

**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

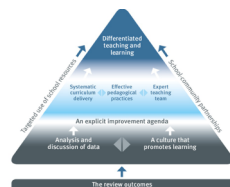
**Our Vision**

*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