## 2010 Site Improvement Plan

<table>
<thead>
<tr>
<th>Top Priorities 2010</th>
<th>Intended Outcomes</th>
<th>Key Strategies</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What do we specifically want to concentrate on this year?)</td>
<td>(What are we aiming to achieve exactly)</td>
<td>(What will we do to get there?)</td>
<td>(What are our key indicators for success?)</td>
</tr>
</tbody>
</table>
| **Literacy** | For each student consolidate learning and achievement in all areas of Literacy. | ● All staff have an involvement and commitment in achieving agreed / shared goals.  
● Whole school writing program to address various forms of writing through modeling, explicit teaching, practice and review and improve methodology.  
● Students apply various genres to meaningful purpose and audiences.  
● Allocated priority class time for writing.  
● Staff assessment of student writing through objective analysis (e.g. NAPLAN Narrative)  
Assessment rubric. Longitudinal study T2 and T4 measure student progress in writing skill achievement  
● Continued Accelerated Literacy  
Methodology in classrooms  
● Spelling program based on words from AL texts, students own writing and sight words.  
Lists  
● Staff engage in professional practice  
Discussions on agreed teaching practices and methodologies for teaching writing.  
● Explicit teaching of Grammar and Language Conventions with regular follow-up and clear directions for students. | Students complete examples of various writing genres.  
Student work is dated, assessed and kept for future analysis.  
Students able to record writing strengths and areas for future improvement.  
All students have recorded 12 months or better improvement in spelling age. |
| **Science** | **Consistent and clear expectations across all staff.** | **Improved staff capacity for teaching science.**
Students involved in quality science curriculum. | **100% of students complete PRC.**
**100% of students Read Every Day at home.** |
| --- | --- | --- | --- |
| | **Explicit teaching of handwriting and word processing for all year levels.** | **All staff involved in region wide training and development program for “Primary Connections” science curriculum.**
Staff implement Primary Connections units in classrooms. Staff review Primary Connections and science teaching and learning. Student science work featured in school displays and newsletters. | **Each student achieves equivalent to 12 months growth or better in spelling age and reading age.** |
| | **Maintain classroom protocol conducive for practicing high stands speaking and listening.** | **Running records taken twice / year**
**Westwood, Waddington test administered in December.**
**Student Reading Lexiles measured 2 * year.**
**Staff involved in reviewing plans, progress and sustainability during the year and into the future.**
**Staff analyse data including NAPLAN results and professional teacher judgment to monitor progress and drive further improvement.** | |
| Build and extend student’s learning skills | 1. Students understand the skills and attributes:  
| | - Personal organisation  
| | - Self-esteem  
| | - Independence  
| | - Persistence  
| | - Resilience  
| 2. Students respond to challenges by drawing from these. | • Across all areas these skills / attributes identified, extended, promoted, recognized, valued and celebrated.  
| | • Specific whole school programs identified and implemented to highlight, teach and practice these.  
| | • Staff to model these and set high expectations.  
| | • Promotion of importance of these through school displays / school newsletter. | Student, staff and parent opinion survey show improvement. |

| Build Student Health and Fitness | Culture the school to create a supportive and encouraging environment in promoting:  
| | 1. Student activity and fitness.  
| | 2. Student safety and wellbeing and healthy eating. | • Teaching of Child Protection curriculum.  
| | • Constant awareness for opportunities to program for student activity in day to day events eg: walk to school, Be Active, coaching clinics and different sports.  
| | • Teach concepts on healthy eating in classes.  
| | • Incorporate school garden program into wider school curriculum.  
| | • Lift expectations for student effort in school fitness program. Look for ways to further engage students.  
| | • Continued Crunch ‘N’ Sip program. | Positive teacher, parents, student survey responses.  
| | 100% students engaged in Crunch ‘N’ Sip. Ie: comfortable in eating a variety of items.  
| | 100% fully engaged in daily fitness. | |

| Refocus On School Values | Students and staff able to list our agreed school values and live accordingly. | • Staff work with parents and students to revisit current school values.  
| | • Reaffirm and identify agreed values to go forward.  
| | • Establish whole of school programs and approaches to teach and reinforce agreed values.  
| | • Publicly acknowledge examples of school values in action.  
| | • Use vocabulary framed from school values in day to day transactions and conflict resolution. | School values widely displayed in classroom and around school.  
| | Students able to explain and demonstrate school values in day to day dealings. | |