

1. To improve literacy outcomes for all students

Increase the percentage of students whose NAPLAN results demonstrate they achieve the DECD Standard of Educational Achievement for Reading

Increasing the number of students who, having attained NAPLAN scores in the higher bands in Year 3 in literacy, maintain their higher band achievement as they progress through their schooling years.

Targets	Rec - RR 5	Yr 1 - RR 13	Yr 2 - RR 21	Yr 3: PAT scales 95 / NAPLAN Band 3	Yr4: PAT scales 106	Yr 5: PAT scales 112 / NAPLAN Band 5	Yr 6: PAT scales 118	Yr 7: PAT Comp scales 120 / NAPLAN Band 6
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Key findings in 2015 data	Key findings in data 2016	Key findings in data 2017	Outcomes: What we will change for students	Strategies: What we will do to create the change	Evidence and Evaluation
<p>Reading.</p> <ul style="list-style-type: none"> At Reception 79% of Students achieved the Rec RR standard. Of these 29% met or exceeded the Yr 1 standard. 	<p>Reading</p> <ul style="list-style-type: none"> At Reception Reading 82% of Students achieved the Rec RR standard. Of these 35% met or exceeded the Yr 1 standard. 13% at or above Yr 2 Level. 	<p>Reading</p> <ul style="list-style-type: none"> At Reception Reading 92% of Students achieved the Rec RR standard. Of these 38% met or exceeded the Yr 1 standard. 18% at or above Yr 2 Level. 	<ul style="list-style-type: none"> Students will have improved comprehension skills and be more skilled at applying the nine key comprehension strategies: <ol style="list-style-type: none"> 1. Activating prior knowledge 2. Self-monitoring 3. Predicting 4. Questioning 5. Making connections 6. Visualising 7. Inferring 8. Summarising 9. Synthesising. Plus know how to use skimming and scanning techniques Students with reading difficulties, from Yr 4 onward, will demonstrate increased progress as a result of using the Fresh Start Program. Students will better match themselves to books, monitor their own reading progress and read more regularly. A greater % of students will be retained in the top reading bands between Yrs 3-7 	<ol style="list-style-type: none"> 1. Develop greater consistency in the use of the Read Write Inc. and Spalding Program through the use of a manager. 2. Extend the Fresh Start program to all classes. 3. Develop clear agreed process and timeline for introducing the use of non RWI readers. 4. Reading recovery level monitoring continues for every child until they reach level 30 5. Develop ways of effectively tracking reading levels / comprehension beyond the RR levels especially between Yrs 5 and 7 6. Staff will program, teach and assess comprehension skills in a consistent manner across year levels. Teachers will have opportunities to support each other to use the Sheena Cameron approach to teaching comprehension. 7. The librarians' role includes a responsibility for supporting classroom reading programs to keep students in the higher bands. 8. Year 5 – 7 teachers analyse the achievement levels of students and explore ways of maintaining students in the upper bands and lifting those who are underachieving. 	<ol style="list-style-type: none"> 1. Classroom programs reflect the implementation of the reading agreement. 2. Previous base line data for comprehension gathered from the PATR and Reading Recovery Levels is analysed at the beginning of the year and SMARTA (Specific, Measurable, Attainable, Relevant, Time Bound & Agreed) targets are set for improvement by each teacher. 3. Percentage of students reaching DECD Literacy targets increases and students do not drop into lower bands. 4. JP Teachers are using, Read Write INC Program and Spalding approach to developing phonemic awareness in a consistent manner. 5. Junior Primary students have automatic recall of all phonograms by the end of Year 2 and this is maintained in the primary years. 6. Evidence of students remaining in the upper achievement bands as they progress through school is evident in: PATR and RR Levels and NAPLAN. 7. Students demonstrate skills in using the key comprehension strategies. 8. Fresh start is fully implemented in the Primary Years and Middle Years with targeted students.
<ul style="list-style-type: none"> At Year 1: 92 % of students achieved the DECD Reading target 	<ul style="list-style-type: none"> At Year 1: 91 % of students achieved the DECD Reading Recovery level target 	<ul style="list-style-type: none"> At Year 1: Term 3 84 % of students achieved the DECD Reading Recovery level target 56/68 			
<ul style="list-style-type: none"> At Year 2: 98% of students achieved DECD's target 	<ul style="list-style-type: none"> At Year 2: 88% of students achieved DECD's target - 5 students with extreme learning accounted for the score being down 10% from, 2015 	<ul style="list-style-type: none"> At Year 2: Term 3 90% of students achieved DECD's target 			
<ul style="list-style-type: none"> At Yr 3: 36.9% of students were in the top 2 bands compared to 45.7% in like index. 	<ul style="list-style-type: none"> At Yr 3: 55 % of students were in the top 2 bands and mean moved from 420 – 426 and went from band 4 to 5 	<ul style="list-style-type: none"> At Yr 3: 57.1 % of students were in the top 2 bands and mean moved from 426 – 455 and we sit in band 5. Highest in partnership 1/6 			
<ul style="list-style-type: none"> At Yr 5: reading stayed steady at 31.6% in top 2 bands compared to 32.2% in our index. 	<ul style="list-style-type: none"> At Yr 5: reading dropped to 28% in top 2 bands and achievement of expectation moved from 78% to 76% 	<ul style="list-style-type: none"> At Yr 5: 37 % of students were in the top 2 bands and mean moved from 496 – 509 and we sit in band 6. Retention from 3-5 highest in partnership 58.8% 			
<ul style="list-style-type: none"> At Yr 7: 17.1% of students were in the top 2 bands compared to 27.7% in our index . 	<ul style="list-style-type: none"> At Yr 7: 20% of students were in the top 2 bands but our mean dropped from 538 to 533.5 down from a high of 544 in 2014. 	<ul style="list-style-type: none"> At Yr 7: 20.3 % of students were in the top 2 bands and mean moved from 533 – 546 and we sit in band 7. Retention from 3-7 is 45.8% In partnership we are 4th out of 6. The top school 83% Dernancourt 			

