

LITERACY PRIORITY

- Students develop higher order comprehension skills for reading a variety of genres and texts
- Students develop oral language skills to enable them to communicate confidently in different contexts
- Improve reading achievement, growth and retention in upper NAPLAN bands



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<p>Support professional learning to strengthen implementation of agreed teaching strategies</p> <p>Provide support for staff to collaboratively share teacher practice and programming</p> <p>Work with teachers, to identify and monitor students for support and intervention for Literacy Intervention: MultLit, Work Store Deposit, Soundway</p> <p>Embed data collection and analysis processes across site and partnership - NAPLAN, PAT R, PAT V, Brightpath writing moderation and Running Records</p> <p>Provide Human resources</p> <ul style="list-style-type: none"> • Visible Learning • SSO time, reading groups, before school reading • TRT release • Running Records facilitator • Brightpath facilitator <p>Provide resources to support teaching and learning</p> <ul style="list-style-type: none"> • Sheena Cameron materials • Reading Eggs • Budget • Guided reading resources <p>Engage with the community through</p> <ul style="list-style-type: none"> • Parent reading tips and information in newsletters • Scholastic book fairs • School newsletter information • Promote reading through kindy packs and parent session <p>Development of Literacy Improvement Cycle</p> <p>Adhere to Partnership agreements</p>	<p>Learning Goals (intention) and Steps to Success (criteria) are visible or verbalised to students</p> <p>Follow <u>Reading Comprehension Agreement</u> and teach higher order comprehension skills REVIEW</p> <p>Encourage students to participate in Premier's Reading Challenge and to read regularly at home</p> <p>Participate in analysis of Running Records, PAT R, NAPLAN and reading level data to inform programming and planning</p> <p>Use Education Dashboard to track the progress of individual students in Literacy</p> <p>Share the importance of hearing children read at home at the School Information session and in class newsletters</p> <p>Follow <u>Oral Language Agreement</u> REVIEW</p> <p>Explicitly teach</p> <ul style="list-style-type: none"> • oral language skills • listening skills • oral scaffolding • oral presentation skills <p>so students will confidently express themselves in written and oral form during lessons and in a variety of contexts</p> <p>Engage in moderation of writing through Brightpath and analyse results to inform teaching practice</p>	<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

- Students understand and apply problem solving strategies
- Students understand and use and apply mathematical vocabulary
- Improve numeracy achievement, growth and retention in upper NAPLAN bands



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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 Professional Learning in Big Ideas in Number</p> <p>Embed data collection and analysis processes across site and partnership - NAPLAN, PAT M</p> <p>Work with teachers to identify and monitor students for support and intervention in Numeracy</p> <p>Provide human resources</p> <ul style="list-style-type: none"> • Visible Learning • SSO time • TRT release • SLLIP – LDAM, support in math moderation and task design <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"> • School newsletter information <p>Development Numeracy Improvement Cycle</p> <p>Adhere to Partnership agreements</p>	<p>Ensure Learning Goals (intention) and Steps to Success (criteria) are visible or verbalised to students</p> <p>Follow <u>Maths Agreement</u> and embed in classroom practice the Natural Maths pedagogy so students can show their learning in multiple ways REVIEW</p> <p>Engage in Professional learning in Big Ideas in Numbers</p> <p>Focus on teaching the mathematical proficiencies of fluency, understanding, problem-solving and reasoning</p> <p>Explicitly teach problem solving skills</p> <p>Participate in analysis of PAT M , NAPLaN data to inform programming and planning</p> <p>Use of Education Dashboard to track the progress of individual students in numeracy</p> <p>Engage in collaborative moderation in Math with support of SLLIP</p>	<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>65%</td> </tr> <tr> <td>Yr 4</td> <td>61%</td> <td>57%</td> <td>67%</td> </tr> <tr> <td>Yr 5</td> <td>46%</td> <td>58%</td> <td>80%</td> </tr> <tr> <td>Yr 6</td> <td>55%</td> <td>57%</td> <td>76%</td> </tr> <tr> <td>Yr 7</td> <td>65%</td> <td>66%</td> <td>58%</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>29%</td> <td>29%</td> <td>39%</td> <td>18%</td> </tr> <tr> <td>Yr 5</td> <td>14%</td> <td>18%</td> <td>38%</td> <td>12%</td> </tr> <tr> <td>Yr 7</td> <td>0%</td> <td>21%</td> <td>33%</td> <td>13%</td> </tr> </tbody> </table> <p>100% students at or above national minimum standard in NAPLaN Math</p> <table border="1"> <thead> <tr> <th colspan="5">NAPLaN Minimum Standard - Math</th> </tr> <tr> <th></th> <th># below 2014</th> <th># below 2015</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></td> </tr> <tr> <td>Yr 5</td> <td>2</td> <td>1</td> <td>0</td> <td></td> </tr> <tr> <td>Yr 7</td> <td>0</td> <td>0</td> <td>2</td> <td></td> </tr> <tr> <td>Total</td> <td>2</td> <td>1</td> <td>2</td> <td></td> </tr> </tbody> </table>	PAT M Scale Score					% 2015	2016	2017 Outcome	Yr 3	45%	45%	65%	Yr 4	61%	57%	67%	Yr 5	46%	58%	80%	Yr 6	55%	57%	76%	Yr 7	65%	66%	58%	NAPLaN Numeracy Upper Two bands 2017						WPS	DECD	National	Index	Yr 3	29%	29%	39%	18%	Yr 5	14%	18%	38%	12%	Yr 7	0%	21%	33%	13%	NAPLaN Minimum Standard - Math						# below 2014	# below 2015	# below 2016	# below 2017	Yr 3	0	0	0		Yr 5	2	1	0		Yr 7	0	0	2		Total	2	1	2	
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Quality Teaching

