BELIEFS about QUALITY Teaching & Learning
- Effective Literacy / Numeracy teaching needs to be intentional, explicit & systematic across the curriculum.
- All students can learn, therefore high expectations for ALL students.
- Quality teaching of Reading must include the 'BIG SIX' essential components of Reading Instruction.
- Data is required to monitor & measure effectiveness & improvement of programs & student learning.
- Positive relationships with peers, staff & families are central to children’s learning.
- Differentiating learning experiences which value student interests, needs & abilities enhance student engagement.
- Students are actively engaged with all aspects of the curriculum through ownership & decision making of their learning.

VISION: North Ingle School provides a safe & supportive learning environment encouraging ALL students to recognise and achieve their potential as learners and global citizens.

We are committed to working in partnership with our community & providing quality teaching and learning programs which promote the development of life long skills.

VALUES: Respect, Integrity, Caring Commitment & Honesty

PROFESSIONAL LEARNING
- Professional learning that builds staff capacity to explicitly teach Literacy & Numeracy across the curriculum.
- Opportunities for staff to work collaboratively in the design and delivery of quality teaching and learning programs.
- Increase staff confidence and use of ICT & digital technologies in teaching and learning programs

ASSESSMENT, MONITORING AND EVALUATION
- Consistent R-7 approaches to assessing & reporting on student learning
- Developing evidence from a range of Literacy & Numeracy student achievement data to inform practice and ensure systematic monitoring of student progress.
- Implement DIAF processes to support continuous review of programs and improvement in student learning.
- Report against the Achievement Standards from the Australian Curriculum.

CURRICULUM & STUDENT WELL-BEING DEVELOPMENT
- A whole school approach to implementing a Literacy & Numeracy Block
- Use of ICT within the General Capabilities of the Australian Curriculum
- Teachers designing and implementing engaging learning experiences within a differentiated curriculum that are responsive to ALL student needs and interests.
- To monitor Student Well-being through Attendance, Behaviour Management, Bullying & Harassment, Student Health and the Child Protection Curriculum.
- To develop and support students cognitive, emotional, physical and social dimensions
### North Ingle Site Improvement Plan 2014

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Targets</th>
<th>Key Strategies</th>
<th>Measurable Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRIORITY 1:</strong> To improve Student Attendance</td>
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<tr>
<td>• Increase Attendance from 89.4% to 93%</td>
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<tr>
<td>• Reduce unexplained absences from 35% to 15%</td>
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<td></td>
<td>- Class teachers to accurately record from 8.45am daily attendance including Lateness and Early Departure in the Roll Book</td>
<td>- Roll Books sent to the Office by 9.15am and checked daily</td>
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<td></td>
<td>- Class teachers to follow up [DAILY on ALL absences with an Absence Slip/phone call/verbal communication to the parent</td>
<td>- <strong>NO</strong> unexplained absences by the end of each week documented in Roll Book</td>
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<td></td>
<td>- Contact Office Staff to follow up absences after teacher has made several attempts and recorded in the Roll Book</td>
<td>- Meeting or exceeding our school Attendance Target every term</td>
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<tr>
<td></td>
<td>- ACEO to maintain communication with Indigenous families to support regular student attendances</td>
<td>- ATSI student attendance improves by 2%</td>
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<td></td>
<td>- Implement a differentiated curriculum to maintain high quality teaching and learning programs</td>
<td>- Students are engaged with all aspects of the curriculum through active participation and partnership decision making of their learning.</td>
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<tr>
<td></td>
<td>- Continue with extra-curricular activities – Active After School/Buddy Classes/ Lunchtime Programs/JSC/Breakfast Club</td>
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<tr>
<td></td>
<td>- Staff to develop and maintain positive working relationships with students and their families</td>
<td>- Staff and parents to follow The Attendance School Policy roles and responsibilities</td>
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<td></td>
<td>- Continue to liaise with Attendance Counsellor as an identified Project School</td>
<td>- Attendance Counsellor to facilitate Information Sessions for Parents</td>
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<td></td>
<td>- Finalise the Attendance School Policy &amp; Attendance Brochure</td>
<td>- Completed updated Attendance School Policy</td>
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<td></td>
<td></td>
<td>- Completed Attendance Brochure for Enrolment Pack and Website</td>
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</tbody>
</table>
**PRIORITY 2:**
**To improve Reading Comprehension**

**RUNNING RECORD DATA**

Improve Running Record Data for **Reception** students with Reading Levels **6 - 10** after 4 terms of Reception

Improve **Year 1** students from **24%** to **26%** in Levels **16 - 20**

NAPLAN Targets for Proficiency Bands in Reading

**Year 3** Proficiency Band (4 Benchmark)
Decrease from **42%** to **30%** in the lower two bands (2&3)
Increase from **25%** to **30%** in the top two bands (5&6)

**Year 5** Proficiency Band (6 Benchmark)
Decrease from **31%** to **25%** in the lower two bands (4&5)
Increase from **38%** to **42%** in the top two bands (7&8)

**Year 7** Proficiency Band (7 Benchmark)
Decrease from **70%** to **50%** in the lower two bands (5&6)
Increase from **20%** to **25%** in the top two bands (8&9)

