

**LONG STREET PRIMARY SCHOOL  
SITE IMPROVEMENT PLAN – 2018**

Priorities	Key Findings From the Data	SMARTa Targets	Strategies	Evidence & Evaluation
<p><b>Reading Decoding and Comprehension</b></p> <p><i>Our vision and goal is to....</i></p> <p><b>Improve students' ability to decode, comprehend and make meaning from a wide range of texts</b></p>	<p><b>Running Records Data Reception Students – in week 5 of Term 1</b></p> <ul style="list-style-type: none"> <li>88% Reception students were behind (&lt;level 1)</li> <li>12% Reception students were on-track (level 1)</li> <li>0 Reception students were ahead (&gt;level 2)</li> </ul> <p><b>Year 1 Students – in week 5 of Term 1</b></p> <ul style="list-style-type: none"> <li>65% of Year 1 students are behind (&lt;level 9)</li> <li>16% of Year 1 students are on-track (level 9 to 11)</li> <li>19% of Year 1 students are ahead (&gt;level 11)</li> </ul> <p><b>Year 2 Students – in week 5 of Term 1</b></p> <ul style="list-style-type: none"> <li>81% of Year 2 students are behind (&lt;level 19)</li> <li>16% of Year 2 students are on-track (level 19 to 20)</li> <li>3% of Year 2 students are ahead (&gt;level 20)</li> </ul> <p><b>Year 3 Students – in week 5 of Term 1</b></p> <ul style="list-style-type: none"> <li>42% of Year 3 students are behind (&lt;level 22)</li> <li>56% of Year 3 students are on-track (level 22 to 25)</li> <li>2% of Year 3 students are ahead (&gt;level 25)</li> </ul>	<p><b>Running Records Reception September Benchmark – Level 5</b></p> <p>70% of Reception students to be on-track or ahead</p> <p><b>Year 1 September Benchmark – Level 15</b></p> <p>70% of Year 1 students to be on-track or ahead</p> <p><b>Year 2 September Benchmark – Level 21</b></p> <p>70% of Year 2 students to be on-track or ahead</p> <p><b>Year 3 September Benchmark – Level 30</b></p> <p>75% of Year 3 students to be on-track or ahead.</p>	<p><b>Reading Observations &amp; Coaching Sessions</b></p> <ul style="list-style-type: none"> <li>One reading lesson observation per fortnight, followed by a coaching session with line manager.</li> <li>Focus of coaching session is on improving students' reading progress.</li> <li>Data is to be used in coaching and mentoring to target development of students.</li> <li>Classroom libraries with a variety of fiction and nonfiction material.</li> </ul> <p><b>Reading Training and Development</b></p> <ul style="list-style-type: none"> <li>Targeted training and development sessions on the explicit teaching of reading skills, guided reading and the transference of these skills.</li> </ul> <p><b>Daily Literacy Warm-Ups</b></p> <ul style="list-style-type: none"> <li>All classes from R-7 to complete a Literacy Warm-Up 3 mornings per week, which reviews specific content and skills relevant for each year level. This assists reading through revision of phonics and sight word knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> <li>Running Records (all students in Years Reception – Year 2, twice a term, and those students who have not achieved RRL 30)</li> <li>Sight Words (all students in Years Reception – Year 2, once a term, and those students who have not achieved 404)</li> <li>PROBE Reading Comprehension Assessment tool (all students in Years 2 – 7 once a term who have achieved RRL 30)</li> <li>Observations of teachers' reading lessons</li> <li>PALLs training and implementation of the Big 6 through Leadership and identified teacher coaching staff and presenting Training and Development sessions.</li> </ul>

	<p><b>Sight Word Recognition Data</b>  <b>Reception Students –in week 5 of Term 1</b></p> <ul style="list-style-type: none"> <li>• 92% of Reception students were behind (&lt;20 words)</li> <li>• 4% of Reception students were on-track (20 – 30 words)</li> <li>• 4% of Reception students were ahead (&gt;30 words)</li> </ul> <p><b>Year 1 Students – in week 5 of Term 1</b></p> <ul style="list-style-type: none"> <li>• 67% of Year 1 students are behind (&lt;135 words)</li> <li>• 3% of Year 1 students are on-track (135-145 words)</li> <li>• 30% of Year 1 students are ahead (&gt;145 words)</li> </ul> <p><b>Year 2 Students – in week 5 of Term 1</b></p> <ul style="list-style-type: none"> <li>• 43% of Year 2 students are behind (&lt;280 words)</li> <li>• 38% of Year 2 students are on-track (280-290 words)</li> <li>• 19% of Year 2 students are ahead (&gt;290 words)</li> </ul>	<p><b>Sight Word Data</b></p> <p>End of Rec Benchmark – 100 words</p> <p>85% of Reception students to be on-track or ahead</p> <p>End of Yr 1 Benchmark – 250 words</p> <p>80% of Year 1 students to be on-track or ahead</p> <p>End of Yr 2 Benchmark – 404 words</p> <p>85% of Year 2 students to be on-track.</p>	<p><b>Intervention – Literacy</b></p> <ul style="list-style-type: none"> <li>• Sight Word Intervention Program with a range of age groups.</li> <li>• Phonics intervention for students.</li> <li>• 1:1 Reading Support (SSO Driven Multi Lit program)</li> <li>• Classroom SSO support 4 lessons a week which can be used to assist Literacy intervention.</li> </ul>	
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**PROBE Data  
Primary years**

