



Wallaroo Mines Primary School

Site Improvement Plan

Vision Statement

To provide a safe, caring and stimulating environment where children will be challenged to achieve their fullest potential, therefore making the best contribution to their local and wider communities.

Values

Understanding

Communication

Relationships

Collaboration

Trust

External Review

- 👉 Increase the proportion of students achieving higher grades in all learning areas of the Australian Curriculum by using the Standard of Education Achievement (SEA) and the A-E reporting guidelines to inform the design of assessment tasks.
- 👉 Significantly raise the numbers of students demonstrating success at higher levels implementing formative assessment strategies that empower students to make gains towards and beyond their learning goals and targets.
- 👉 Further develop the rigor of professional learning and performance and development processes to ensure increased consistency of professional practice amongst staff and continuity in learning for students.
- 👉

Well Being

Targets

- 👉 To achieve an attendance rate of 95% or higher by the end of 2018

Strategies

- 👉 Weekly absence and lateness monitored through print offs, checked by staff, counsellor and principal
- 👉 Term by term attendance data is analysed by staff
- 👉 Students complete their own attendance graphs at the end of each term, are then sent home to parents
- 👉 Well Being agreements followed by all staff
- 👉



Literacy

To strengthen and develop student's reading and writing through oral language and vocabulary

Targets

- 👉 90% of students achieving the DECD standard for NAPLAN in Writing
- 👉 By the end of 2018 90% of students will achieve the DECD standard of educational achievement in PAT Reading
- 👉 End of Year 1 – 90% students at Reading level 13 or above, including SWD and Yr. 2 90% students at Reading level 21 or above, including SWD

Strategies

- 👉 Staff explicitly teach Kaye Lowe strategies to improve reading and writing outcomes in primary classes
- 👉 Staff use the Bright Path ruler to track progress of all students and using the available teaching points to inform their teaching to cater for student needs
- 👉 All classes programming in at least 10 minutes of reading five days a week
- 👉 All classes programming in at least 10 minutes of silent writing five days a week
- 👉 Teachers analyse and utilise patterns and trends in achievement data to direct interventions and inform teacher planning
- 👉 Identified students participate in intervention programs: Minilit Plus for 1 term
- 👉 Literacy agreements and assessment schedule followed by all staff
- 👉 All classes focusing on the Big 6 of Literacy spending explicit time on oral language and building vocabulary
- 👉 Guided and structured oral language learning in all classrooms
- 👉 Develop clear learning intentions for sequence of learning so students know what is expected of them to be successful
- 👉 Track and monitor each individual learner's progress
- 👉 Develop consistency of teacher judgment through moderation of tasks, teacher observation and feedback.
- 👉 Provide timely actionable feedback for students regarding their learning
- 👉 Vary opportunities for feedback through peer as well as teacher feedback

Numeracy

To develop student's problem solving skills through critical and creative thinking

Targets

- 👉 90% students in Year 3, 5 and 7 achieve the DECD standard of educational achievement in NAPLAN
- 👉 By the end of 2018 all students will improve their mathematic problem-solving skills as measured by a 10% gain in PAT Mathematics

Strategies

- 👉 Every teacher explicitly teaching a range of problem solving skills
- 👉 Strong focus on critical and creative thinking in all classrooms
- 👉 Staff use diagnostic and standardised data to inform teaching and improve learning outcomes – using staff meetings to allow this to happen regularly
- 👉 Identified students participate in intervention programs: Quick maths for 1 term.
- 👉 Tasks transformed to build intellectual stretch, creativity and real life examples
- 👉 Numeracy agreements and assessment schedule followed by all staff
- 👉 All teachers will begin each Maths lesson with clear learning intentions and complete lessons with reflection
- 👉 Provide timely actionable feedback for students regarding their learning
- 👉 Vary opportunities for feedback through peer as well as teacher feedback