Riverton Primary School Site Improvement Plan: 2012-2014

Priorities

English (Australian Curriculum): (Language, Literature, Literacy)

To improve learning outcomes in English and specifically raise the levels of (Literature: understanding, appreciating, responding to, analysing and creating literature):

- Reception/Year 1: Phonological Awareness, Letter/Sound knowledge, Vocabulary and Fluency.
- Year 2-7: Reading Comprehension, Writing, Vocabulary, Spelling and Grammar.

Mathematics (Australian Curriculum): (Number and Algebra)

To improve learning outcomes in Mathematics and specifically raise the levels of (Number and Place Value):

- Reception/Year 1: Number recognition, understanding and application
- Year 2-7: Number as outlined in the Australian Curriculum.

Targets: Are established at RPS from an analysis of the current achievement level of students and an understanding of the progress required to meet the standard in the Australian Curriculum (A/C). Targets may be established for an individual, cohort or whole school detailing performance and/or growth expectations.

NAPLAN:

- All students (except those with NEP) achieve national minimum standard in literacy and numeracy in the 2012 NAPLAN testing
- 80% of students show either middle or upper progress in NAPLAN results from Yr 3-5 and Yr 5-7
- Mean scores for students in Yr 3, 5, and 7 in the 2012 NAPLAN tests are equal to or pass like school scores and Regional results
- Students perform at or above the Australian School’s Average in Years 3, 5 and 7
English:

- Students achieve Running Records levels of 9 or higher by the end of Reception (Foundation), 17-20 by the end of Year 1, and 21-24 by the end of Year 2.
- Students (90%) in Yrs 1-7 achieve a C or better in the AC English Achievement Standards.

Mathematics:

- Students (90%) in Yrs 1-7 achieve a C or better in the AC Mathematics Achievement Standards.
- Diagnostic tests from the Big Ideas in Number administered twice a year indicate improvement in number.

Strategies for 2012-14

All staff will:

- Consciously and systematically implement the whole school curriculum mapping documents (English/Mathematics/Science) so that we develop a shared understanding of year level expectations and outcomes
- Explicitly make the connections between English and Mathematics across all other curriculum areas so that students develop an awareness and knowledge of the specific language demands taught in our classrooms
- Staff develop a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels based on the staged implementation of the Australian Curriculum, the adherence to the National Professional Standards for Teachers and the Teaching for Effective Learning (TfEL) Framework.
- Use assessment tasks that provide challenge and require deep knowledge and understanding of effective formative and summative assessment strategies. Continue to develop evidence based teaching practices to which recording and reporting procedures are aligned.
- Develop a site plan incorporating the Australian Curriculum
- Develop a site plan incorporating National Professional Standards for Teachers. (aitsl.edu.au)
- Develop a site plan for the implementation of the Teaching for Effective Learning (TfEL) Framework
- English and Mathematics improvement targets are set for each Aboriginal student and students with a learning disability
• Increase the monitoring and support for students and their families who have been absent for more than 10 days in a year, for reasons other than illness

**Evaluation Measures for 2012-14**

• Every teacher reviews their class group using previous year’s data in English and Mathematics to establish an entry point for individuals and groups in their learning program
• Individual and/or group targets are identified in English and Mathematics by each teacher who then documents their strategies for improvement, in curriculum planning in Term 1
• All R-2 students are tested using Running Records each term
• All 3-7 students are monitored on Accelerated Reader(AR) with at least 2 quizzes completed each term
• Commonwealth Reporting levels A-E are assigned and collated at the end of each semester in mandated subject areas

_Plus any other whole school assessment measures/ diagnostic tests etc you believe should be included?_

• **Big Ideas in Number, Spelling tests, Lexiles ......**

*Note: This Plan is under review Semester 1 2013 and requires staff and governing council approval*