

LITERACY PRIORITY

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<p>Support professional learning to strengthen the implementation of agreed teaching strategies</p> <p>Provide support for staff to collaboratively share teacher practice and programming</p> <p>Have clear processes for student support and intervention for Literacy Intervention support program – MultLit, Workstore Deposit , Phonological, Soundway</p> <p>Embed clear and consistent data collection and analysis processes</p> <p>Provide Human resources</p> <ul style="list-style-type: none"> • Impact Coach (visible learning) • SSO time • TRT release • Before school reading with SSOs • Brightpath moderation <p>Provide resources to support teaching and learning programs</p> <ul style="list-style-type: none"> • Sheena Cameron materials • Reading Eggs • Literacy Pro/Lexile • Budget <p>Engage with the community through</p> <ul style="list-style-type: none"> • Reading workshops for parents • Parent reading comprehension information booklet and <i>Listening to Your Child Read</i> brochure. • Early years reading targets and information in class newsletter each term • Scholastic Book Fairs • School newsletter information • Promotion of Public Speaking competition 	<ul style="list-style-type: none"> • Ensure Learning Goals (intention) and Steps to Success (criteria) <i>visible</i> for students • Follow <u>Reading Comprehension Agreement</u> and teach higher order comprehension skills • Encourage students to participate in Premier’s Reading Challenge and to read regularly at home • Participate in analysis of Running Records, PAT R , NAPLaN and reading level data to inform programming and planning • Use Data Dashboard to track the progress of individual students in Literacy • Share the importance of hearing students read at home and at school at Parent Information sessions and in class/school newsletters • Follow <u>Oral Language Agreement</u> Explicitly teach <ul style="list-style-type: none"> ○ oral language skills ○ listening skills ○ oral scaffolding ○ oral presentation skills so students will <ul style="list-style-type: none"> ○ increase skills in the genre of oral language ○ participate in public speaking competition (Yr 4-7 in Tm 3) ○ confidently express themselves in written and oral form during lessons and in a variety of contexts • Implement a consistent and formal approach to the selection of SRC representatives and conduct regular class meetings • Engagement in Moderation of writing through Brightpath 	<p>% of students achieving higher reading levels in Running Record will be above DECD and/or equal to Index</p> <table border="1"> <thead> <tr> <th colspan="5">Running Records 2017</th> </tr> <tr> <th></th> <th></th> <th>WPS</th> <th>DECD</th> <th>Index</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Yr 1</td> <td>Levels 16 - 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NUMERACY PRIORITY

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<p>Support professional learning to strengthen the implementation of agreed teaching strategies</p> <p>Provide support for staff to collaboratively share teacher practice and programming</p> <p>Embed clear and consistent data collection and analysis processes</p> <p>Have clear processes for student support and intervention for Numeracy</p> <p>Intervention support program – Quicksmart</p> <p>Provide Human resources</p> <ul style="list-style-type: none"> • Impact coach • SSO time • TRT release • SLLIP – LDAM, support in math moderation <p>Provide resources to support teaching and learning programs</p> <ul style="list-style-type: none"> • Natural Maths books • Maths strategies posters • Problem Boxes • Envision maths • Mathletics <p>Engage with the community through</p> <ul style="list-style-type: none"> • Natural Maths Parent books • Parent workshops • School newsletter information 	<ul style="list-style-type: none"> • Ensure Learning Goals (intention) and Steps to Success (criteria) visible for students • Follow <u>Maths Agreement</u> and embed in classroom practice the Ann Baker pedagogy <ul style="list-style-type: none"> ○ Computation strategies ○ Mental routines ○ Problematized situation ○ Vocabulary ○ Reflection time so students can show their learning in multiple ways • Continue to develop shared understanding of the language of Numeracy eg Ann Baker strategies • Focus on teaching the mathematical proficiencies of fluency, understanding, problem-solving and reasoning • Explicitly teach problem solving skills in all areas of the curriculum • Participate in analysis of PAT M , NAPLaN data to inform programming and planning • Use of Data Dashboard to track the progress of individual students in numeracy • Share the Maths strategies being used at Parent Information sessions and in class newsletters • Practise collaborative moderation in math with support of SLLIP 	<p>Increase % of students achieving above SEA scale score in PAT M</p> <table border="1"> <thead> <tr> <th colspan="4">PAT M Scale Score</th> </tr> <tr> <th></th> <th>% 2015</th> <th>2016</th> <th>2017 Outcome</th> </tr> </thead> <tbody> <tr> <td>Yr 3</td> <td>45%</td> <td>45%</td> <td></td> </tr> <tr> <td>Yr 4</td> <td>61%</td> <td>57%</td> <td></td> </tr> <tr> <td>Yr 5</td> <td>46%</td> <td>58%</td> <td></td> </tr> <tr> <td>Yr 6</td> <td>55%</td> <td>57%</td> <td></td> </tr> <tr> <td>Yr 7</td> <td>65%</td> <td>66%</td> <td></td> </tr> </tbody> </table> <p>% of students in upper bands of NAPLaN Numeracy is above DECD and equal to or above Index and National</p> <table border="1"> <thead> <tr> <th colspan="5">NAPLaN Numeracy Upper Two bands 2017</th> </tr> <tr> <th></th> <th>WPS</th> <th>DECD</th> <th>National</th> <th>Index</th> </tr> </thead> <tbody> <tr> <td>Yr 3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Yr 5</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Yr 7</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>100% students at or above national minimum standard in NAPLaN Math</p> <table border="1"> <thead> <tr> <th colspan="6">NAPLaN Minimum Standard - Math</th> </tr> <tr> <th></th> <th># below 2014</th> <th># below 2015</th> <th>2016 Target</th> <th># below 2016</th> <th># below 2017</th> </tr> </thead> <tbody> <tr> <td>Yr 3</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td></td> </tr> <tr> <td>Yr 5</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> <td></td> </tr> <tr> <td>Yr 7</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> <td></td> </tr> <tr> <td>Total</td> <td>2</td> <td>1</td> <td>0</td> <td>2</td> <td></td> </tr> </tbody> </table>	PAT M Scale Score					% 2015	2016	2017 Outcome	Yr 3	45%	45%		Yr 4	61%	57%		Yr 5	46%	58%		Yr 6	55%	57%		Yr 7	65%	66%		NAPLaN Numeracy Upper Two bands 2017						WPS	DECD	National	Index	Yr 3					Yr 5					Yr 7					NAPLaN Minimum Standard - Math							# below 2014	# below 2015	2016 Target	# below 2016	# below 2017	Yr 3	0	0	0	0		Yr 5	2	1	0	0		Yr 7	0	0	0	2		Total	2	1	0	2	
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Quality Teaching

