

Karrendi Primary School

Site Learning Improvement Plan 2014

Priority: Literacy: Reading/ Reading Comprehension / Writing and Spelling

Improvement Area	Outcome	Actions How?	Time Line and Resources	Success measures How will we know?
<p>Literacy</p> <p>From DECD Strategic Plan</p> <p><u>Excellence in Education</u></p> <p><i>“Improve outcomes through quality teaching’</i></p> <p><u>Every child achieves their potential</u></p> <p>“Intense focus on identified groups”</p> <p>“ safe, healthy and happy care and learning environments”</p>	<p>Focus on learning: A common whole school literacy approach based on high expectations and excellence in teaching practice</p> <p>Make data count: Staff to meaningfully utilise information from running records, probe assessments and NAPLAN to inform practice</p> <p>Focus on learning: Inclusive and challenging pedagogies that include higher order thinking and provide relevant and rigorous learning.</p>	<ul style="list-style-type: none"> • Phonological awareness through Jolly Phonics for all reception year 1 students (where applicable) • Grammar learning through Jolly Grammar for Year 1 and Year 2 students • Running records on all students below level 30 • Students above reading level 30 will be assessed using PROBE • Using staff meeting in week 10 of each term to plan for reading groups • Teachers to work in teams during staff meeting to interrogate data and engage in curriculum planning • Teachers to work with SSOs to identify which students need to be targeted for intervention support – eg Multi Lit Program • Planning and programming reflects whole school literacy agreement • Teachers collaboratively develop literacy tasks reflecting inclusive and challenging pedagogies using a range of resources to support process – eg Literacy for Learning • Tfel, Learning Design 	<ul style="list-style-type: none"> • Jolly grammar resources purchased to support teaching • All available teaching and support staff involved in reading groups • Term 4 re-assessment of all students not achieving benchmark suggested for Multilit program • Allocating time during staff meetings for planning and programming • PD focused on differentiated curriculum • Purchase online programmes to support literacy development – Sunshine Online 	<ul style="list-style-type: none"> • 50% of students falling in the 50 percentile growth • 20% of students falling into the 75 percentile growth • All Yr 3 students (non NEP) achieving Proficiency Band 4 or above in Reading • All Yr 5 students (non NEP) achieving proficiency Band 6 or above in Reading • All Yr 7 students (non NEP) achieving proficiency Band 7 or above in Reading • Expectations for Rec to year 2: -Rec: reading level 10 -Yr 1 reading level 20 -Yr 2 reading level 30

Karrendi Primary School

School Improvement Plan / Action Plan 2014

Priority: Numeracy - Number

Outcome	Actions / Strategies	Implications for the Classroom	Indicators of success	Time Line and Resources	Targets, Data and Growth
<p>A common whole school approach for teaching number</p> <p>Teachers using inclusive, challenging pedagogies that include connecting learning with everyday life and problem solving using HOTS</p> <p>Using assessment to guide future teaching and learning</p> <p>High expectations of R-7 teaching and learning to promote curriculum coherence</p>	<ul style="list-style-type: none"> ● Look at current evidence based research on best practice for teaching Maths/Number ● Use TfEL as a lens for teaching Maths ● T&D to become more familiar with the Australian Curriculum and TfEL ● Time made available for teachers to collaboratively learn, plan and share ideas ● T&D by experts in number <ul style="list-style-type: none"> - hands on activities - ICT - engage learners ● Visiting leading schools ● Nominate lead teacher in Maths 	<ul style="list-style-type: none"> ● Connecting learning with real life experiences ● Preparation and planning ● Concrete materials available ● Explicitly teach mathematical terms eg. minus, subtract, difference, take ● Uninterrupted lesson time (note on door) ● Increased practice with worded questions and real life problems ● Differentiated lessons seen in class ● Math lessons involving hands-on learning. 	<ul style="list-style-type: none"> ● Students understand mathematical language ● Students able to understand the processes necessary to solve problems, and be able to apply those processes ● Whole school assessment tasks developed ● Teachers engaging in professional dialogue about Maths teaching and learning 	<ul style="list-style-type: none"> ● Release time for lead teacher ● Time made available for staff to try, talk, share ● Guided reading packs in number ● Concrete materials audit/purchase ● Budget reflecting school focus in Mathematics ● All yr1-7 students assessed in PAT-M at the end of each year. ● Develop a uniform assessment tool for Reception and Year 1 students by end of 2014 	<ul style="list-style-type: none"> ● All Yr 3 students (non NEP) achieving Proficiency Band 4 or above ● All Yr 5 students (non NEP) achieving Proficiency Band 6 or above ● All Yr 7 students (non NEP) achieving Proficiency Band 7 or above