- Teachers consistently design and deliver quality learning experiences incorporating the Waikerie Primary Pedagogical Approach and Visible Learning to ensure learning continuity for all students
- Teachers refer to the Australian Curriculum, Teaching for Effective Learning framework and Australian Professional Standards for Teachers for continual improvement of professional knowledge and practices
- Teacher expectation that students will engage, be intellectually stretched and develop a positive mindset towards learning
- Teachers engage in collaborative moderation to inform the design of quality learning tasks



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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"> • Visible Learning impact team • SLLIP <p>Provide professional documents to support teaching</p> <ul style="list-style-type: none"> • Waikerie Primary School Professional folder • TfEL • Australian Curriculum • BitL tool www.aclleadersresource.sa.edu.au • Visible learning resources <p>Continue with consistent data collection and analysis processes</p> <ul style="list-style-type: none"> • Data collection documents • Education 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 	<p>Continued implementation and development of <i>Waikerie Primary School Pedagogical Approach</i> and <i>Visible Learning</i></p> <p>Teachers will be able to answer the '5 questions'</p> <ul style="list-style-type: none"> • What am I teaching? • Why am I teaching it? • How will I teach it? • How will I know when all students have learned it? • Next steps REVIEW <ul style="list-style-type: none"> • Continue to embed Whole School Agreements • Provide targeted or alternative learning experiences • Enable students to know themselves as positive and powerful learners and be able to answer the '5 questions' <ul style="list-style-type: none"> ○ What are you learning? ○ How are you doing? ○ How do you know? ○ How can you improve? ○ Where do you go for help? REVIEW • Adhere to programming and planning expectations <p>Partnership will</p> <p>Provide RESULTS+ support through two 0.2 leadership roles.</p> <p>Allocate funding to support Partnership Improvement Plan</p>	<p>Increase % of parents who agree/ strongly agree with statement</p> <table border="1" data-bbox="1467 475 2094 608"> <thead> <tr> <th colspan="4">PARENT OPINION SURVEY</th> </tr> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>90%</td> <td>89%</td> <td>91%</td> </tr> <tr> <td>2</td> <td></td> <td>94%</td> <td>90%</td> </tr> </tbody> </table> <ol style="list-style-type: none"> 1. <i>My child receives high quality teaching at this school</i> 2. <i>The teacher challenges my child to achieve their personal best.</i> <p>Increase % of students who agree/ strongly agree with statements related to Pedagogical Approach</p> <table border="1" data-bbox="1467 836 2094 1003"> <thead> <tr> <th colspan="4">STUDENT OPINION SURVEY</th> </tr> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>77%</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td>90%</td> <td>95%</td> </tr> <tr> <td>3</td> <td></td> <td>91%</td> <td>94%</td> </tr> </tbody> </table> <ol style="list-style-type: none"> 1. <i>My teacher motivates me to learn</i> 2. <i>My teacher challenges me to achieve my personal best</i> 3. <i>I am developing a growth mindset and willing to have a go</i> 	PARENT OPINION SURVEY					2015	2016	2017	1	90%	89%	91%	2		94%	90%	STUDENT OPINION SURVEY					2015	2016	2017	1	77%			2		90%	95%	3		91%	94%
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