Stradbroke School
Site Learning Plan 2014

Context
- 47% of our children are from Language Backgrounds other than English, our main groups being Italian, Chinese and Korean together with children from many different nationalities
- Less than 1% of our children are Aboriginal
- 5% of children are verified under the Students with Disabilities Policy
- 23% of our children are supported through Early Intervention programs
- Our community is socio-economically diverse
- Our parents have high expectations and our community is supportive.

We will be guided by principles that ensure we:
- Recognise wellbeing and relationships as the foundations for engagement in learning
- Have high expectations for student achievement and participation
- Focus on student wellbeing, social and cultural inclusion in all our actions
- Maintain a strong commitment to innovation, improvement and accountability.

Core Values
We actively teach the values, attitudes and characteristics of the International Baccalaureate Learner Profile.

We aim for students to become: Inquirers, Thinkers, Communicators, Risk Takers, Knowledgeable, Principled, Caring, Open Minded, Balanced and Reflective.

“At Stradbroke students don’t just get a teacher; they get the expertise of the entire school through the practice of unsurpassed collaboration.”
Literacy

TARGETS

- By term 4, week 4 children in Reception will achieve Instructional Reading Level Blue or above (level 9-11).
- By term 4, week 4 children in Year 1 will achieve Instructional Reading Level Turquoise or above (level 17-18).
- By term 4, week 4 children in Year 2 will achieve Instructional Reading Level Silver or above (level 23-24).
- By 2014 increase the number of students from year 3 to 5 maintaining achievement in the top two bands in NAPLAN writing.
- By 2014 increase the % of students at year 3, 4 & 5 achieving stanine 6 and above in PAT-R Vocabulary (June 2012: yr 3 - 47%, yr 4 - 46%, yr 5 - 44%) (Sept 2013: yr 3 - 50%, yr 4 - 54%, yr 5 - 50%)
- By 2014 increase the % of correct responses to inferential questions in PAT-R Comprehension to 70% or higher (June 2012: yr 3 - 60%, yr 4 - 55%, yr 5 - 62%, yr 6 - 61%, yr 7 - 58%) (Sept 2013: yr 3 - 57%, yr 4 - 62%, yr 5 - 52%, yr 6 - 62%, yr 7 - 59%)
- Measure progress of a sample of students in year 4-5 in stanine 3 or 4 of the PAT-R Vocabulary test by trialling the use of Robert Marzano’s vocabulary tool or the Vocabulary Size Test from the University of Wellington.

<table>
<thead>
<tr>
<th>Stanine</th>
<th>Descriptor</th>
<th>Distribution (Bell Curve)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Very High</td>
<td>4%</td>
</tr>
<tr>
<td>8</td>
<td>High</td>
<td>8%</td>
</tr>
<tr>
<td>7</td>
<td>Above Average</td>
<td>12%</td>
</tr>
<tr>
<td>6</td>
<td>Average</td>
<td>16%</td>
</tr>
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<td>5</td>
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<td>20%</td>
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<tr>
<td>4</td>
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<td>3</td>
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<tr>
<td>2</td>
<td>Low</td>
<td>8%</td>
</tr>
<tr>
<td>1</td>
<td>Very Low</td>
<td>4%</td>
</tr>
</tbody>
</table>

IMPROVEMENT STRATEGIES

- Use professional learning days with Stephen Graham to increase diversity and depth of strategies to support vocabulary development and inferential comprehension.
- Daily exposure for all students to book language through being read to or reading aloud to someone else.
- Explicit teaching of inferential comprehension skills.
- Implement the Minilit intervention program with a focus on year 1/2 students.
- Engage staff in the planning, identification, monitoring and review of intervention programs and build routines for teacher/SSO planning for verified students.
- Incorporate vocabulary enrichment ideas into staff meetings.
- Build teacher knowledge of the General Capabilities in the Australian Curriculum through engagement with the CPAC
- Align Unit of Inquiry planning with the curriculum content expectations for Australian Curriculum English.
Maths

TARGETS

- 100% of reception children achieve the 11 signposts in Numicon after 4 terms at school.
- 100% of year 1 children in the Magic Maths program achieve the target skills.
- QuickSmart Maths – students in the program make greater progress in their PATMaths scale score than the comparison students.
- 100% of students achieve an increase in their scale scores in PATMaths (at the level expected in the ACER documentation).
- Project teachers involved in the Mathematician in Residence project with Ann Baker explore opportunities to influence their year level colleagues.
- Increase the % of students at year 3, 5 & 7 in the top two proficiency bands of NAPLAN numeracy by 2014.

IMPROVEMENT STRATEGIES

- Analyse NAPLAN questions to identify strengths and learning needs for students and through PLCs identify direction and share practice.
- Implement the Numicon approach in year 1 classes.
- Implement the Quicksmart Maths program for Year 4-7.
- Ann Baker Mathematician in Residence project.
- Monitor the implementation of the Stradbroke School Maths Scope and Sequence.
- Build teacher knowledge of the General Capabilities in the Australian Curriculum – CPAC to support the development of mental routines through demo lessons and co-teaching.
- Align Unit of Inquiry planning with the curriculum content expectations for Australian Curriculum Maths.
Social and Emotional Learning

TARGETS

- Establish a KidsMatter Action Team to engage in training and develop an action plan related to the four components of the KidsMatter Framework.
- The KidsMatter Action Team provide a minimum of 12 hours of training for staff (by 2016)
- All classes incorporate The Incredible 5-point Scale to support individual and group self-regulating behaviours.
- Agree on a whole school social and emotional learning program to implement.
- In the annual review/preview of the POI a Unit of Inquiry at each year level will be identified to focus on the development of social and emotional learning.
- Establish a playgroup to support families engage with and develop executive functions through play.
- Reduce the incidences of students identifying bullying happening in classrooms (currently 14% - from the 2013 Safety Survey) and oval (currently 11% - from the 2013 Safety Survey)
- Establish a new structure for Student Voice and develop leadership qualities for senior students

IMPROVEMENT STRATEGIES

We will:

- Establish a team that represent the different levels of schooling, SSOs, students and parents and provide opportunities for the team to attend KidsMatter training and development
- Schedule regular KidsMatter Action Team meetings
- Provide induction and training for new staff on The Incredible 5 Point Scale
- Explore whole school social and emotional learning program/resources for implementation and develop a proposal for staff training
- Provide release time for year level representatives to review/preview the 2015 IB POI to ensure social/emotional learning is included
- Apply for a Playgroup grant, and build connections with Campbelltown Council and develop a space and staff capacity to lead the playgroup.
- Provide student leadership training opportunities for House Captains and the Student executive through Blueearth, Young Leaders’ Day and peer support skills development.
- Conduct annual Safety Survey and analyse results
- Survey students new to Stradbroke in 2014 and Student Voice Executive to use information to develop and orientation/transition action plan for 2015.