OUR MISSION
Our students will be confident learners with high levels of literacy and numeracy and able to sustain strong and positive inter-relationships with others in our learning community

VALUES: Caring, Respect, Honesty, Fairness, Responsibility Doing Your Best

NUMERACY
Our whole school approach delivers improved skill development and achievement in Numeracy and Maths
Through all staff working collaboratively to –
- Analyse and utilise PATm data, NAPLAN data over time, Mathletics data to plan whole school focus as well as individual student support
- Implement current research in Numeracy, develop and utilise resources R-6 to support student learning

LITERACY
Our whole school approach delivers improved skill development and achievement in reading and reading comprehension
Through all staff working collaboratively to –
- Implement new strategies and support programs R-6 such as Literacy Planet, Lexiles for reading resources and online testing in PATr.
- Continue to use and reflect on our Literacy Agreement of 100 mins Literacy per day
- Be part of and implement current research in Reading Comprehension – e.g. the work of Sheena Cameron

FOCUS ON STUDENT COMMUNITIES - BEHAVIOURAL LEARNING and ATTENDANCE
Our ongoing focus in developing positive student communities supports and improves learner achievement, connections with school and attendance
Through all staff working collaboratively to:
- Develop opportunities for student leadership and “voice” across the school
- Work with families, staff and the community to support students at risk in their learning
- Provide focus parent workshops and opportunities to link with support agencies

BELIEFS about LEARNING:
- Learning is enhanced when the curriculum is differentiated, providing multiple entry points and a variety of learning options, to meet individual needs of students.
- Learning is strengthened when there are positive relationships between staff and student, school and families.
- Learning is deepened when students are provided with a variety of processes that actively engage them in sustained thinking and problem solving. Tfel pedagogical framework being pivotal in this.
- Students are more engaged in their learning when their curriculum is innovative, challenging, rigorous, relevant to their life experiences, connected to their world beyond school.

CLARE PRIMARY SCHOOL SITE IMPROVEMENT PLAN 2014
## Literacy
- Use 2013 data and a tiered approach to form initial support plans for all students
- Analyse PATr and school based data in March to develop whole school focus programs, individual teacher planning and student ILPs
- Utilise whole school agreements and processes for the teaching and learning of Literacy – Reading, Reading Comprehension, Spelling and Writing
- Utilise the Reading Support Teacher role across R-3 to support staff in their planning and intervention with struggling students and volunteers in their work with targeted students (e.g. Rainbow Reading program)
- Implement strategies to extend high achieving students in the area of Reading through inferencing, deeper thinking, predicting etc
- Promoting opportunities for Professional development in pedagogy (Sheena Cameron) and specific intervention programs (MultiLit, Literacy Planet, Lexiles)
- Use digital tools to support literacy concepts, skills and understandings

### All students demonstrate higher level Literacy skills
- **PROCESS TARGET**
  - Professional Development for teachers in quality literacy pedagogy and strategic support programs such as Sheena Cameron’s work (lead by Reading Support Teacher, Principal and linking with staff across the Partnership)
  - Lexiles are implemented and resourced
  - Literacy Planet is implemented and accessed both at school and at home
- **Targets:**
  - **Strategies:**
    - All students years 3 – 6 are assessed in PATr mid-term 1 and data reviewed by whole staff. Data then informs decision making around whole school planning, resourcing, program design etc
    - All students years 3-6 re-assessed early term 4 to ascertain distance travelled in indiv learning and suitability of support programs used.
    - Students in R-2 are assessed in Running Records, Literacy Planet and Lexiles in line with testing regime above.
    - The Reading Support teacher continues to work with R-3 teachers to improve their intervention strategies and provides support in raising Reading standards across school
    - All students have 400 minutes of uninterrupted Literacy Learning time in every week
    - Targeted intervention programs are implemented for Tier 3 and Tier 2 students across the school – e.g. Multi-Lit, Rainbow Reading, Jolly Phonics, focussed testing
    - Library and classroom resources are purchased and utilised for class reading groups, to include multiliteracies, digital sources, Smartboards, reading for inference