**Year 4 students**

- 77% Behind
- 3% On Track
- 20% Ahead

**Year 5 students**

- 41% Behind
- 7% On Track
- 52% Ahead

**Year 6 students**

- 68% Behind
- 28% On Track
- 4% Ahead

**Year 7 students**

- 35% Behind
- 30% On Track
- 35% Ahead

**PROBE Data – SMARTa Targets  
By the end of 2018  
Primary Years**

**Year 4 students**

- 70% to be on track or ahead

**Year 5 students**

- 85% to be on track or ahead

**Year 6 students**

- 85% to be on track or ahead

**Year 7 students**

- 85% to be on track or ahead

- Collection of PROBE Data at middle point of terms 1, 2, 3 and 4.
- Critically analyse the data and use to inform teaching practice.
- Reading comprehension strategies explicitly taught based on the data results.
- Predicting, visualising, thinking aloud, questioning, inferring, connecting, and using “Key into text”.
- Literal Questions
- Inferences, Evaluation, Reorganisation, Reaction, Vocabulary.
- Use PROBE kits to teach specific skills.

<p><b>Mathematics</b></p> <p><i>Our vision and goal is to....</i></p> <p><i>Improve students' ability to work with and understand number, increase problem solving ability and increase accuracy when recalling number facts.</i></p>	<p><b>PAT Maths Results (information based on the norming sample provided by PAT Maths)</b></p> <p><b>Year 2</b> Current Median increase between the end of Year 1 and the end of Year 2 is 8.0 scale points.</p> <p><b>Year 3</b> Current Median increase between the end of Year 2 and the end of Year 3 is 2.4 scale points.</p> <p><b>Year 4</b> Current Median increase between the end of Year 3 and the end of Year 4 is 4.2 scale points.</p> <p><b>Year 5</b> Current Median increase between the end of Year 4 and the end of Year 5 is 5.6 scale points.</p> <p><b>Year 6</b> Current Median increase between the end of Year 5 and the end of Year 6 is 4.9 scale points.</p> <p><b>Year 7</b> Current Median increase between the end of Year 6 and the end of Year 7 is 4.5 scale points.</p>	<p><b>SMARTa Targets</b> <b>By the end of 2018</b></p> <p>That compared to the norm scale provided by pat Maths in 2017. That:</p> <p><b>Year 2</b> Target –of students to achieve a scale increase of a minimum of 10 scale points by the end of year 2. (PAT MATHS 15)</p> <p><b>Year 3</b> Target –of students to achieve a scale increase of a minimum of 7 scale points by the end of year 3. (PAT MATHS 14)</p> <p><b>Year 4</b> Target –of students to achieve a scale increase of a minimum of 6 scale points by the end of year 4. (PAT MATHS 6)</p> <p><b>Year 5</b> Target –of students to achieve a scale increase of a minimum of 8 scale points by the end of year 5. (PAT MATHS 6)</p> <p><b>Year 6</b> Target – of students to achieve a scale increase of a minimum of 7 scale points by the end of year 5. (PAT MATHS 3)</p> <p><b>Year 7</b> Target – of students to achieve a scale increase of a minimum of 7 scale points by the end of year 5. (PAT MATHS 1)</p>	<p><b>Maths Strategy</b></p> <ul style="list-style-type: none"> <li>• All Junior Primary teachers supplied with Natural Maths books.</li> <li>• All classes supplied with Nelson Maths books.</li> <li>• All classes including warm ups, written problems, explicit teaching, independent learning and reflections in their Maths blocks across the week.</li> <li>• Maths lesson observations to be done fortnightly in</li> </ul> <ul style="list-style-type: none"> <li>• Term 3, followed by a coaching session with line manager.</li> <li>• Through coaching and mentoring, leadership and teaching staff to set goals for teacher pedagogy improvement. Teachers to implement these goals into their practice. This will be monitored and feedback provided during the next coaching and mentoring session on how well they have met the goals.</li> <li>• Tfel</li> <li>• Australian Curriculum</li> </ul> <p><b>Maths coaching</b></p> <ul style="list-style-type: none"> <li>• Regular and specific training and development provided to all staff</li> <li>• Maths support teacher to work with staff on identified areas of need.</li> <li>• Math lesson observations to be undertaken, followed by a coaching session with line manager.</li> <li>• Leadership/ Maths Support Teacher to set goals (in consultation with teaching staff) for teacher pedagogy improvement. Teachers to</li> </ul>	<ul style="list-style-type: none"> <li>• NAPLAN</li> <li>• Observations of teachers' Maths lessons. Staff to receive written and verbal feedback directly relating to their performance.</li> <li>• Unannounced walk throughs directly looking at teacher performance in Mathematics. Providing feedback on pedagogy and content.</li> </ul>
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implement these goals into their practice. This will be monitored and feedback provided during the next coaching and mentoring session on how well they have met the goals.

