Priority Area: Literacy

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Key Findings From the Data</th>
<th>SMARTa Targets</th>
<th>Strategies</th>
<th>Evidence &amp; Evaluation</th>
</tr>
</thead>
</table>
| Reading Comprehension | Running Records Data Reception Students at start of 2015  
- 96% Reception students were behind  
- 2% Reception students were on-track  
- 2% Reception students were ahead | Running Records End of Rec Benchmark – Level 10  
70% of Reception students to be on-track or ahead | Reading Observations & Coaching Sessions  
- One reading lesson observation per fortnight, followed by a coaching session with line manager in Term 1.  
- Focus of coaching session is on improving I Do, We Do, You Do practice  
- Classroom libraries with a variety of fiction and nonfiction material. | NAPLAN |
| Improve students’ ability to comprehend and make meaning from a wide range of texts | Year 1 Students - By end of Term 1  
- 37% of Year 1 students are behind (<level 13)  
- 16% of Year 1 students are on-track (level 12 to 13)  
- 47% of Year 1 students are ahead (>level 13) | End of Yr 1 Benchmark – Level 20  
80% of Year 1 students to be on-track or ahead | Daily Literacy Warm-Ups  
- 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 | Running Records (all students in Years Reception – Year 2, twice a term, and those students who have not achieved RRL 30) |
| | Year 2 Students – By End of Term 1  
- 54% of Year 2 students are behind (<level 22)  
- 10% of Year 2 students are on-track (level 22 to 23)  
- 36% of Year 2 students are ahead (>level 22) | End of Yr 2 Benchmark – Level 30  
75% of Year 2 students to be on-track or ahead | Intervention – Literacy  
- Sight Word Intervention Program with Aboriginal students.  
- Reading Support Group  
- 1:1 Reading Support (SSO Driven Multi Lit program)  
- AET Reading Intervention  
- Reading support teacher | Sight Words (all students in Years Reception – Year 2, twice a term, and those students who have not achieved 404) |
| | Sight Word Recognition Data Reception Students at start of 2015  
- 98% of Reception students were behind  
- 0% of Reception students were on-track  
- 2% of Reception students were ahead | Sight Word Data  
End of Rec Benchmark – 200 words  
60% of Reception students to be on-track or ahead | Teachers’ reading lessons |
Year 1 Students
- 26% of Year 1 students are behind (<250 words)
- 8% of Year 1 students are on-track (250)
- 66% of Year 1 students are ahead (>250 words)

Year 2 Students
- 49% of Year 2 students are behind (<404 words)
- 51% of Year 2 students are on-track (404)

PROBE Data
Primary years

Year 3 students
- 61% Behind
- 25% On Track
- 14% Ahead

Year 4 students
- 60% Behind
- 18% Track
- 22% Ahead

Year 5 students
- 44% Behind
- 16% Track
- 40% Ahead

Year 6 students
- 50% Behind
- 17% Track
- 33% Ahead

End of Yr 1 Benchmark – 404 words
90% of Year 1 students to be on-track or ahead
80% of Year 2 students to be on-track.

PROBE Data – SMARTa Targets
By the end of 2015 Primary Years

Year 3 students
- 60% to be on track or ahead

Year 4 students
- 60% to be on track or ahead

Year 5 students
- 70% to be on track or ahead

Year 6 students
- 70% to be on track or ahead

The Big 6: Programming Expectations
- Oral Language
- Phonological Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

- Collection of PROBE Data at middle point of terms 1, 2, 3 and 4.
- Critically Analyse the data
- Reading 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.
- Use the “I Do, We Do, You Do” model of teaching

PROBE Reading Comprehension Assessment tool (all students in Years 1 – 7 once a term who have achieved RRL 30)
**Mathematics**

*Our vision and goal is to....*

**Improve students’ ability to work with and understand number, increase problem solving ability and increase accuracy when recalling number facts.***

**Year 7 students**

- 54% Behind
- 8% Track
- 38% Ahead

**Year 7 students**

- 70% to be on track or ahead -

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**PAT Maths Results** (information based on the norming sample provided by PAT Maths)

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Current Median increase between the end of Year 1 and the end of Year 2 is 8.0 scale points.</th>
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</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>Current Median increase between the end of Year 2 and the end of Year 3 is 2.4 scale points.</td>
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<tr>
<td>Year 4</td>
<td>Current Median increase between the end of Year 3 and the end of Year 4 is 4.2 scale points.</td>
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</table>

**SMARTa Targets**

**By the end of 2015**

That compared to the norm scale provided by pat Maths in 2014. That:

**Year 2**

Target – 80% of students to achieve a scale increase of a minimum of 10 scale points by the end of year 2. (PAT MATHS 15)

**Year 3**

Target – 80% of students to achieve a scale increase of a minimum of 7 scale points by the end of year 3. (PAT MATHS 14)

**Year 4**

Target – 80% of students to achieve a scale increase of a minimum of 6 scale points by the end of year 4. (PAT MATHS 6)

**Natural Maths Strategy**

- All Junior Primary Teachers to attend professional development run by Anne Baker
- All Junior Primary teachers supplied with Natural Maths books.
- All classes from R-2 to complete a Maths Diary at the end of each maths block.
- All Junior Primary classes to implement mental routines a minimum of 3 times a week.
- All Junior Primary classes to include a problematised situation twice a week.

