TARPEENA PRIMARY SCHOOL & CPC SITE IMPROVEMENT ACTION PLAN 2011

Improvement Priority:
- **Literacy**

Inquiry Question:
- **What changes have been made to teaching and learning programs to make a difference to student outcomes?**

Intended Outcome:
- **To improve the literacy outcomes of all students in the area of reading.**
- **For a structured phonetics program to be implemented.**

Target(s):
- **All students are at age appropriate reading level; using PM benchmarks.**

Strategies	Actions	Who	When	Key Indicators	Evidence	Resources
Focus on Learning Consolidate reading practices

Enhance staff knowledge of phonics.

Improve programming and planning with the use of an explicit teaching cycle and the Gradual Release Model.

Improve our student support processes by effectively deploying well trained staff.

Use of PALL | Implement learnt knowledge from training and development
- Jolly Phonics
-Jolly Grammar
- Stephen Graham
-Regional Office training

Structured performance management processes.

Collaborative planning and sharing amongst staff.

Implement PALL observational framework.

Develop a reading charter

Develop student support process framework.

Review Reading expectations charter. | Principal & whole staff

Principal

Principal & teachers

Principal

Principal & teachers

Principal & teachers

Principal & teachers | As per Principal 100 day plan | A common language & approach to reading and phonics.

Teaching staff differentiating reading programs for all learners.

Students familiar with literacy approaches, strategies and language

A shift from 'worksheet' pedagogy. | Student's are familiar with and are using reading & phonetics strategies and language in their dialogue & learning.

Teacher's demonstrating evidence of altering programming in performance management meetings and in classroom practice.

Teaching staff moderating literacy teaching & learning.

Improved reading & spelling results.

Evidence of scope & sequence being used.

All students who have accessed targeted intervention have shown growth in reading. | Performance management hand book.

$ for training & development

School data concept map

Excel data base |
| Make Data Count Develop / improve literacy data processes. | Data to be used weekly by class teacher for planning.

Principal to analyse data prior to performance management meetings

Data analysed end of each term to track growth | Teaching staff

Principal

Principal & teacher's. | Ongoing

Prior to performance management

End of each term | Standardised assessment data R-7 is being collected on stipulated dates.

Teachers monitoring and moderating student progress. | DIAF level 2 scan indicates improvement.

Data indicates growth, differentiated programs & students who are engaged. | |
| Share Leadership Share the development and management of literacy. | Research & curriculum developments are shared amongst all staff. | Principal & all staff | Ongoing | Communication, innovation and collaboration is being driven by more than just the principal. | Ongoing levels of consultation & sharing of practices. | |

Improvement Priority:
- Numeracy / Science

Intended Outcome:
- To improve the numeracy outcomes for all student in the area of number.

Target(s):
- For all students who sit NAPLAN; results indicate a further 10% growth.
- For internal data (PAT maths) to reflect all students improving by 10%

Strategies	Actions	Who	When	Key Indicators	Evidence	Resources
Focus on Learning Enhance staff understanding of fundamental numeracy concepts & methodologies	Implement 'Maths for all'. Implement learnt knowledge from training and development -George Booker -Cluster PLCs Structured performance management processes. Collaborative planning and sharing amongst staff. Planned training & development Use Mathletics to its full capacity.	Principal Principal Principal Principal & staff	. Ongoing Ongoing Ongoing	A common approach to delivering numeracy; use of scope and sequence and 'Maths for all'. Students familiar with numeracy approaches, strategies and language.	Teacher's demonstrating evidence of altering programming to meet both maths and science initiatives. This will be demonstrated in performance management meetings and in classroom practice. (use of Michael Ymers planners) Teaching staff monitoring moderating teaching and learning in numeracy and science	Allocated science & numeracy time being implemented in the classroom $ for training & development
Make Data Count Develop numeracy data processes.	Develop a numeracy data collection process.	Principal & staff	End term 4	Standardised assessment data R-7 is being collected on stipulated dates.	Numeracy assessment data being analysed to improve teaching and learning programs.	