

3 Year Site Improvement Plan - OVERVIEW

	2010	2011	2012
Improvement Priorities	Targets & Strategies	Targets & Strategies	Targets & Strategies
<p><u>Literacy</u></p> <p>Reading Data Shows:</p> <p>NAPLAN (yr 3 / 5 / 7) Above National Average 36% Below National Average 64%</p> <p>PM Benchmarks (Reception-Yr4) Above age level 12.5% At age level 25% Below age level 25% Well below age level 37.5%</p> <p>PM Benchmarks (Yr 5 / 6 / 7) Above age level 12% At age level 12% Below age level 24%% Well below age level 52%</p> <p>Lexile Reading (yr 5 / 6 / 7) Above average 0% Average 50% Below Average 42% Well below average 8%</p>	<p>Targets End 2010 All students demonstrate 10% growth in PM bench marks and lexile assessments.</p> <p>Strategies <u>Set Directions</u> Develop a whole school approach to Literacy, Literacy Assessment and moderation.</p> <p><u>Focus on Learning</u> Enhance staff understanding of key teaching and learning strategies – <i>focus on reading, reading comprehension.</i></p> <p><u>Make Data Count</u> Develop literacy data processes.</p> <p><u>Share Leadership</u> Share the development and management of literacy.</p>	<p>Targets End 2011 All students are at age appropriate level in reading; using PM bench marks.</p> <p>Strategies <u>Set Directions</u> To make links between reading and writing.</p> <p><u>Focus on Learning</u> Enhance staff knowledge of writing structures, assessment and moderation.</p> <p><u>Make Data Count</u> Strategically analyse data to inform teaching practice and intervention processes.</p>	<p>Targets End 2012 Each student sitting NAPLAN has demonstrated a 20% improvement in literacy.</p> <p>Strategies <u>Set Directions</u> Continue to develop reading and writing conventions by including spelling/phonetics as a focus.</p> <p><u>Focus on Learning</u> Enhance staff knowledge on phonetics.</p> <p><u>Make Data Count</u> Refine data processes.</p>

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<p><u>Numeracy / Science</u></p> <p><i>Numeracy Data shows:</i></p> <p>NAPLAN (yr 3 / 5 / 7)</p> <p>Above state Average 10% Below State Average 30% Well below State Average 60%</p>	<p>Targets All students that sit NAPLAN show a growth of 10%.</p> <p>Strategies <u>Focus on Learning</u> Enhance staff understanding of key teaching and learning strategies and initiatives in maths and science.</p> <p><u>Make Data Count</u> Develop numeracy data processes.</p>	<p>Targets All students that sit NAPLAN show a further 10% improvement.</p> <p>Strategies <u>Focus on Learning</u> Enhance staff knowledge of numeracy assessments and moderation.</p> <p><u>Make Data Count</u> Strategically analyse data to inform teaching practice and intervention processes.</p>	<p>Targets Each student sitting NAPLAN has demonstrated a minimum of 20% improvement in numeracy.</p> <p>Strategies <u>Focus on Learning</u> Enhance staff knowledge of mathematical principles in regards to student learning.</p> <p><u>Make Data Count</u> Refine data processes.</p>

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<p><u>Student Engagement & Wellbeing</u></p> <p><i>Behaviour & Attendance Data shows:</i></p> <p>EDSAS Data: 407 behaviour incidents recorded in 2009. With 17 of those being suspensions.</p> <p>454.5 student absences recorded in 2009.</p>	<p>Targets End 2010 Reduce behavioural incidents, by 10% (407 incidents in 2009) & a 20% reduction in the number of suspensions & exclusions</p> <p>Strategies <u>Focus on Learning</u> Develop staff knowledge of the links between learner engagement, wellbeing and social influences.</p> <p><u>Implement Aboriginal studies / perspectives.</u></p> <p><u>Attend to culture</u> Develop a culture of learning</p> <p><u>Make Data Count</u> Data is being used to identify wellbeing and academic trends.</p> <p><u>Share Leadership</u> Improve student leadership and decision making.</p>	<p>Targets End 2011 Further reduce behavioural incidents, by 10% in accordance with recorded behaviour EDSAS data</p> <p>Strategies To be reviewed on the success and / or failure of 2010 strategies.</p>	<p>Targets End 2012 Targets to be set once student numbers for 2012 are finalised.</p> <p>Strategies To be finalised once target is set.</p>