**2 Week Explicit Teaching Program**

- Analysis of the data driven

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**NAPLAN**

- Observations of Teachers Maths lessons and Warm Ups. Staff to receive written and verbal feedback directly relating to their performance.
- Unannounced walk throughs directly looking at teacher performance in Mathematics. Providing feedback on pedagogy and content.
<table>
<thead>
<tr>
<th>Year</th>
<th>Current Median increase between the end of Year 4 and the end of Year 5 is 5.6 scale points.</th>
<th>Target – 80% of students to achieve a scale increase of a minimum of 8 scale points by the end of year 5. (PAT MATHS 6)</th>
<th>Target – 80% of students to achieve a scale increase of a minimum of 7 scale points by the end of year 5. (PAT MATHS 1)</th>
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<tbody>
<tr>
<td>Year 5</td>
<td></td>
<td>by Maths support teacher and their team.</td>
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<tr>
<td>Year 6</td>
<td>Current Median increase between the end of Year 5 and the end of Year 6 is 4.9 scale points.</td>
<td>Explicitly teach Maths word problems and Maths structure to students during weeks 1 and 2.</td>
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<tr>
<td>Year 7</td>
<td>Current Median increase between the end of Year 6 and the end of Year 7 is 4.5 scale points.</td>
<td>Daily Maths Warm-Ups</td>
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<td>All classes from R-7 to complete a Maths warm up 5 times per week which reviews specific content and skills relevant for each year level.</td>
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<td></td>
<td></td>
<td>Maths Observation/ coaching and mentoring</td>
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<td></td>
<td>Maths lessons observations to be done fortnightly, followed by a coaching session with line manager. Term 2 approach.</td>
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<td>Weekly unit plans to be handed to line managers outlining topic/ pedagogy/ assessment strategies.</td>
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<td>Leadership to set goals (in consultation with teaching staff) 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.</td>
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<td>Australian Curriculum</td>
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<td>Explicit teaching Model</td>
<td>Maths coaching</td>
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<tr>
<td>Use the &quot;I Do, We Do, You Do&quot; model of teaching</td>
<td>Regular training and development provided to all staff by Maths support teacher.</td>
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<tr>
<td>Coaching and mentoring to occur by leadership. This feedback will be based on teaching staff's mathematics lessons.</td>
<td>Develop a core expert group of teachers to lead the learning in Mathematics.</td>
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<tr>
<td>Maths lesson observations to be done fortnightly, followed by a coaching session with line manager or Maths Support Teacher.</td>
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<tr>
<td>Leadership/ Maths Support Teacher to set goals (in consultation with teaching staff) 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.</td>
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<tr>
<td>Task</td>
<td>Description</td>
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</table>
| Numeracy Learning Band Team                                           | - This group to be responsible for the development of a scope and sequence in Mathematics from R – 7  
- Development of a class mathematical environmental checklist to ensure scaffold consistency from R – 7  
- Development of an environmental scaffold checklist sheet to be completed every term.  
- Development of a mathematical Warm Up checklist to ensure consistency and alignment to the National Curriculum.  
- Purchase a variety of resources to support curriculum delivery.  
- Development of a lesson structure plan that teachers must follow.  
- Deconstruct 2014’s NAPLAN Data to identify areas of strength and areas requiring growth. |
| Assessment                                                           | - Purchase online PAT maths test.  
- All students from Year 1 to 7 to complete PAT maths test.  
- Teaching staff to analyse data and develop learning opportunities based on the data’s findings.  
- Staff to keep students 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

- Learning Band Team to deliver training opportunities in the areas of mathematics.
- Identify learning opportunities through analysis of teacher surveys and leadership observations.
- Identify possible training and development opportunities offered by the Department.
<table>
<thead>
<tr>
<th>Attendance</th>
<th>Evidence from data collected during Term 1 - 2015 highlights the following findings:</th>
<th>SMARTa Target</th>
<th>Pro-active strategies</th>
<th>Roll book data</th>
</tr>
</thead>
</table>
| To meet and or exceed the DECD target for attendance of 93%. | Room 1 = 96%  
Room 2 = 94.4%  
Room 3 = 94%  
Room 4 = 94.3%  
Room 5 = 87.7%  
Room 6 = 92.5%  
Room 7 = 94.3%  
Room 8 = 90.5%  
Room 9 = 91.5%  
Room 10 = 94.7%  
Room 11 = 92%  
Room 12 = 94.7%  
Room 13 = 89.6%  
Room 14 = 90.8%  
Room 15 = 92.5% | By the end of 2015  
93% for all rooms | Acknowledge attendance at school through the daily bulletin.  
The class with the highest attendance for that week will receive the “attendance trophy”.  
Student voice will deliver the trophy to the class when they are reading the bulletin at the beginning of the week.  
Provide awards to students at the end of year awards ceremony who reach the attendance target of 93% or higher.  
Teachers may choose to have their own attendance display in their classroom. (Teacher choice)  
Display our school attendance rate to emphasise with the students and school community.  
For example, using a display board to create a display that is added to each fortnight.  
Include regular information pieces in the newsletter which promote attendance. Offer strategies to parents to increase their child’s attendance through the newsletters. | Weekly winners of the trophy award publicly announced to acknowledge class attendance percentages.  
Student data warehouse  
School counsellor, ACEO and teaching staff are responsible. |

Re-active strategies
- Develop a clear and consistent process in which everyone involved understands their role and responsibilities.
- Make regular contact with parents and record details.
|   |   |   | Offer strategies to parents to increase their child’s attendance. |