### Targets

#### Fluency

By the end of Year 2 students have minimum sight recognition of 300 words. The following checkpoints are:
- after 4 terms 100 words
- end of year 1 200 words

By the end of year 2 80% of students will be reading at RR levels 21-24. Proposed growth of 6-12 levels or above between year 1 and Year 2.

<table>
<thead>
<tr>
<th>CLASSROOM &amp; SCHOOL WIDE STRATEGIES</th>
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<tbody>
<tr>
<td>▪ Ensure high frequency words are included in spelling programs (Oxford 400)</td>
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<tr>
<td>▪ Teaching of high frequency words for 10 – 15 mins / day R – 7 as documented in Literacy Agreements</td>
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<tr>
<td>▪ Teach strategies to improve understanding of punctuation in texts both explicitly and reinforced contextually.</td>
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<td>▪ Sight word games and activities are sent home to encourage families to support students to develop their skills</td>
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#### Vocabulary

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<tr>
<td>▪ Use word walls, mind maps, graphic organizers to develop concepts and vocabulary across all curriculum areas</td>
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<tr>
<td>▪ Ensure print rich environment</td>
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<tr>
<td>▪ Link topic words to vocabulary development across subjects – tier 3 words</td>
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<tr>
<td>▪ Develop use of author’s tools – similes, metaphors, alliteration - tier 2 words</td>
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<tr>
<td>▪ Teachers to trial vocabulary activities and share at staff meetings</td>
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<tr>
<td>▪ All Junior Primary classes use the playroom to develop topic specific vocabulary each term</td>
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#### Comprehension

20011-12 Av Growth = 90 mean points

By 2013 the biannual growth from years 3 to 5 will be at least 90 mean points in NAPLaN reading test

By 2013 the biannual growth from years 5 to 7 will be at least 100 mean points reading test

Students will achieve a scale score at or above stanine 4 on PAT R Reading Comprehension

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<td>▪ Use modeled and guided reading to discuss purpose of text type (genre)</td>
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<tr>
<td>▪ Build teachers knowledge of levels of questioning and explicit teaching of oral language</td>
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<tr>
<td>▪ Develop staff understanding of the key comprehension strategies – use Northern Adelaide materials as the vehicle for discussion through staff training: Prediction, Making connections, Questioning, Visualising &amp; inferencing, Summarising &amp; synthesizing.</td>
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<tr>
<td>▪ All staff undertake training in Literacy for Learning</td>
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<tr>
<td>▪ Sheena Cameron training on use of comprehension to develop staff knowledge and skills in teaching all aspects of comprehension</td>
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### Evidence & Evaluation

- Evidenced through frequent testing and recording of Oxford 400 until students are proficient at automatic recall
- Evidence through testing of PM Benchmark reading records.
- Word walls and labeled display of topic specific language are evident around the school & changed regularly to reflect current focus
- Topic specific vocabulary is monitored each term in the JP and shows an increase in the development of specific words
- Evidenced through NAPLaN reading test to measure growth and an increase in the percentage of students in higher proficiency bands
- Evidenced by reading levels measured using by PM Benchmarks until students are independent in both fiction and non-fiction(above level 30)
- PAT R Reading Comprehension
### TARGETS

- All Junior Primary students achieve Application Level 1 School Entry Assessment in Numeracy activities by the end of 13 terms at school.
- 70% of Year 3 non-NEP students achieve NAPLAN Bands 4-6.
- 70% of Year 5 non-NEP students achieve NAPLAN Bands 6-8.
- 70% of Year 7 non-NEP students achieve NAPLAN Bands 7-9.
- Quicksmart students improve by a minimum of 1 stanine after the 30 week program.
- 70% of students improve 2-3 stanine levels on PAT-M test in the school year.
- Teachers knowledge of the Australian Curriculum – Mathematics is increased.

### CLASSROOM & SCHOOL WIDE STRATEGIES

- Collect Whole School data eg PATMaths/I Can DO MAths Plan, implement and report using the Australian Curriculum.
- Maths is taught for a minimum of 300 minutes per week. This could include an integrated curriculum approach.
- Focus on developing the count – Number to be taught 3 lessons a week. Other areas of maths to be covered during the other 2 lessons.
- Number games and activities are sent home to encourage the development of skills.
- In reception the first term is focused on the development of number skills and trusting the count.
- Extend practical application activities R-7 eg. develop maths kits, real life mathematical examples, IWB/multimedia use.
- Deepen teachers’ mathematical and knowledge to increase skill and confidence in planning, teaching and assessing using the Australian.
- Use school based and NAPLaN data to identify targeted intervention, analyse student achievement, plan for improvement and challenge.
- Implement Quicksmart Maths to targeted underachieving students in years 5-7.
- Budget for resourcing and Professional Development.
- Quick Think Maths implemented daily with a focus on number across the school.