### Evaluation Measures:
- Baseline Reading and Spelling data for each class documented by end of week 8 term 1.
- Common tasks results recorded on Data Wall for Principal/ teacher conversations re intervention planning
- Second round of baseline data to occur by end week 3 of term 4. This data to inform progress and formation of classes for 2014
- NAPLAN results to be discussed – effectiveness of current strategies?
- PATr results are discussed and reflected on for resourcing
- Staff are able to plan and program for explicit teaching of reading and spelling through consist use of agreed resources, measuring tools, strategic lesson plans (Perf. Man. plans as indicator)
- Measurable targets in language learning are developed
- Walk-throughs of classrooms using specific criteria, indicate staff are developing a rich Literacy learning environment
### Student communities
- Analyse EDSAS, Wellbeing audit, Bullying survey, SEW survey achievement and attendance data to determine needs of students and students at risk
- Explicitly teach and role model skills consistent with our school values
- Explicitly teach the pro-social skills and language that support positive inter-relationships and improve student engagement with learning. E.g. Wilson MacCaskill, Play is the way.
- Continue to support Healthy Lifestyles and Active After School through project involvement and teacher Inquiry
- Student leadership continues to be valued and opportunities for this developed in the community
- CaRe groups continue as a supportive base for students outside their classroom
- Student Counsellor role is further developed to support skill development in areas such as resilience and persistence

An ethos of student communities is evident and valued by the school community

- School values and associated supportive language skills are embedded into teaching and learning programs across the school
- 30% decrease in the number of recordable yard and classroom behaviours as measured by EDSAS
- 10% improvement in Attendance and Lateness of arrival
- All staff use the Wilson MacCaskill language and philosophy in their classrooms
- All staff are involved with CaRe groups

### PROCESS TARGET
- Students record positive regard for CaRe groups and their involvement with specific projects such as gardening, community projects
- Student leaders are recognised by the community as positive representatives of our school – as measured by Parent and Student Survey, anecdotal comments/letters and through school Facebook site
- The 2014 SEW survey (mid year) shows improvement (from 2013) in areas such as boys feeling connected to their learning, girls worrying about their schoolwork and feeling lonely at school.
- Parents continue to access workshops connected to site driven priorities in wellbeing
- All students participate twice weekly in games designed to build pro-social behaviours
- All SBM and attendance data is recorded, entered into EDSAS and reviewed each term
- A consistent and defined whole school approach to managing yard behaviour is evident. This includes using Reflection Room as a time out process for inappropriate Yard Behaviour and utilising the Student Counsellor’s skills for ongoing lessons
- A consistent and defined whole school approach to managing classroom behaviour is evident. This includes using Buddy Class time out before Principal’s Office time out.
- A pro-active approach to referring students at risk in their behaviours is used and if necessary Behaviour Education Plans put in place for students identified
- Start the Day program for students in trauma continues through teacher identification
- Breakfast program continues (run by PC Worker)
- Buddy class process is reviewed to ensure consistency and value added regard.

| Student, staff and parent surveys in term 3. | Bullying audit term 1 + term 3 | EDSAS records | Increased no. of student referrals for specific behavioural and/or learning support indicating teachers being vigilant and targeted in their intervention | Increased no. of NEP’s and ILP’s in place to support learning for Tier 3 students | Buddy class review and discussion. Ongoing monitoring by Leadership Team |
## Numeracy & ICT

All staff contribute to and develop a common and agreed understanding of Numeracy teaching and learning.

Analyse PATM and school based data in March to develop whole school focus programs, individual teacher planning and student ILPs.

Staff involvement with current projects that “fit” within Maths and Numeracy.

### Develop consistent teaching and learning practices using recommended equipment and ICT

- Improve in number of students above National Minimum Standards in Numeracy:
  - Yr 3 → 90% at or above
  - Yr 5 → 80% at or above
- Each yr level 3-6 improve by a minimum 20% in mean scaled score as measured by PATm re-testing in term 4. 50% of school shows improvement as demonstrated by one stanine movement.
- 100% of staff utilise Mathletics as a teaching and testing tool to monitor progress.

### PROCESS TARGET

All teachers access Numeracy PD and utilise targeted resources.

- All students are competent users of various “I” technologies – e.g. ipads, the computer suites and interactive whiteboards to their learning.
- All staff continue to access ipad, IWB and webinar professional development.

### PROCESS TARGET

There is whole school use of EWB and ipads for targeted learning.

- Professional development focusing on Numeracy planning and unit design/development is an ongoing focus.
  - Gathering of and reflecting on Numeracy data is imbedded in whole school practices.
  - Applicable classroom resources in Numeracy are developed and utilised by all staff.

### All students demonstrate higher Numeracy skills

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- Student and staff surveys in term 3 and distance travelled data (comparative to 2011, 2012).

- Leadership data gathered as result of “walkthroughs” and individual PM sessions.

- Data wall reflects raised awareness and use of Tfel and Scootle as well as PATm and agreed Numeracy data tools.

- Teacher survey indicates raised confidence in using ICT.

- Teachers regularly book out and utilise ipads to assist their classroom practice.