact Teacher for Regional Literacy initiatives
- Using data - assess, plan & teach**
- Use reading **assessments** to program and track student progress as per assessment calendar
  - Use phonological awareness screening data to program the skill focus within the classroom and for intervention withdrawal for 'red light' chn  
Program evidence for **3 identified learners** to be shared at regular term by term Professional Chats

### Continuously Improve - Targets

1. By 2011 students in year 5 will achieve, at least or above 110 points, increase in mean score (target based on historical 2 yr trend). By 2011 students in year 7 will achieve, at least or above an annual yearly gain in mean score of 70 points in spelling and reading (Yr 6 NAPLAN data used to calculate target).

	2009		2011	
	Spelling	Reading	Spelling	Reading
<b>Year 3</b>	278	324.5		
<b>Year 5</b>	424.2	400.8	388	434
<b>Year 7</b>			494	471

2. By increasing percentage of students meeting the **national minimum standard**, in yrs 3,5,7 by 5% in 2011

	Spelling	Grammar	Reading
<b>Year 3</b>	68%	62%	92%
<b>Year 5</b>	75%	77%	78%
<b>Year 7</b>	79%	83%	100%

3. Increase the percentage of students in higher proficiency bands in **year 5**. In 2010 the range of student achievement was from band 3 to 6 in all aspects of literacy
4. Increase the number of children achieving age appropriate **phonological awareness** in the JP.

	RR Level Target
<b>REC.</b>	5
<b>Year 1</b>	10
<b>Year 2</b>	15

# SITE IMPROVEMENT PLAN – 2010 11

## LEARNING FOR TEACHING - TEACHING FOR LEARNING

Focus on Learning – Creating Safe Conditions for Rigorous learning

**WELLBEING**

**CONTINUOUSLY IMPROVE**

### Set Directions

Whole school focus to build and maintain a foundation for positive relationships to create safe conditions for rigorous learning

(use of Tribes is the strategy)

### Focus on Learning - Strategies

#### **Authentic Student Voice**

- Students taking an active Leadership role across the school eg Class focuses, SRC, Young Leaders, Safety Ambassadors, NOT program, Sustainability, ICAN / FLOW/ Youth Development.

#### **Students involvement in monitoring their learning**

- Develop greater student voice in assessing and monitoring their learning achievement including goal setting evidenced through performance chats

#### **Learning Environment**

Pride developed in classrooms to support print rich learning environments.

Learning Club, Student to Student, Yr 7 Mentor Prog. - Smith Family

#### **Tribes and Circle of Courage**

- explicit teaching/ revisiting of social learning program/ **5 Caring Agreements** - commencement of each term

#### **Behaviour Code**

- Code implemented & reviewed in professional chats re Wellbeing Action Plan (WBAP).
- Staff ensure students 'at risk' have access to targeted programs and monitor the impact in supporting students' learning

#### **Resources**

**Management Committee to monitor progress towards SIP targets.**

### Continuously Improve - Targets

#### Make Data Count

EDSAS data to reflect overall improved attendance by 2%, 2009, 2010, 2011

	Attendance
2008	91.1%
2009	93.1%
2010	95.1%

Improvement, re class & individual targets. Targets set, are inline with Site Well Being Plan.

# SITE IMPROVEMENT PLAN – 2010-11

## LEARNING FOR TEACHING - TEACHING FOR LEARNING

Focus on Learning – Creating Safe Conditions for Rigorous learning

MATHS

CONTINUOUSLY IMPROVE



<u>Set Directions</u>	<u>Focus on learning - Strategies</u>	<u>Continuously Improve - Targets</u>
<p>1. Develop teachers' understanding of Australian Mathematics curriculum and methods for continuous assessment to inform planning and tracking of student progress</p> <p>2. Identify literacy requirements in mathematics to support students</p>	<ul style="list-style-type: none"> <li>Identify key teachers across the school to take a lead in developing their knowledge of the new Australian curriculum, particularly in mathematics, and the implications for curriculum mapping and planning for EDPS</li> <li>Network with regional support staff and other schools to trial different methods of assessment and tracking in mathematics</li> <li>Work collaboratively in staff teams to identify the literacy and language in mathematics and share how to support students.</li> </ul>	<p><b>Make Data Count</b></p> <ul style="list-style-type: none"> <li>To have direction for Maths Assessment 2012</li> </ul>
<p>1. Integrate the Kitchen Garden project into all areas of the curriculum.</p> <hr style="border-top: 1px dashed black;"/> <p>2. Use hands on, active learning pedagogy in NIT areas of study, linked to literacy through vocabulary development and genre as appropriate</p>	<p>Develop student learning in literacy and numeracy through utilising and integrating the experiences and resources in the Kitchen Garden Project</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>Engage students in active, hands on learning</li> <li>NIT teachers support their program with teaching of language features and structure of the genre relevant to the Area of Study - oral to writing as appropriate to the age of students and area of study eg procedure to instruct in PE, explanation in Science or Information Report in SOSE</li> </ul>	<ul style="list-style-type: none"> <li>Teachers more able to integrate and plan teaching and learning across Curriculum Areas of Study as evidenced by teachers programs and through professional chats in performance management.</li> </ul>



CROSS CURRICULUM CONNECTIONS