Improvement Agenda

READING, WRITING, NUMERACY, HIGH ABILITY LEARNERS and ATTENDANCE

Improvement Strategy

Reading
- Deliver oral language activities that target phonological and phonemic awareness utilising the Sounds to Letters Program
- Implement screeners to identify those students requiring assistance with phonological awareness and letter/sound relationships (phonics) and deliver programs to address these – Sr to Letters Program, Mini-Lit
- Continue to embed a balanced reading program as per the PSSS Reading Program
- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. 1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.
- Embed all comprehension strategies as per the PSSS Reading Program into the reading procedures
- Use the reading procedures as a focus for coaching and classroom visits/exchanges to build teacher capacity
- Ensure the 5 aspects of reading are explicitly addressed i.e. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World
- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of inference e.g.: QAR, Sheena Cameron and Alison Davies comprehension strategies, Mini-Lit, Daily 5, Cafe
- Complete a thorough interrogation of NAPLAN data - 2014 / 2015 in preparation for 2016 NAPLAN.
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in reading

Writing
- Deliver professional development linked to the new PSSS Writing Framework to support staff with writing pedagogy.
- Support staff with the implementation of the new PSSS Writing Framework.
- Develop shared understanding of important elements of the writing framework including: building field knowledge collaboratively, use exemplars to highlight quality writing, critique inc peer feedback and celebrating writing for authentic purposes.
- Continue to investigate and support implementation of Writing Workouts that target student-learning goals.
- Implement writing diagnostic assessment to identify trends in data across year levels and school and refine programs to address the data.
- Complete a thorough interrogation on NAPLAN data - 2014/2015 in preparation for 2016 NAPLAN.
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus writing workouts and program focus.

Numeracy
- Continue to embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources, e.g. NCR Diagnostic Tests
- Continue to develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Ensure a range and balance of assessment tools are being used (Diagnosticc, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognise and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasc and Estimation
- Practice and deepen number facts
- Complete a thorough interrogation of NAPLAN data - 2014 / 2015 in preparation for 2016 NAPLAN
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus activities in numeracy

High Ability Learners
- Ensure a variety of processes are in place to maximise the number of students in the U2B (process to begin in Prep)