### EVIDENCE & EVALUATION

Green = Process data

- Effective quality teaching practices as shared in PLC forums.
- Measurable improvements in student achievement:
  - Australian Curriculum standards
  - NAPLaN
  - PATMaths
  - Can Do Maths
  - School Entry Assessment
## Attendance & School Improvement Targets

### Attendance
- 2012 average attendance 84.5%
- 93% of students will attend school regularly
- 2013 attendance growth will be by 8%

**CLASSROOM & SCHOOL WIDE STRATEGIES**

- Develop, implement and maintain individual learning plans (ILPs and NEPs)
- Classes monitor attendance using appropriate strategies
- Monitor and display class and whole school attendance weekly
- School and DECD Attendance team work with teachers, parents and students to develop action plan to address attendance issue
- Investigate data to determine demographic year level patterns on attendance
- Investigate attendance and student perception data to determine impact
- Develop School and Community Partnership Agreements through Next Steps program
- Rewards system developed to reward good attendance at:
  - Class level – weekly
  - Individual level – termly rewards

### Intervention

- Students in Wave 2 interventions will be monitored twice a term and appropriate action taken

**CLASSROOM & SCHOOL WIDE STRATEGIES**

- Review strategies and practices in providing wave 2 and 3 intervention for students to determine effectiveness of the current approach
- Plan for wave 2 and 3 intervention for 2013 developed and staffed accordingly
- Implement Read Up program and RAP for wave 2 students
- Determine which students will receive intervention, for what skill focus, delivered by whom, how often, for how long and how their progress is to be monitored
- Quicksmart implemented with identified students
- 2 SSO’s trained in Cert 3 – supporting students
- Indigenous student mentoring program to support social emotional wellbeing

### Safe orderly environment

- Yellow cards reduces by 20% in 2013

**CLASSROOM & SCHOOL WIDE STRATEGIES**

- Review staff and community understanding of restorative practices and Play is the Way in the management of student behavior and share agreed understandings with families

**EVIDENCE & EVALUATION**

- Report from EDSAS on a term basis
- 100% of students have an individual learning plan
- School and Community Partnership agreement finalized

- Evaluated by analysis of quantitative and qualitative data
- Review Read Up and RAP program effectiveness at the end of each term

- Audit of yellow cards undertaken each term to identify intervention areas. EDSAS reports
<table>
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<tr>
<th>Topic</th>
<th>Points</th>
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| **Suspensions reduced by 20% in 2013** | - School values are embedded into teaching and learning programs across the school  
- All teachers to be explicit and use the same language for behavior  
- Clearly articulated behavior processes within the school  
- Staff to implement the Behaviour Response Guide  
- Implement whole school programs and practices to support the wellbeing of all students eg. Child Protection Curriculum, Circle time, Play is te Way  
- Staff continue with professional development eg. ‘Your classroom safe, orderly and productive’ and SMART training  
- Positive behavior rewards program implemented across the school.  
- Audit of CPC units taught.  
- Audit for Play Is The Way is undertaken |
| **Quality Teaching** | - All teaching staff have undertaken self review of skills through AITSL  
- Use the AITSL Professional Standard for teachers to measure teachers skill level and determine growth points for discussion with line managers  
- Identify expert teaching strategies as defined by Hattie research. (Hattie’s research)  
- Teachers use formative data to Assess, Plan Teach and this is evident in the programs  
- Develop criteria for:  
  - school walkthroughs  
  - Literacy practices and observation  
  - Writing audit  
- Participation in the trial to monitor “task design and moderation’ – task predicts performance (Linda)  
- Raise academic excellence through the development of “Executive Functions” - Empowering Local Schools project  
  - To develop stop think skills  
  - To develop Fluency and Fluency Plus skills for all students  
  - To use higher order thinking skills  
  - To develop problem solving skills  
  - Use the BITL to develop questioning skills across the curriculum  
- Provide students with tasks that develop cognitive academic language proficiency  
- Use DIAF focus or learning rubric for self-review  
- Work on the development of student voice to involve students actively in their schooling  
- Audit teachers program for evidence of the use of data and the assess, plan teach cycle  
- School walkthroughs undertaken termly  
- Evidence of peer observation and audits undertaken  
- Focus on learning rubric - DIAF |
| **Curriculum Coherence** | - Continue to develop and document literacy agreements regarding whole site practice and assessments with a particular emphasis on R – 7 continuity  
- Induction plan for new teachers established and implemented  
- Peer review and evaluation of classes against literacy agreements.  
- Performance management processes including observations |
| improvement monitored | • Staff determine what process will be used to monitor the Agreements to ensure consistent implementation across the school  
• Promote regular liaison with pre-school staff and collaboratively plan for student transition to school including literacy development  
• Professional development for staff closely linked to the teaching and learning program | are documented and implemented |