Improvement Strategy (linked to AIP)

Strategy 1: Reading
- Implement screeners to identify those students requiring assistance with phonological awareness, letter/sound relationships, fine and gross motor and deliver programs to address these – SAT, let’s get working, classroom based intervention strategies
- Continue to embed a balanced reading program using the reading checklist scope and sequence to guide teaching and track learning
- Embed a shared understanding and pedagogical practices of 1. Modelled Reading; 2. Shared Reading; 3. Guided Reading; 4. Independent Reading.
- Introduce multi-lit to students not achieving year level expectations
- Use PLC each fortnight to collaborate and clarify what is to be learned and discuss ways to differentiate.
- Use HOC (Reading coach) at PLC Meetings provide ‘on the spot’ PD and guidance and follow up coaching
- Use the PLC focus to build teacher capacity through observation and analysis meetings to discuss the learning and set goals for improvement
- Utilise sector leader to keep focus on the learning through fortnightly analysis meetings and five week data tracking cycles
- Introduce ‘strive’ to address vocab concern and support teachers to implement this across the school
- Continue the use of QAR to support the development of the literacy skill of inference
- Utilise NAPLAN Diagnostic to look for patterns and make links back to the content descriptors and reading checklist

Strategy 2: Numeracy
- Embed MHSS Action steps to ensure best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Develop teacher capacity to write diagnostic tasks to develop an understanding of key concepts, to recognize and remediate key misconceptions and to inform classroom practice
- Provide PD on problem solving and reasoning and coach teachers in the daily use of this explicitly linked to content
- Practice and deepen number facts - develop and implement Mental Computation Program
- Use the PLC focus to build teacher capacity through observation and analysis meetings to discuss the learning and set goals for improvement
- Utilise sector leader to keep focus on the learning through fortnightly analysis meetings and five week data tracking cycles

Strategy 3: U2Bs
- Utilise Reach classes to stretch the top 20% of students in each cohort P-4.
- Use the Professional Learning Communities (PLC) meetings to focus on question 4 ‘What will we do to extend the learning?’ and use sector leaders to keep the focus on this at analysis meetings.
- Continue Curriculum Leadership Team work with QELI to focus on systems to meet the learners’ needs.
- Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, Personal projects, clustering, vertical timetabling, Impact Projects through BSDE, Sci Connect with MSSC, Lane Clark Thinking Based Literacies, Extension Language Program)
- Provide challenging learning experiences that further develop reading and numeracy expertise
- Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations

TARGETS- 2016

STUDENT ACHIEVEMENT -
- 92% C or better in English and Maths

ACHIEVEMENT - NAPLAN

<table>
<thead>
<tr>
<th>U2B</th>
<th>Yr 3</th>
<th>Yr 5</th>
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<tbody>
<tr>
<td>Reading</td>
<td>55%</td>
<td>30%</td>
</tr>
<tr>
<td>Numeracy</td>
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