# STANSBURY PRIMARY SCHOOL
## 2018 SITE IMPROVEMENT PLAN
Honesty, Responsibility,  Friendliness

| Improvement Outcome | Strategies | Targets |
|---|---|---|
| **Learning Spaces** | 2018 learning spaces redesigned to incorporate the "Principles of Reggio Emilia's approach to Education" | |
| **Literacy** Oral language | 1. Explicitly teach oral language strategies (elaborate language, extend conversations, reinforce language, model and provide time for self-talk, turn taking, eye contact, appropriate social distance) 4 mornings a week during literacy block.<br>2. Teachers use oral language rubrics (based on ACARA literacy continuum and John Munroe's Oral language observation tool) in terms 1 and 3 to inform planning and teaching to improve oral language capabilities.<br>3. Teachers plan together in like year teams across sites twice a term with a focus on reducing teacher talk and increasing student voice and deeper levels of thinking.<br>4. Teachers explicitly plan probing and open ended questions to support students engaging in meaning and purposeful curriculum specific dialogue.<br>5. Identified students participate in intervention programmes – MiniLit for Yr 1 & 2, Macqu Lit for years 3-7. | 1. 100% of students attain a 'C' or higher for the Achievement Standard at their year level in the Australian Curriculum, English.<br>2. 100% of students yrs R-2 will achieve the Running Record target set by DECD SEA (except NEP Students).<br>3. Peer observational data records show 100% increase in student voice from the beginning of Term 2 to the end of Term 3.<br>4. 100% students showing expected growth in PAT R.<br>5. 100% students demonstrate medium to high progress from year 3 to year 5 and from year 5 to year 7 in their NAPLaN results. |
| **Numeracy** Automaticity Problem Solving | 1. Staff explicitly teach technical language in Mathematics at the beginning of new topics.<br>2. At the end of Term 2, staff analyse data from Big Ideas in Number Diagnostic Assessments to plan targeted intervention to address gaps in student knowledge.<br>3. In across sites year level team, staff collaboratively plan task designs that incorporate intellectual stretch and problem solving activities.<br>4. Staff introduce daily timed 'Trust the Count' activities for R-2 and mental maths facts years 3-7 to increase automaticity.<br>5. Identified students in yrs 5-7 participate in the Quicksmart intervention programme. | 1. 100% of students attain a 'C' or higher for the Achievement Standard at their year level in the Australian Curriculum, Mathematics.<br>2. 100% of students showing expected growth in PAT-M.<br>3. 100% of students yrs 3-7 will achieve the DECD SEA Pat M (except NEP students).<br>4. 100% students demonstrate medium to high growth from year 3 to year 5 and from year 5 to year 7 in their NAPLaN results. |