To develop resilient, successful learners actively engaged in English within a constructivist learning environment

STRATEGIES

- The mentor teacher provides support for R-5 teachers in literacy pedagogy/programmes.
- Establish a portfolio committee to support:
  - investigation of Grammar and Punctuation PD sessions for staff.
  - development of consistent practices R-5.
  - development of the Reading Comprehension Strategy.
  - review of the Literacy Policy as a result of testing and data collection.
  - continued monitoring of Early Intervention Program.
  - reviewing and writing of the 2012 Site Plan.
- Staff explicitly teach students the genre of the NAPLAN Test.
- Staff attend Reading Comprehension sessions as part of the NAR Comprehension Strategy.
- Staff implement strategies based on attending Reading Comprehension sessions.
- Staff use the National Curriculum to plan, implement and evaluate the English Curriculum.
- Staff analyse the questions in Grammar and Punctuation of the NAPLAN test.
- Staff evaluate current practices to plan and implement changes to improve Grammar, Punctuation and Spelling outcomes.

2011 LEARNING TARGETS

- 95% of students in Years 3, 5 and 7 reach the National Minimum Standard in Reading, Writing, Spelling and Grammar & Punctuation.
- 60% of Year 3 students achieve band 4 or above in NAPLAN Spelling.
- 40% of Year 5 students (2009 Year 3 cohort 36%) achieve band 7 or above in NAPLAN Reading.
- 45% of Year 5 students (2009 Year 3 cohort 44%) achieve band 7 or above in NAPLAN Spelling.
- 35% of Year 5 students (2009 Year 3 cohort 31%) achieve band 7 or above in NAPLAN Grammar & Punctuation.
- 30% of Year 7 students (2009 Year 5 cohort 26%) achieve band 8 or above in NAPLAN Reading.
- 46% of Year 7 students (2009 Year 5 cohort 42%) achieve band 7 or above in NAPLAN Spelling.
- 35% of Year 7 students (2009 Year 5 cohort 32%) achieve band 8 or above in NAPLAN Grammar & Punctuation.
- 95% of students reach the site reading level benchmarks (as per Testing and Intervention process)
- The portfolio committee write the English Site Plan for 2012.

THREE YEAR LEARNING TARGETS

- A minimum time allocation of 300 minutes each week of explicit literacy instruction will be established for R-7 students. This allocation will be in place by 2012 for students in Years 4-7 and by 2013 for students in R – Year 3.
- In 2012, 95% of Year 7 students (2010 Year 5 cohort 80%) achieve the National Minimum Standard in Grammar & Punctuation.
- In 2012, 85% of Year 7 students (2010 Year 5 cohort 55%) achieve above the National Minimum standard in Grammar & Punctuation.
- The school NAPLAN results align or exceed the index of disadvantage average in Literacy.
- Students progressing from Year 3-5 achieve more than a two band growth in the Literacy aspects of the NAPLAN test.
- Students progressing from Year 5-7 achieve more than one band growth in the Literacy aspects of the NAPLAN test.
- By 2013, 100% of students in Years 3, 5 and 7 will reach the National Minimum Standard in Reading, Writing, Spelling and Grammar & Punctuation.
To develop resilient, successful learners actively engaged in Science within a constructivist learning environment

STRATEGIES
- The mentor teacher will be involved in DECS Primary Connections training and work co-operatively with all 3-7 teachers to plan, implement and evaluate a unit of work.
- Establish a portfolio committee to:
  - investigate PD sessions for staff.
  - explore ‘Speakers in Schools’ and ‘Scientists in Schools’.
  - explore the celebration of Science Week.
  - encourage participation in Science Competitions.
  - review and write the 2012 Site Plan.
- Year 3 to 7 teachers undertake professional learning in Primary Connections.
- Adequate resources are purchased to support the implementation of Primary Connections.
- Collect data in Science using the Student Science Perception Survey.
- Staff use the National Curriculum to plan, implement and evaluate the Science Curriculum.

2011 LEARNING TARGETS
- There is evidence of a ‘whole school’ approach to Science.
- Year 4 to 7 teachers spend a minimum of 120 minutes per week on Science.
- Year 3 teachers spend a minimum of 90 minutes per week on Science.
- Year 6/7 teachers attend the National Curriculum Science Workshop.
- The portfolio committee write the Science Site Plan for 2012.
- The Student Science Perception Survey data shows 60% of students use scientific terms to explain their learning. (2010 - 36%)

THREE YEAR LEARNING TARGETS
- From 2012, teachers report against the National Achievement Standards in Science.
- R-2 teachers undertake professional learning in Primary Connections in 2012.
- By the start of 2013 Reception to Year 2 teachers spend a minimum of 90 minutes per week on Science.
- Teachers design, plan, implement and evaluate their own unit of work based on the National Curriculum.
Mathematics

To develop resilient, successful learners actively engaged in Maths within a constructivist learning environment

STRATEGIES

• A staff member to be employed 1 day a week to mentor R-7 teachers in Mathematics pedagogy/programs.
• Establish a portfolio committee to
  • Engage staff in professional learning by presenting a range of site and off site learning opportunities. (Lisa Jane O’Connor / Primary Maths Association)
  • Review and write the 2012 Site Plan
• Reception to Year 7 teachers to participate in the DECS ‘Maths For All’ professional development.
• Adequate resources are purchased to support the implementation of ‘Maths For All’.
• Staff use the National Curriculum to plan, implement and evaluate the Mathematics Curriculum.
• Staff establish a common understanding of differentiated learning in Mathematics.
• Staff implement a differentiated curriculum in Mathematics.
• Staff explicitly teach students the genre of the NAPLaN Test.

