

Our Vision – Inspiring minds, Creating opportunities, Shaping Queensland’s future.
Our purpose – Preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy.

PEREGIAN SPRINGS STATE SCHOOL

2017

Explicit Improvement Agenda

READING, WRITING, NUMERACY, HIGH ABILITY LEARNERS and ATTENDANCE



PEREGIAN SPRINGS STATE SCHOOL

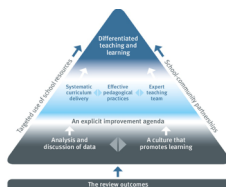
Our Vision

We love our school!

It is a dynamic learning community. We are respectful in our relationships. We value choice and the right to be safe.

We are learning for today and for tomorrow!

School Improvement



An explicit improvement agenda

Analysis and Discussion of Data

A Culture that promotes learning

Targeted used of School Resources

An expert teaching team

Systemic Curriculum Delivery

Differentiated teaching and learning

Effective Pedagogical Practices

School-Community Partnerships

Improvement Strategy (linked to AIP) Possible examples (only 1 or 2 strategies required)

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 – Sounds 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/ 2016 in preparation for 2017 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 including 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 – 2014/2015/2016 in preparation for 2017 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 (Diagnostic, 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, Reasoning and Estimation
- Practice and deepen number facts
- Complete a thorough interrogation of NAPLAN data - 2014/2015/2016 in preparation for 2017 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)
- Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, UNSW testing, Lane Clark Thinking Based Literacies)
- 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

Attendance

- Regularly analyse trends in attendance data at the whole school, class and individual student level.
- Communicate and promote student attendance rates in the wider community
- Continue to provide highly engaging classrooms and pedagogy that best suits each individual child
- Implement both proactive and reactive strategies to increase student attendance

TARGETS- 2017

Student Attendance - 95 %

Student Achievement- % of students achieving C # or more

Semester	English		Math		Science	
	1	2	1	2	1	2
Prep #	85	90	85	90	90	95
Year 1	85	90	85	90	90	95
Year 2	85	90	85	90	90	95
Year 3	85	90	85	90	90	95
Year 4	85	90	85	90	90	95
Year 5	85	90	85	90	90	95
Year 6	85	90	85	90	90	95

Prep – Working with and Above

ACHIEVEMENT- NAPLAN

- % of students achieving U2B**

U2B	Yr 3	Yr 5
Reading	55%	45%
Numeracy	45%	35%



State School Strategy 2014–2018