**Assessment**

- Purchase online PAT maths test.
- All students from Year 1 to 7 to complete PAT maths test.
- Staff to access and use Essential Assessment to assist with Maths assessment.
- Teaching staff to analyse data and develop learning opportunities based on the data's findings.
- Staff to keep student records for topics covered throughout year. Data to form the basis of developing curriculum.
- Prior learning assessment data to be gathered by all staff.
- Assess using a variety of assessment strategies during units of work. (which could include Observational notes, checklists, test results, photos etc)
- Assessment of learning task to be completed to gauge distance travelled.

**Training and Development**

- Targeted training and development sessions on the structure and delivery of an effective Maths block for student improvement.

<p><b>Well-being</b></p> <p><i>To improve student well-being through the use of specific programs including Visible Learning, Play is the Way and Play at Lunch times.</i></p>			<p><b>Pro-active strategies</b></p> <ul style="list-style-type: none"><li>• Visible Learning training for all staff</li><li>• Visible Learning Impact Coaches to work with teaching staff</li><li>• SRC role modelling Visible Learning across the site</li><li>• Play is the Way training for all staff.</li><li>• Play is the Way lead teachers to assist the development of games and language throughout the school. These teachers receive 2 lessons of release a week to influence the effective implementation of Play is the Way.</li><li>• Whole school using Play is the Way.</li><li>• Play is the Way language and posters displayed throughout the school.</li><li>• Whole school games sessions twice a week.</li><li>• Senior students running game sessions at play times as part of the Play at Lunch time program.</li><li>• Breakfast club program run each morning by staff and senior students.</li></ul>	
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<p><b>Attendance</b> To meet and or exceed the DECD target for attendance of 95%.</p>	<p><b>Evidence from data collected during Term 1 - 2018 highlights the following findings:</b></p> <p><b>Room 1 = 88%</b>  <b>Room 2 = 88.5%</b>  <b>Room 3 = 88.5%</b>  <b>Room 4 = 90%</b>  <b>Room 6 = 88%</b>  <b>Room 10 = 92.5%</b>  <b>Room 11 = 89%</b>  <b>Room 12 = 87%</b>  <b>Room 13 = 81%</b>  <b>Room 14 = 90%</b>  <b>Room 15 = 91%</b></p>	<p><b>SMARTa Target</b> <b>By the end of 2018</b></p> <p><b>90% - 95% for all rooms</b></p>	<p><b>Pro-active strategies</b></p> <ul style="list-style-type: none"> <li>• Provide awards to students at the end of year awards ceremony who reach the attendance target of 95% or higher.</li> <li>• Teachers may choose to have their own attendance display in their classroom. (Teacher choice)</li> <li>• Display our school attendance rate to emphasise with the students and school community.</li> <li>• For example, using a display board to create a display that is added to each fortnight.</li> <li>• Include regular information pieces in the newsletter which promote attendance. Offer strategies to parents to increase their child's attendance through the newsletters.</li> <li>• Classroom competition for weekly data</li> <li>• Weekly data tracking between teachers and Well-Being Leader</li> </ul> <p><b>Re-active strategies</b></p> <ul style="list-style-type: none"> <li>• Develop a clear and consistent process in which everyone involved understands their role and responsibilities.</li> <li>• Make regular contact with parents and record details.</li> <li>• Offer strategies to parents to increase their child's attendance.</li> </ul>	<p>Roll book data</p> <p>Weekly winners of the trophy award publicly announced to acknowledge class attendance percentages.</p> <p>Student data warehouse</p> <p>School counsellor, ACEO and teaching staff are responsible.</p>
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