- Maintain R-7 electronic Student Achievement Assessment Data every Term
- Use Student Achievement Assessment Data to set SMART targets for all students and provide the 3 Waves of Intervention & Support
- Classroom teachers plan collaboratively with SSO’s, Intervention Teacher and ACEO to provide targeted intervention
- Teachers plan their Literacy Programs around the Big 6 Reading Principles – Oral Language, Phonics, Comprehension, Phonological Awareness, Fluency & Vocabulary
- Teachers continue to implement the Comprehension Strategies – Monitoring Understanding, Making Connections, Questioning, Inferring, Visualising & Visual Literacy, Determining Importance, Summarising Synthesising
- Teachers to provide differentiated learning programs
- Reading Support Teacher to work with teachers and SSO staff in improving reading outcomes for students
- Teachers to implement explicit teaching strategies and scaffolding the learning for students
- Implement The Gradual Release of Responsibility model in teacher modelled practice
- Implement TfEL Framework in Teaching and Learning programs
- Professional Learning Teams (PLT’S) to focus on student learning outcomes and improving teacher practice
- Use of Smartboard and new Windows RT Tablets to support Literacy programs
- ALL Data to be submitted to Principal by Week 9 of every term and entered onto data base by SSO
- Literacy learning programs include the Big 6 Reading Principles
- Guided Reading processes reflect the Comprehension strategies
- Teachers have documented individual learning goals/targets for every student
- Data for Special Education, GOM, EALD & Aboriginal students shows growth.
- Monitor achievement for ATSI and Students with Disabilities through Negotiated education Plans (NEP’s) and Individual Learning Plans (ILP’s) shows student growth
- Running Records/PAT-R assessments show improvement
- New Guided Reading resources are purchased for Upper Year levels
- Planning and Designing with TfEL (Teaching for Effective Learning) Framework
- Literacy Data to show increased improvement in Achievement Levels and meeting set targets
- Performance Development meetings between Principal, Senior Leader & classroom teachers, specialist teachers and SSO staff to discuss student improvement and setting future student targets and goals
- Professional dialogue is occurring in Professional Learning Teams to focus on students attainment
- Staff accessing Professional Learning opportunities on site and off site aligned to site priorities
- Compare growth of NAPLAN DATA results from 2012 to 2014 for same cohort of students.
**Literacy Agreements**

Establish and maintain common agreements in:
- Student Achievement Data Model
- Guided Reading
- Modelled Reading Practice
- Genre Mapping
- Gradual Release of Responsibility
- Scope and Sequence in Spelling
- R-7 Intervention & Support Plan
- Evidence of Staff and students using Windows RT Tablets in the daily learning programs
- Staff attend Professional Learning Workshops on site with Reading Support Teacher and also access off site opportunities
- Evidence of changes to teachers’ pedagogy and practices in the classroom.
- Staff surveys/rubrics conducted to highlight teacher confidence and improved practices

**Community Involvement & Engagement**

- To develop a better understanding of the Reading process and to support Reading at home
- Parent Club to cover new Reading Resources in the school
- Open Morning Classroom visits
- Parents attending Reading Workshops
- Parents gaining Information in the School Newsletter on Reading
- Students take part in Premiers Reading Challenge
- Rotational Library displays – new books, Book Week, student displays in the library
- Increased parent volunteers in the classrooms supporting with Reading

### PRIORITY 3: To improve Numeracy skills

#### Targets for Proficiency Bands in Numeracy

**Year 3 Proficiency Bands (4 Benchmark)**
Increase from 8% to 12% in the top two bands (5&6)
Decrease from 58% to 48% in the lower two bands (2&3)

**Year 5 Proficiency Band (6 Benchmark)**
Increase from 7% to 10% in the top two bands (7&8)
Decrease from 64% to 54% in the lower two bands (4&5)

**Year 7 Proficiency Bands (7 Benchmark)**
Increase from 10% to 15% in the top two bands (8&9)
Decrease from 60% to 50% in the lower two bands (5&6)

- Develop a Mathematics Agreement
- Implementation of a Mathematics Block
- Ann Baker strategies and methodologies to be implemented
- Plan in teams using shared knowledge from Ann Baker training sessions
- Explore AC Proficiencies in Mathematics
  - Understanding
  - Fluency
  - Problem-solving
  - Reasoning
- Evidence of a Mathematics Block in classrooms
- Establish a whole school Mathematics Agreement
- Ann Baker methodologies implemented
- PAT-Maths Assessment
- NAPLAN Assessment
### PRIORITY 4: Student Well-Being

To review student behaviour management practices, strategies, procedures and policies.

Increase Parent/Student Opinion Surveys from Average Rating of **3.7 to 4.1** in regards to ‘Student behaviour is well managed at this school.’

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
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<tbody>
<tr>
<td>• Review school Behaviour Code, Anti Bullying &amp; Anti-Harassment/Anti-Racism Policies</td>
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<tr>
<td>• Address <strong>Student Well-Being</strong> through bullying/harassment data and Photo Voice Data</td>
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<tr>
<td>• Use Parent/staff/student opinion Surveys</td>
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<tr>
<td>• Setting up proactive structures for students with the Junior School Council Representatives, JSC Executive &amp; Safety Ambassadors</td>
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<tr>
<td>• Liaise with Elizabeth Support Services and local community members to support student behaviour (DSF Funding, Flexible Salary Funding and Behaviour Support Centre placements)</td>
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</tbody>
</table>

- Revised Behaviour Code, Anti Bullying & Anti-Harassment/Anti-Racism Policies
- Decreased suspensions, violence, harassment and bullying cases
- Opinion Surveys Data to show an increase in staff, students and parent satisfaction with student behaviour management in the school

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May 2014