**Vision:** to provide a happy, caring and stimulating environment where children will recognise and achieve their fullest potential, so that they can make their best contribution to society.

**Values:** At Wallaroo Mines Primary School we believe that when we focus on our core Values by working collaboratively, understanding each other, communicating effectively and trusting one another we will develop positive relationships within our school community.

### Key Processes

#### Numeracy

- All students demonstrate high level numeracy skills.
- Use agreed diagnostic assessment tools
- Analyse OPI, NAPLAN and school based data to target needs of students
- Monitor and review effectiveness of agreed whole school processes to the teaching of mathematics and numeracy
- Implement the Mathematics Australian Curriculum
- Develop assessment tasks that require deep knowledge and understanding
- Professional development focusing on skills, concepts and pedagogy
- Digital tools to support mathematical concepts, skills and understandings

#### Literacy

- All students demonstrate high level literacy skills.
- Use agreed diagnostic assessment tools
- Analyse OPI, NAPLAN and school based data to target needs of students
- Develop agreed whole school processes to the teaching of English and literacy
- Implement the English Australian Curriculum
- Develop assessment tasks that require deep knowledge and understanding
- Professional development focusing on skills, concepts and pedagogy
- Digital tools to support literacy concepts, skills and understandings

### Emerging Priorities

- Australian Curriculum
  - Maths, Science, English and History
  - Primary Maths & Science & Literacy Strategies
  - Familiarisation - time to explore the new Australian Curriculum materials as well as resources such as the Teaching for Effective Learning framework.
  - Implementation - plan, teach, assess and report (A-E or word equivalent)

### 2011

- 2012
- 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Priority</th>
<th>Description</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td>2011</td>
<td>Students in Years 4 to 7 will, by 2012, be spending a minimum of:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• 120 minutes per week on science</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• 300 minutes per week on mathematics/numeracy</td>
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<td></td>
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<tr>
<td></td>
<td>• 300 minutes per week on literacy.</td>
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### Site Improvement Plan 2011 – 2013

- Analyse EDSAS, SBM, Wellbeing Audit, attendance and achievement data to determine needs of students and target groups
- Explicitly teach and model the skills necessary to consistently display our school Values
- Explicitly teach the pro-social skills and language necessary to develop effective relationships to improve engagement for learning. (eg Wilson MacCaskill, Play is the Way)
- Develop whole school agreed Wellbeing Framework that reflects our school Values

- Reception to Year 3 students will, by 2013, be spending:
  - Up to 90 minutes per week on science
  - 300 minutes per week on mathematics/numeracy
  - 300 minutes per week on literacy.
### Site Improvement Plan 2011

#### Priority One
**Quality Learning – Numeracy**

- All students demonstrate high level numeracy skills.

#### Priority Two
**Quality Learning – Literacy**

- All students demonstrate high level literacy skills.

#### Priority Three
**Wellbeing for Learning**

- All students and staff feel safe and empowered to achieve their best.

<table>
<thead>
<tr>
<th>2011 Targets</th>
<th>Key Strategies</th>
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</thead>
</table>

**Priority One: Quality Learning – Numeracy**

- 10% improvement in number of students above National Minimum Standard in Numeracy ($\geq 60\%$)
- The percentage of students achieving in the upper 3 proficiency bands for Numeracy at yr 3, 5 & 7 increases by 10% as measured by NAPLAN
- 10% overall growth in OPI data

**Priority Two: Quality Learning – Literacy**

- 10% improvement in number of students above National Minimum Standard in Reading Yr 3 ($\geq 60\%$), Yr 5 ($\geq 40\%$), Yr 7 ($\geq 80\%$)
- The percentage of students achieving in the upper 3 proficiency bands for Reading at yr 3, 5 & 7 increases by 10% as measured by NAPLAN
- 10% growth for each year level in Running Record data

**Priority Three: Wellbeing for Learning**

- Values language embedded into learning programs
- 10% decrease in the number of recordable yard and classroom behaviours as measured by EDSAS data
- 10% decrease in the number of identified bullying behaviours as measured by the Term 1 & 3 Wellbeing audit.

**Key Strategies**

- All students have 300 minutes of uninterrupted numeracy learning time each week
- Monitor and review 2010 agreed whole school approach to teaching numeracy
- Development and documentation of formative assessment strategies for mathematics
- Targetted intervention processes implemented for identified students

- All students have 300 minutes of uninterrupted literacy learning time each week
- Develop agreed whole school approach to teaching literacy
- Targetted intervention processes implemented for identified students
- Implementation of whole school targetted reading skills groups

- All SBM and attendance data is recorded, entered into EDSAS and reviewed each term.
- Develop a newly defined whole school approach to managing yard behaviour
- All students participate weekly in games designed to build pro-social behaviours
- Develop student and staff ‘code of conduct’ aligned our school Values
- Implement Behaviour Education Plans for students with identified in the Wellbeing Audit as displaying bullying behaviours.