2011 LEARNING TARGETS

• Reception to Year 7 teachers spend a minimum of 300 minutes per week on mathematics.
• 95% of students in Years 3, 5 and 7 will reach the National Minimum Standard in the Numeracy NAPLaN test.
• 30% of Year 5 students (2009, Year 3 cohort 27%) achieve band 7 or above in the Numeracy NAPLaN test.
• 45% of Year 7 students (2009, Year 5 cohort 41%) achieve band 7 or above in the Numeracy NAPLaN test.
• The portfolio committee write the Mathematics Site Plan for 2012.

THREE YEAR LEARNING TARGETS

• From 2012 teachers report against the National Achievement Standards in Mathematics.
• The school NAPLaN results align or exceed the index of disadvantage average in Numeracy.
• Students progressing from Year 3-5 achieve more than a two band growth in the Numeracy NAPLaN test.
• Students progressing from Year 5-7 achieve more than one band growth in the Numeracy NAPLaN test.
• By 2013, 100% of students in Years 3, 5 and 7 reach the National Minimum Standard in the Numeracy NAPLaN test.
Enrichment Site Plan

To develop resilient, successful learners actively engaged within a constructivist learning environment

- Robotics Program expands to all Year 5-7 classes.
- The integration of VAPS Program into the Year 7 Graduation Certificates.
- Reception to Year 7 students perform the Beep Test in Terms 1 and 4.
- School Captains’ new role as per policy.
- Professional learning of staff in Restorative Justices Processes.
- TiEL framework underpins staff Performance Development.
- Site Planning Committee to examine the notion of celebratory rituals.
- Refinement of the Site Induction Process.
- Staff decision re management of behaviour data.
- Use the PEPPs Plan (Front page) to ascertain the learning needs of staff and work with them to develop a Personal Learning Plan.
<table>
<thead>
<tr>
<th>ACTION</th>
<th>WHO</th>
<th>TIMELINE</th>
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</thead>
<tbody>
<tr>
<td>Staff to share science practice.</td>
<td>Science portfolio group</td>
<td>Term 2, Week 5</td>
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<tr>
<td>Child Protection/ Drug Strategy</td>
<td>Mary</td>
<td>Term 1, Week 5</td>
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<tr>
<td>Conduct science perception survey</td>
<td>Robyn</td>
<td>Term 3, Week 6</td>
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<tr>
<td>Non face to face teaching time is used to analyse site diagnostic tests, NAPLan and National Curriculum to plan, implement and evaluate, with peers, to develop differentiated strategies to access the curriculum</td>
<td>Teachers</td>
<td>Term 1</td>
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<tr>
<td>Admin Staff Meeting around 2010 learning survey data</td>
<td>Mary</td>
<td>Term 1 Week 2</td>
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<tr>
<td>Conduct and Collate Learning Surveys</td>
<td>Mary</td>
<td>Term 3 Week 3</td>
</tr>
<tr>
<td>Performance Development Meetings</td>
<td>All Leaders</td>
<td>Term 1 Week 5</td>
</tr>
<tr>
<td>• PEPPS Plan (Front Page)</td>
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<td>• TfEL</td>
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<td>Teachers follow up by writing Personal Learning Plans, framing their Practitioner Inquiry</td>
<td>Staff</td>
<td>Term 1 Week 7</td>
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<tr>
<td>Beep Test</td>
<td>Mary/School Captains</td>
<td>Term 1 and Term 4</td>
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<td>Review of the Induction Process</td>
<td>Leadership Team</td>
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<td>Appointment of the Mathematics Mentor</td>
<td>PAC</td>
<td>Term 1</td>
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<tr>
<td>ESL Training for staff</td>
<td>Deb</td>
<td>Term 1</td>
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<tr>
<td>Review Attendance Policy</td>
<td>Leadership Team</td>
<td>Term1</td>
</tr>
<tr>
<td>School Captains for 2012</td>
<td>Mary</td>
<td>Term 4</td>
</tr>
<tr>
<td>Investigate TfEL PD with Margot Foster</td>
<td>Rick</td>
<td>Term 1</td>
</tr>
<tr>
<td>Portfolio Groups review current implementation of Site Plan strategies</td>
<td>Portfolio Groups</td>
<td>Terms 1,2,3 – admin meetings</td>
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