



STRATEGIC PLAN 2009 - 2012 2011 School Year

The school's Vision statement and shared beliefs provide a context for the Strategic Plan.

WHAT DOES OUR DATA TELL US OVER TIME?

Year 3

Relative assessment data for Year 3 2005-2007 indicates a gradual decline in Literacy and Numeracy performance. The results in 2009 were also below expected school performance. However, in 2008 were at expected level and close to above expected performance in 2010.

The school will continue to focus on collecting data about student's Literacy and Numeracy at Kindy, PP and Yr 1 so that intervention occurs as early as possible.

Year 5

2006 to 2009 Relative Assessment data indicates a decline in Year 5 Writing performance over the three year period. This was arrested in 2010 as the results were at Expected Performance.

2008 NAPLAN student performance in Writing is more than one standard deviation below the predicted school mean. 2009 Writing is more than 2 standard deviations below. In order to address the school implemented a whole school writing plan.

In 2010 the students in Year 5 maintained or exceeded the performance from Year 3's in 2008. Spelling and Punctuation and Grammar have shown an improvement from 'At Expected to 'Above Expected'.

Year 7

2008 to 2010 Relative Assessment Data indicates a significant value adding for students from Year 5 to Year 7 in all areas. Student performance is consistently 1 standard deviation or more above expected performance.

In 2010 the results were again outstanding with Numeracy, Spelling, Punctuation and Grammar and were 2 standard deviations above the predicated school mean. Writing was close to being 2 standard deviations above the predicated school mean while Reading was close to 1 standard deviation above.

Priorities:

- 1. Whole school approaches to literacy and numeracy focussing on major teaching emphases and key teaching and assessment strategies to be implemented in Kindergarten to Year 7 classrooms. Please refer to the Literacy and Numeracy Statements for further details and also the DOE Focus 2011 Directions for Schools document.***
- 2. Implementation of Australian Science Curriculum for 2012.***

LONG TERM IMPROVEMENT GOALS

Increase the percentage of Year 3 and 5 students achieving Reading scores in the higher Proficiency Bands to equivalent or higher than like schools.

Enhance the Intellectual Quality offered in the school. Differentiate the curriculum to provide better opportunities for all children.

All Year 3 children to achieve the minimum standard of achievement for English and Mathematics.

Increase the percentage of Year 3 and 5 students achieving Writing scores in the higher Proficiency Bands to equivalent or higher than like schools.

MAJOR STRATEGIES	RESOURCES	SUCCESS INDICATORS
<p>Embed whole school approaches to literacy and numeracy aligned to Focus 2011 - Directions for Schools. Kindergarten to Year 7 Literacy and Numeracy Overviews referenced to the Curriculum Framework, Syllabus documents and the DET Literacy and Numeracy Online Resources. Key teaching and assessment strategies to be collaboratively developed by school staff.</p> <p><i>First Steps</i> Mathematics and Reading and Writing teaching and assessment strategies will assist teachers to plan what to teach, how to teach it and when to teach it. First Steps literacy and numeracy teachers to deliver professional learning and support to staff. Leaders to be provided with time to facilitate collaborative planning meetings, demonstrate lessons and coach and mentor within classrooms.</p> <p>Utilise the expertise of EA to provide an ongoing SAER support program. Position requires additional volunteer support from parents. Continue to use the Multi Lit resource.</p> <p>A school Thinking Framework aligned to Bloom's Taxonomy and describing a sequence of strategies to be incorporated into teaching and learning programs at each year level to be devised cooperatively and implemented across the school. School trained higher order thinking facilitators to provide professional support to staff. Teachers to display a HOTS Wall in their rooms.</p> <p>Assist teachers to effectively utilise information (NAPLAN and SAIS Data) about student achievement in literacy and numeracy to self-assess and plan for improvement at the whole school, class, sub group and individual level.</p> <p>Build community confidence in the standards being achieved by providing parents and the broader community with information about school performance measures.</p> <p>Support parents to engage in the literacy and numeracy development of their children including the provision of regular feedback about performance.</p> <p>Target groups of students to be identified (students at B and C grades) and processes to value add to these children's performance.</p>	<p>0.2 FTE for EA to coordinate SAER support for identified target students. Multi Lit</p> <p>Trained First Steps Number and Writing teachers available on staff.</p>	<p>The percentage of Year 3, 5 and students achieving Reading scores in the higher Proficiency Bands is equivalent to like schools.</p> <p>The percentage of Year 3, 5 and 7 students achieving Writing scores in the higher Proficiency Bands is equivalent to like schools.</p> <p>The percentage of Year 3, 5 and 7 students achieving scores in the top 20% in all areas is equivalent to or higher than like schools.</p> <p>The percentage of Year 3, 5 and 7 students achieving Numeracy scores in the higher Proficiency Bands is equivalent to like schools.</p> <p>First Cut Data indicates growth for the stable cohort.</p>

TIMELINE

2009	2010	2011	2012
Intellectual Quality Operational Plan Writing Operational Plan First Steps Mathematics OTLS	Intellectual Quality Operational Plan Mathematics Operational Plan Writing Operational Plan OTLS	Science Operation Plan Mathematics Operation Plan Writing Operational Plan - Persuasive Text	Australian Science Curriculum Operational Plan.

MAINTENANCE

2008: Reading Operational Plan
2009: Kids Matter Operational Plan
2010: Intellectual Quality Plan