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<p>Provide professional learning to support the implementation of agreed pedagogical approaches and visible learning</p> <p>Provide Human Resources</p> <ul style="list-style-type: none"> ○ Impact Coach <p>Supply professional documents to support teaching</p> <ul style="list-style-type: none"> ● <i>Waikerie Primary School Professional</i> documents ● TfEL ● Australian Curriculum ● BitIL <p>Continue with consistent data collection and analysis processes</p> <ul style="list-style-type: none"> ● Data collection folder ● Data Dashboard ● Student case management <p>Provide opportunities for self-reflection, peer observation and feedback</p> <ul style="list-style-type: none"> ● Australian Professional Standards for Teachers ● Performance Development Plans <p>Engage with the community through</p> <ul style="list-style-type: none"> ● Parent and student opinion surveys ● Governing Council information ● Newsletter articles 	<ul style="list-style-type: none"> ● Continued implementation and development of <i>Waikerie Primary School Pedagogical Approach</i> and <i>Visible Learning</i> and will be able to answer the '5 questions' ● What am I teaching? ● Why am I teaching it? ● How will I teach it? ● How will I know when all students have learned it? ● What then? <ul style="list-style-type: none"> ● Continue to embed Whole School Agreements <ul style="list-style-type: none"> ● Provide targeted or alternative learning experiences <ul style="list-style-type: none"> ● Enable students to know themselves as positive and powerful learners and be able to answer the '5 questions' ○ What are you learning? ○ How are you doing? ○ How do you know? ○ How can you improve? ○ Where do you go for help? <ul style="list-style-type: none"> ● Adhere to programming and planning expectations 	<p>Increase % of parents who agree/ strongly agree with statement <i>"My child receives high quality teaching at this school"</i></p> <table border="1" data-bbox="1473 296 2116 501"> <thead> <tr> <th colspan="3">Parent Opinion Quality Teaching</th> </tr> <tr> <th></th> <th>Target</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>-</td> <td>81%</td> </tr> <tr> <td>2015</td> <td>85%</td> <td>92%</td> </tr> <tr> <td>2016</td> <td>90%</td> <td>90%</td> </tr> <tr> <td>2017</td> <td>92%</td> <td></td> </tr> </tbody> </table> <p>Increase % of students who agree/ strongly agree with statements related to Pedagogical Approach</p> <table border="1" data-bbox="1473 628 2116 865"> <thead> <tr> <th colspan="4">Student Opinion Quality Teaching</th> </tr> <tr> <th></th> <th>2016</th> <th>2017 Outcome</th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>90%</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>90%</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>82%</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>84%</td> <td></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> 1. <i>"My teacher challenges me the achieve my best"</i> 2. <i>"My teacher explains the learning goals"</i> 3. <i>"My teacher helps me understand the steps to success for my learning"</i> 4. <i>"I get useful feedback about how I am going with my learning"</i> 	Parent Opinion Quality Teaching				Target	Outcome	2014	-	81%	2015	85%	92%	2016	90%	90%	2017	92%		Student Opinion Quality Teaching					2016	2017 Outcome		1	90%			2	90%			3	82%			4	84%		
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