To Lift our Achievement in Mathematics & Numeracy

Vision: Our students are skilled and confident users of mathematics, who can use their maths skills meaningfully in everyday life. Their understanding of numeracy is broadened and strengthened so students and adults know Maths is more than just using numbers.

Strategies:

Ensure students of all levels of ability progress

- extension & intervention opportunities for students
- class teachers providing of open ended tasks & numeracy rich activities
- QuickSmart is continued for students in Years 5-7
- Use of the Maths Diagnostic Kit with students at risk

Build a Culture of Numeracy across the school

- maths competitions/ challenges, maths awards at assembly & grad
- colleagues sharing their current work in Numeracy in teams
- promoting & raising awareness of the connections Maths has with other areas of the curriculum
- being consistent with the mathematical language we use across the year levels.

Involve the Community

- regular updates and ideas included in school Newsletters
- celebrate during Numeracy Week with a Family Maths Day of activities
- participate in National Mathematics Day March 2011
- offering student-led demonstrations of games, Quicksmart sessions and use of ICT

Reviewing & updating Curriculum & Resources

- providing time for staff to look at and familiarise themselves with new resources
- sharing new activities, strategies & resources with colleagues each staff meeting
- using a photo board to display items recently purchased

Targets:

- increase our achievement above the state mean in Numeracy NAPLAN tests (by 3 points per year over a 3 year period 2010, 2011, 2012)
- NAPLAN progress data also shows medium or high progress in Numeracy for students in Year 5 & 7 (85% students with high or medium progress)
- 100% classroom teachers implement minimum time to teaching of maths per week
- Perception data is re-gathered in Term 4 to measure changes in teacher/student opinions re teaching & learning in mathematics
- 80 % students participating in QuickSmart graduate after 30 weeks in 2011.
- 100% of Year 3-7 students are assessed in Term 1 2011 using PAT Maths

> DATA: PAT Maths Yrs 3-7, Staff & student perception data, Quicksmart data, NAPLAN,
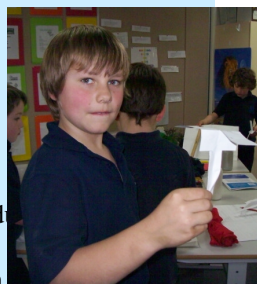
Starting Points 2011

PD with Michael Ymer in June 2011
At least 2 staff meetings a term are dedicated to staff learning and sharing in Maths.
Provide support for class teachers to familiarise themselves with the Australian National Curriculum. Begin with a focus on the 4 Proficiencies.
Teachers to participate in at least 2 Maths for All workshops offered in 2011.
Staff using the Maths for All Moodle to access new resources.
Students participate in CSIRO Lab on Legs, highlighting the links between Maths & Science.
Planning with staff and students for a Maths Family Day in Term 3.

Improve Learner Achievement in Science

Vision: Develop students' and teachers' understanding of scientific processes, scientific literacy (terminology) & *Key Concepts* in science. Strengthen our science curriculum based on Primary Connection program. The expectation is that Science is taught often, is taught well, and is taught over all strands.

Strategies:

Increase Teacher knowledge & skills in science curriculum & science moderation

- through teachers planning together and/ or sharing practice, involvement in Science T&D provided by the Mathematics and Science Strategy.

Involvement in Science Moderation project

- staff planning of science units using a "backwards by design" approach to ensure provision of activities which will enable students to give evidence of learning;
- teachers evaluate Student Learning SACSA standards, and enter via SAS on-line tool;
- regular meetings of teachers to look at evidence of student learning in Science;

Continue to build a culture of Science learning

- activities such as "Science Week,","CSIRO Lab on Legs", and "Scientist in Schools"; newsletter items, Science Open Day.

Continued development of Science resources includes:

- system for purchasing, storing, replenishing science resources;
- development of curriculum plans with a special focus on appropriate Year 6/7 units;
- modifying Primary Connections units to better meet SACSA outcomes.