Key findings in data 2015	Key findings in data 2016	Key findings in data 2017	Outcomes: What we will change for students	What we will do to create the change Strategies:	Evidence and Evaluation
<p>Writing, Grammar and Spelling.</p> <p>NAPLAN results suggest across all grade levels we need to improve:</p> <ul style="list-style-type: none"> students' abilities to use cohesive devices and more precise vocabulary. Correctly punctate and form simple and complex sentences. <p>Spelling:</p> <ul style="list-style-type: none"> Yr 3 & 5 results were both slightly below national mean. There are 28.2% in Year 3 (37.9 Index) and 26.3% in Yr 5 (29.1% Index) in the top two bands. The year 7 results are now above the National and Index Mean with 47% of student in the top 2 bands compared to 'like schools' at 31.5% NAPLAN Grammar results show we are performing below the 'national mean at each year level but slightly above our Index's mean at Year 5. 	<p>Writing, Grammar and Spelling.</p> <p>Spelling:</p> <ul style="list-style-type: none"> Yr 3 results went from 393 to 427 and moved from band 4 to 5 ↑ Year 5 spelling at 491 stayed constant Yr 7 spelling mean dropped from 564 to 543 <p>.....</p> <p>NAPLAN Grammar</p> <ul style="list-style-type: none"> Yr 3: improved mean from 412 to 426 ↑ Yr 5: dropped slightly from 498 to 493 Yr 7: went from 519 to 543 and moved from band 6 to 7 ↑ <p>.....</p> <p>Writing</p> <ul style="list-style-type: none"> Yr 3: mean increased from 384 to 426 and moved from Band 4 to 5 with 56% of students in top 2 bands up from 37% ↑ Yr 5: No change in writing and only 8.2% in top 2 bands - no change from 2015. Yr 7 9% of students in top 2 bands down from 14% ↑ Yr 7 mean was stable changed from 506 to 507. 	<p>Writing, Grammar and Spelling.</p> <p>Spelling:</p> <ul style="list-style-type: none"> Yr 3 results went from 426 to 444.8 and stayed in band 5 Year 5 spelling at 492.8 stayed constant Yr 7 spelling stayed about constant moving up from 542 to 549 <p>.....</p> <p>NAPLAN Grammar</p> <ul style="list-style-type: none"> Yr 3: improved their mean from 425 to 463 and moved from band 4 to 5 Yr 5: rose from 493 to 501 Yr 7: was steady moving from 545 to 546 and stayed in band 7 <p>.....</p> <p>Writing</p> <ul style="list-style-type: none"> Yr 3: mean was steady from 427 to 429 remaining in Band 5 with 61% of students in top 2 bands up from 56% Yr 5: Mean moved from 462 to 476 and 20% were in the top 2 bands up from 8.2% Yr 7 18% of students in top 2 bands up from 9% Yr 7 mean was 518 up from from 505. 	<p>1. Students will improve their editing and proof reading skills and actively track their own writing development.</p> <p>At any given time, they will know what specific skill they need to develop, to improve their writing in relation to a particular genre.</p> <p>2. Students will use functional grammar concepts and terminology (along with traditional terms) to better analyse, understand and structure written texts.</p> <p>3. Students will understand how to analyse the spelling of a word and mark it up using the Spalding Marking Technique.</p> <p>4. Student handwriting skills will improve and students beginning in Yr 3 onward will write in cursive</p> <p>5. Student will be writing with capabilities matched to the upper bands.</p>	<ol style="list-style-type: none"> Implement the whole school writing agreement. Explicitly teach the Narrative and Persuasive writing genres Develop advanced writing skills using the Seven Steps Program or Sheena Cameron's Writing Program. Staff increase their understanding and use of functional grammar as a framework to improve student writing. Staff continue to refine spelling programs in line with the school's spelling agreement and develop their understanding of the Spalding method of marking up through T&D. Moderate writing samples using the Brighpath methodology and use it to assist students to define improvement goals. Track handwriting development. Establish a common editing checklist that reflects genre demands. Book making training for staff who are not familiar with the approach 	<ol style="list-style-type: none"> Assessment records document improvements in each students' specific skills in relation to persuasive and narrative writing over the year. The Writing Agreement is being implemented and students are writing daily. Students understanding of functional grammar, its terms and concepts, supports them to improve their writing. E.g. they know what it means to add a circumstance of time, create a noun group or adverbs etc. Formal records of each student's writing development are examined each term and show improvement against targets. NAPLAN results in writing, spelling and grammar improve. Class spelling programs become more consistent across the school in line with our agreement. Evidence of improved handwriting collected by teachers.

