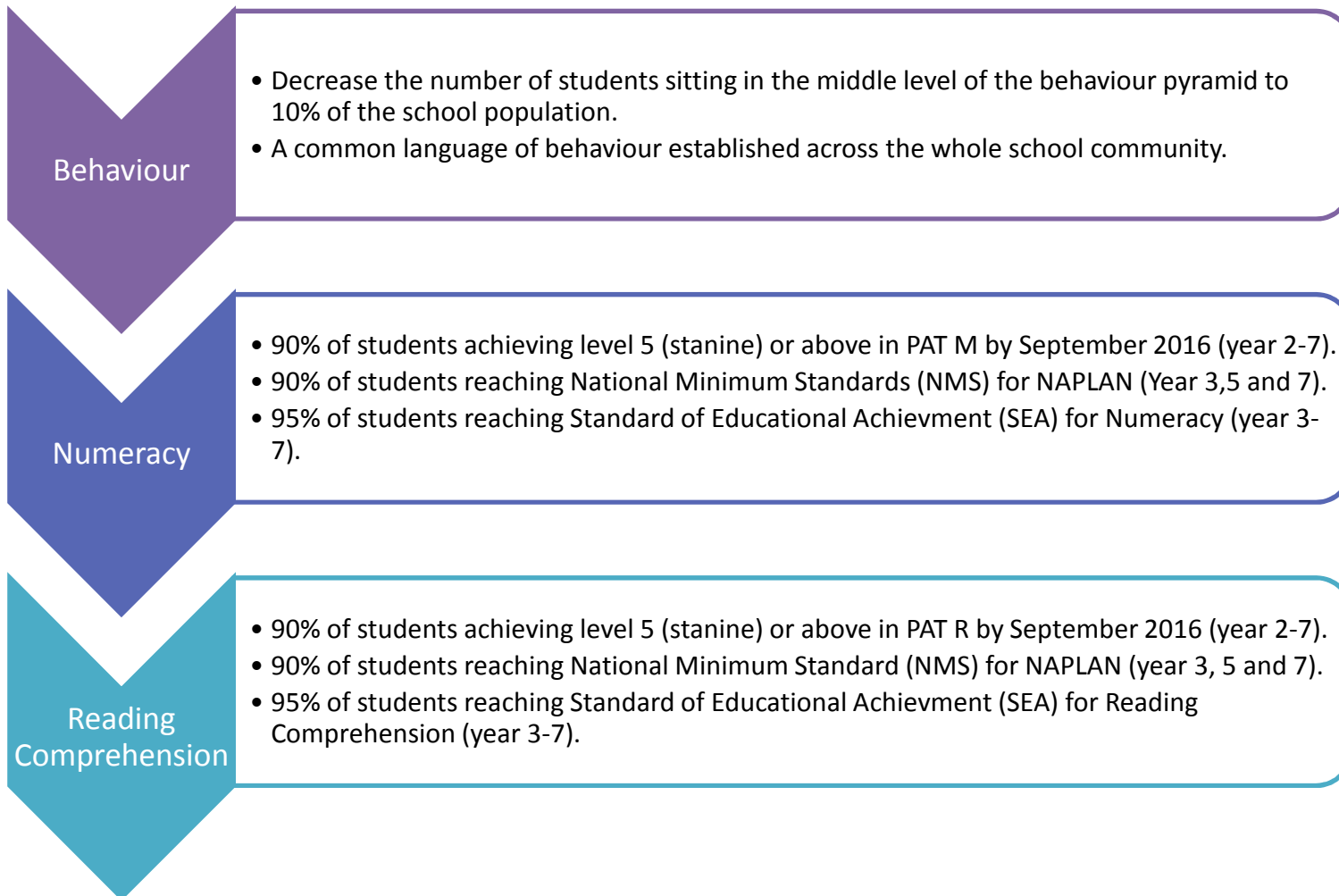


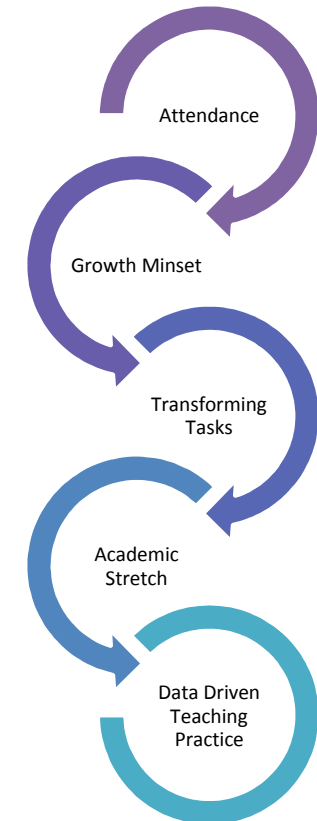
Ungarra Primary School Site Improvement Plan 2016

Every Child Learning Every Day in Every Way

Our priorities:



Conditions for learning:





Ungarra Primary School Site Improvement Plan 2016

Purpose: Create powerful, confident learners who can expand their capacity to learn in order to succeed as effective global citizens.

Vision: For our students to exceed National Standards and ensure students are engaged in their learning and setting their own challenging targets.