Targets:

- 100 % classes complete a minimum of two units Primary Connections a year;
- 100% of classroom teachers complete either Advanced or Introductory course in Primary Connections, and implement this practice in their classrooms. 100% teachers Yrs 3 – 7 also complete an additional workshop in Science of their choice; 2011 new staff access PC training.
- School data shows further growth in teacher enjoyment, confidence & skills in teaching science, and satisfaction with Science Resources. (Baseline data from early & late 2008); growth in student confidence and skills also evident.
- Moderation project shows high levels of consistency between staff judgements in assessing science outcomes;

> DATA: SAS term 3, Staff and student perception data term 4

Science Starting Points 2011

- Teachers released for 1/ 2 day team collaborative planning of Science units in Term 2, to ensure backwards design Inquiry approach is used
- Access and share PC rubrics and use to develop high quality assessment tasks. Moderation process is built into this: teachers plan then teach, bring work samples to Term 3 staff meeting, moderation and collect SAS data
- 6/7 units of work developed by DECS are accessed and trialled with a view to ensure achievement of Level 3 Standard Outcomes.
- Units taught are published on the system to be shared and used from year to year, and Science boxes made. Explore SAKG science units to publish.
- Develop a school plan for student outcome data in science.

Site Learning Plan   Improving Levels of Student Engagement   Current Year 2011

Improve levels of student engagement through provision of appropriate ICT programs:

Vision: Littlehampton students are able to choose and use ICT to extend their learning within and beyond our school. Littlehampton staff have opportunities to experience, explore and be inspired by changing technologies.

Strategies:

Improved teacher confidence in use of ICT tools such as Interactive Whiteboard, digital media, graphics, & interactive programs on the Web & Web 2

- provision of optional T&D, & T&D provided for all staff; eg. Interactive Whiteboard Hubs, and Guest Presenters;
- optional Whiteboard Hub Group, to facilitate sharing resources & skills

Ensure up to date & smooth functioning ICT Hardware & software

- ICT planning & resourcing,
- appoint ICT Leader to keep in touch with advisors, organise hubs; and
- ensure up to date programs, hardware and software.

Use new ICT strategies to improve the efficiency and effectiveness of teachers work

- e-mail communication networks more widespread;
- front office mobile; and
- value students knowledge, and use students as mentors.

Targets 2010

- Enhance teacher satisfaction with IWBs
- Enhance effective use of Active Inspire and libraries
- 100% of teachers use ICT to support and improve student learning (Mathletics, Wikis, School Moodle, Web2 Technology, Lexiles)
- 100% of students are independently able to access technology required for their learning program (eg. Logging on, using programs as above)

DATA: Staff survey

Starting Points: ICT 2011

Focus on developing staff skills in ICTs in Priority Areas:

- Short sharing of best practice in staff meetings,
- Longer Staff Meeting T&D
- IWB Hub for sharing and ICT sessions

Continue to improve our ICT systems:

- Staff access issues to wikis etc resolved and confi
- Dual ISP set up established, providing faster and r
- Resolution of issues with IWB projectors (eg.serv
- JP access issues to be resolved
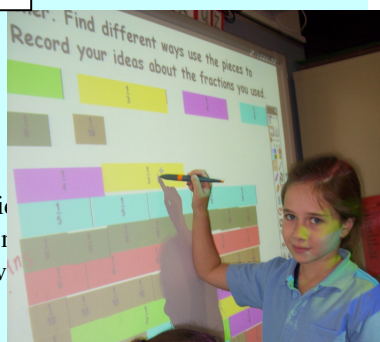
Inquiry
Use an Inquiry framework for Teaching & Learning

Vision: Staff are knowledgeable about inquiry learning, with opportunities to investigate & try out inquiry strategies.

Strategies:

Further develop staff understanding of and skills in Inquiry Learning

- pupil-free day for staff learning in Inquiry Learning with Kath Murdoch;
- additional training opportunities in Inquiry; and
- opportunities to liaise with colleagues re Inquiry Learning, in & out of Littlehampton Primary School.