2. To improve Maths outcomes for all students

Increasing the percentage of students whose NAPLAN results demonstrate they achieve the DECD Standard of Educational Achievement for Numeracy

Increasing the number of students who, having attained NAPLAN scores in the higher bands in Year 3 in Numeracy, maintain their higher band achievement as they progress through their schooling years.

Key findings in data 2015	2016		Outcomes: What we will change for students	What we will do to create the change Strategies	Evidence and Evaluation
<ul style="list-style-type: none"> In 2015 31.6 % of students in Yr 3 were performing in the top two bands compared 28.9% in our index but overall we performed under our Index's mean. In 2015 19% of Year 5's were performing in the top two bands compared to 11% in 2014 which was a positive improvement but we performed under our Index's mean. In 2015 20% of Year 7 students were performing in the top 2 bands compared to 18% in our index but overall we performed slightly under our Index's mean. 	<p>Year 3</p> <ul style="list-style-type: none"> In 2016 33.3 % of students in Yr 3 were performing in the top two bands ↑ our mean score improved from 395 to 382 ↑ Students reaching expected achievement went from 74.4 – 81.9% ↑ <p>.....</p> <p>Year 5</p> <ul style="list-style-type: none"> The mean moved from 474 to 492 taking us from band 5 to band 6 ↑ Progress from Yr 3 – 5 in the upper band was 12% compared to expected 25%. 28% in top 2 bands, a 9% improvement ↑ Students reaching expected achievement went from 76.3 – 80.6% ↑ <p>.....</p> <p>Year 7</p> <ul style="list-style-type: none"> Again 20% of students performed in the top 2 bands our mean score rose from 532 to 546 ↑ Students reaching expected achievement standard went from 78.4% to 86.8% a turn around on previous declines ↑ 	<p>Year 3</p> <ul style="list-style-type: none"> In 2017 49 % of students in Yr 3 were performing in the top two bands ↑ our mean score improved to 422 up from 395 ↑ <p>.....</p> <p>Year 5</p> <ul style="list-style-type: none"> The mean moved slightly down from 492 to 486 but stayed in band 6 Progress from Yr 3 – 5 in the upper band was 28% compared to 12%.last year 26% in top 2 bands <p>.....</p> <p>Year 7</p> <ul style="list-style-type: none"> Again 20% of students performed in the top 2 bands. The mean score moved back down from 545 to 537 	<ol style="list-style-type: none"> Students will develop a wide range of mental computation strategies to solve real life mathematical problems Students will have a positive attitude towards mathematics Students will learn how to more independently use online resources to assess and improve their maths skills. Students will develop strong foundational skills in numeracy. 	<ol style="list-style-type: none"> Staff will work in teams to further implement the 'Natural Maths Approach' and refine their programming teaching and assessment practices and collect a portfolio of evidence for each child to justify the achievement standard grade they are assigned at the end of the year. Online maths resources are selected and used in keeping with natural maths philosophy and have a clear rationale for their use. Staff will be supported to more effectively use the PAT Maths online assessment program and more confidently analyse a wide range of data to inform our practice. School to use the Crunch point document to assess and support students' foundational skills at each year level. Staff will present students with: <ul style="list-style-type: none"> - TOP 5 goals - mental routines - mental computation strategies - problematised situations - reflection time - strategy lessons: formalised explicit instruction 	<ol style="list-style-type: none"> The whole school maths agreement is being effectively implemented and staff are confidently using the Natural Maths lesson structure. NAPLAN and PAT Maths results improve. Parents are supporting their child's access to online maths resources. Teachers are confidently planning 'TOP 5' goals and they are explicitly shared with students so they can effectively track and assess their achievement. By the end of the year a portfolio of evidence exists for each child that support the grade they are assigned against their year level "Achievement standard". Students can use a range of maths strategies to solve real life mathematical problems. Teacher programming will show clear evidence of how it has been informed by data.

