



Setting

Site Improvement Plan 2011 - 2013

Directions

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



- 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 focussing on skills, concepts and pedagogy
- Digital tools to support mathematical concepts, skills and understandings

Key Processes



- 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 focussing on skills, concepts and pedagogy
- Digital tools to support literacy concepts, skills and understandings

Key Processes



- 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

2011

2012

2013

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.

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Implementation- plan, teach, assess and report (A-E or word equivalent)

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Students in Years 4 to 7 will, by 2012, be spending a minimum of:

- 120 minutes per week on science
- 300 minutes per week on mathematics/numeracy
- 300 minutes per week on literacy.

Implementation- plan, teach, assess and report (A-E or word equivalent)

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.



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Directions

Focus on Learning

Make Data Count

Attend to Culture

	2011 Targets	Key Strategies
<p>Priority One <i>Quality Learning – Numeracy</i></p> <p>All students demonstrate high level numeracy skills.</p>	<ul style="list-style-type: none"> ☆ 10% improvement in number of students above National Minimum Standard in Numeracy ⇒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 	<ul style="list-style-type: none"> ☆ 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
<p>Priority Two <i>Quality Learning – Literacy</i></p> <p>All students demonstrate high level literacy skills.</p>	<ul style="list-style-type: none"> ☆ 10% improvement in number of students above National Minimum Standard in Reading Yr 3⇒60%, Yr 5⇒40%, Yr 7 ⇒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 	<ul style="list-style-type: none"> ☆ 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
<p>Priority Three <i>Wellbeing for Learning</i></p> <p>All students and staff feel safe and empowered to achieve their best.</p>	<ul style="list-style-type: none"> ☆ 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. 	<ul style="list-style-type: none"> ☆ 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.