Opportunities for team planning/ team sharing Inquiry Units of work, (as our resources allow):

- staff develop further units of work & share them with colleagues; and
- staff report on progress and share learning in teams.

Opportunities for discussion, decision making re future directions in Inquiry Learning

- time allocated in staff meeting;
- development of Scope & Sequence; and Thinking Skills continuum

Increase Parent/ Community understanding of Inquiry Learning

- via newsletters, parent workshops

Targets:

100% of class teachers teach 6 units from the Inquiry Scope & Sequence 2010;
100% of class teachers use agreed Inquiry Backwards planners and Inquiry framework.
100% of these unit planners with resources are published for use by other teachers (digital and other form).
100% of classes have evidence of students' questions/inquiries/ideas on display
100% of classes have evidence of current thinking skills focus in their classroom

DATA: Thinking skills staff survey, document # of units published

Inquiry Starting Points 2011

- Teachers work in teams of at least 2 teachers and teacher librarian to plan Inquiry units with TRT release in T 1 & 2 (science focus term 2)
- All 2010 units in our Scope & Sequence are evaluated, documented & stored on staff drive in an accessible way, and in hard copy form in binders.
- Resources purchased are targeted to our Inquiry units, stored & organised to ensure maximum use;
- Teaching staff will learn questioning techniques (Michael Pohl) and teach tinkning skills as part of their Inquiry units
- Thanking skills continuum is developed and trialled.
- The development of research skills builds as students progress throughout the school.

Lift our achievement in writing for all students

Background: Development of Writing has been a goal since 2009.
As a result of the DIAf review in 2010, we are also focusing on phonological awareness

Starting Point 2011.

Extend the development of rubrics for writing to Year 3; ½ day release for those teachers

Explore Phonological Awareness testing, SPA or PAST as basis for explicit and systematic teaching of phonological and phonemic awareness.)

Strategies:

- Teacher sharing planning strategies, proformas & student work in writing, and of their practice in phonics/ phonemic awareness;
- Discussion and moderation of student work;
- Students use plans to write and rubrics to improve their writing and set goals;
- Explore Testing using appropriate phonological awareness tests;
- Reception – 2 teachers explicitly teach phonemic awareness;
- Release time supports reception teachers to assess students p.a.;
- Explore programs and practice in PA and spelling through T&D, visits of schools & sharing a variety of spelling programs;

Class Records Kept using assessment rubrics

- First writing sample of the year compared to one at end of year, to show growth; one sample per term for Preschool & Reception children;
- First and final sample scored for each genre taught;

Genre Scope & Sequence for R-3 Writing implemented by all Early Years teachers;

Students use student rubrics for self evaluation and goal setting.

Targets:

- 100% of teachers CPC – 3 are involved in data collection/moderation of students planning of writing and writing; and are using the Genre Scope and Sequence;
- Improvements in Year 3 NAPLAN writing are maintained.
- Reception teachers are using data from standardised PA tests T to inform their teaching ;

Improve Outcomes for students failing to achieve reading/ spelling benchmarks:

Strategies:

- improved system for collecting and recording data on student reading/ spelling/ writing levels;
- identification of students for extra support, and tracking progress of students;
- use of Multilit program to teach word attack & sight word skills for students in Years 2-3;
- Early Intervention Programme for students below benchmarks in Year 1;
- Identification of children in Preschool; and
- Running Record training for Year 3 teachers who have not completed recent training

(Benchmarks: District):
80% children between levels 1 – 5 after 4 terms
90% between levels 10 – 15 after 8 terms
95% children above level 22 at end of Year 2

School: 95% of students achieving above level 5 after 4 terms of school;
95% of students achieving level 14 or above at the end of Year 1;
95% of students achieving at or above level 22 at the end of Year 2;
95% of students achieving at or above level 27 at the end of Year 3;

Targets:

- 95% students receiving intervention progress more than 6 months equivalent after 6 months support.