3 To continually improve the quality of teaching and learning

Foci	Key findings in data 2017	Outcomes: What we will change for students	Strategies: What we will do to create the change	Evidence and Evaluation
<p>Recommendations from External Review</p> <p>1. Develop a clear and focused whole school approach to academic challenge that is monitored and adjusted regularly at the school, class and individual student level and shared explicitly with parents.</p> <p>2. Improve student outcomes by supporting students to benchmark their learning and achievement over time building their skills to meet identified criteria by implementing transparent strategies across the school for sharing assessment criteria with students</p> <p>3. Increase teacher's effective use of ongoing formative assessment practices that focus on constructive and timely feedback for students about learning progress against agreed actions.</p> <p>.....</p> <p>4. Improve students' achievement in the area of Japanese.</p> <p>5. Develop the garden and nature spaces to enhance student learning across a range of curriculum areas.</p>		<ol style="list-style-type: none"> 1. Students will across a range of curriculum areas benchmark their learning and by understanding the assessment criteria, identify the personal SMART goals they need to set to achieve at a higher standard. 2. Students will use ICT more effectively to support their learning 3. Students will receive timely formative feedback 4. Students will experience more intellectual challenge and display a growth mindset. 5. Students engage in the technologies curriculum 6. Student's learn coding 7. Students in the JP will experience more play and investigation based learning. 8. Students will be performing at a higher level in Japanese 9. Students will be utilizing the garden and nature space in ways that support their learning in a range of curriculum areas. 10. Students display higher levels of wellbeing. 	<ol style="list-style-type: none"> 1. Further develop Professional Learning Teams that: <ul style="list-style-type: none"> - discuss student learning and moderate work samples - Set joint improvement targets - challenge and support each other's professional growth and ability to transform tasks - Undertake observation of practice and give and receive feedback 2. Examine and implement ways for students to become more involved in their own self-assessment, setting SMART goals and reporting on their own learning with a focus on formative assessment processes. 3. Provide staff with T&D in how to Design learning tasks that promote intellectual challenge. 4. Improve the planning and assessment of Japanese from R-7 and identify strategies for supporting the Japanese program across the school. 5. Develop a program that maximises the learning opportunities the new garden space potentially provides 6. Develop a nature play space 7. Explore the development of a more consistent approach to enhancing wellbeing across the school 8. Our approaches to play and investigation based learning in the early years is refined and documented 	<ol style="list-style-type: none"> 1. Staff members document their professional learning as an aspect of their PLC team work. 2. Staff are using the Australian Curriculum – scope and sequence, the transforming tasks framework, TfEL and learning by design approach to plan, deliver and assess in a way that supports intellectual challenge. 3. Evidence is collected to demonstrate that students are setting their own SMART learning goals and assessing their learning outcomes in a range of subject areas. 4. Play based learning is assessed as enhancing student learning by parents, staff and students. 5. Staff will have committed to strategies for supporting the Japanese program. 6. Document what we see as a “Play and investigation to learning” and its benefits and outcomes. 7. Students are successfully achieving in the learning Areas of: <ul style="list-style-type: none"> ▪ Technologies: <ul style="list-style-type: none"> - Digital Technologies - Design and Technologies. 8. Student achievement in LOTE will improve and they will report that they enjoy lessons and value Japanese as an area of learning. 9. There is evidence that students are actively engage in setting learning goals and undertaking self-assessment in a range of agree areas 10. The garden and nature play spaces are being used as effective learning area. 11. Students across the school use common language and concepts to think, talk and act in ways that support their emotional wellbeing