<p>Priorities: <i>The two or three key areas for specific focus over the next 12 months, as determined by Self Review processes.</i></p>	<p>Targets: <i>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate.</i></p>	<p>Key Strategies: <i>The key actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the targets.</i></p>	<p>Evidence and Evaluation: <i>The processes, data and timelines to be used to monitor/measure/evaluate programs towards achievement of the targets and/or implementation of Key Strategies</i></p>
<p>Raise reading standards across the school with a focus on Reading Comprehension.</p>	<ul style="list-style-type: none"> • 90% of students achieve level 5 (stanine) or above in PAT R by September 2016 year 2-7. • Students increasing their stanine scores by a minimum of 2 bands in a year. • 90% of students from year 3-7 achieving SEA by September 2016. • Running records - 100% of reception students improving by a minimum of 2 levels per term. • Running records – 100% of year one students improving by a minimum of 2 levels per term and targeted intervention and referrals for students who are not. • Running records - 100% of year two students improving by a minimum of 2 levels per term 	<ul style="list-style-type: none"> • Explore reading strategies presented in the teaching resources CARS and STARS. • Explore Fountas and Pinell approaches to reading and reading comprehension. • Amber Lovell (speech support) run vocabulary professional development at staff meetings for 100% of staff and staff to identify areas of support for classrooms. • Amber to run parent information sessions with of Junior Primary Parents and play centre parents on phonological awareness and pre-reading skills. • Targeted groups of students to work together in a focused literacy group with Ashleigh for 2 sessions a week with a specific focus on explicitly teaching reading comprehension strategies. • Running record data to be collected on all students in the 	<ul style="list-style-type: none"> • PAT-R – analysis of Scale Scores (SEA) • PAT R – analysis of Stanine’s • NAPLAN scores annually • Lexile (twice yearly) • Running Records termly testing to take place by week 8 of each term • Sight words tested twice termly • PASM/SPA by week 5 Term 1

	<p>and targeted intervention and referrals for students who are not.</p> <ul style="list-style-type: none"> • Running Records – year 3-7 students identified at risk to continue reaching benchmark for running records (level 30) and intervention measures in place for those who have not reached this benchmark at the end of year 2. • 95% of students are reading to an adult on a daily basis. 	<p>school (Term 1). Students in the Upper Primary identified at risk will have a plan implemented by end of Term 1.</p> <ul style="list-style-type: none"> • PASM/SPA for all new reception students and a phonological awareness program implemented. • Increase in adults reading to students every day (volunteers/support staff). 	
<p>Transform tasks to allow students to engage in deeper understanding of mathematical concepts. Student to engage in problem solving tasks with a focus on problem solving strategies and maths vocabulary.</p>	<ul style="list-style-type: none"> • 90% of students achieve level 5 (stanine) or above in PAT M by September 2016 year 2-7. • Students increasing their stanine scores by a minimum of 2 bands in a year. • 90% of students reaching NMS in NAPLAN for 3, 5, and 7. • 95% of students reaching SEA for Pat M by September 2016 year 3-7. • 100% of staff using problem based learning design in classrooms. 	<ul style="list-style-type: none"> • Numeracy plans to be developed from analysis of NAPLAN data and Pat M data and implemented in to 100% of classrooms. • Targeted groups of students to work together in a focused numeracy group with Ashleigh for 2 sessions a week with a specific focus on explicitly teaching problem solving and number concepts. • Quicksmart – continue having 6 children on the program. Lisa to undertake PD in Quicksmart Numeracy. • Whole Staff PD: Back to Front Mathematics to be completed by the end of 2016 • Deprivatising practice – Ashleigh modelling to Sam in her NIT. • Use of CPAC to model in Upper 	<ul style="list-style-type: none"> • PAT-M – analysis of Scale Scores (SEA) • PAT M – analysis of Stanine’s • NAPLAN scores annually • Seek a rubric to measure children’s development in problem solving • Quicksmart Maths all children to increase speed and accuracy in all areas.

		<p>Primary and Junior Primary classrooms.</p> <ul style="list-style-type: none"> • Potential to undertake training in YUMI Deadly Maths. 	
<p>Raise the standard of Behaviour across the school.</p>	<ul style="list-style-type: none"> • A common language of behaviour is established across the whole school community. • School behaviour data consistent with universal standards for each level of the behaviour pyramid (top level = 5%, middle level = 15% and lower level = 80%) • Decrease the number of students sitting in the middle level of the behaviour pyramid to 15% of the school population and increase the percentage of students currently sitting in the lower level of the pyramid by 20%. 	<ul style="list-style-type: none"> • Develop and review Ungarra Primary School Behaviour policy (including Bullying Policy). • Behaviour focus each week (whole school). • Behaviour plans introduced when necessary. • Kids Matter focus. • Proactive explicit teaching of social skills across whole school • Greater strength in Restorative Practice. • Behaviour to be allocated time at every staff meeting for 2016. • Tracking of both positive and negative behaviour to occur in both Junior Primary Class and Upper Primary Class. • Data to be used to inform decision making around positive and negative behaviour. 	<ul style="list-style-type: none"> • Positive behaviour reinforcement is outweighing negative. • Behaviour Plans are implemented, worked through & revised to the point of elimination. • 5% of the student population sitting in the top level of the pyramid structure by end of 2016. • 15% of the student population sitting in the middle level of the pyramid structure by end of 2016. • 80% of the student population sitting in the lower level of the pyramid structure by end of 2016. • Review behaviour pyramid at the end of every term during staff meeting.