At Stradbroke School we aim for students to be: **Inquirers, Thinkers, Communicators, Courageous, Knowledgeable, Principled, Caring, Open Minded, Balanced and Reflective** through a focus on...

- **Literacy**: Independent Reading
- **Science Technology Engineering Maths**
- **Social Emotional Learning**

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**TARGETS**

**Independent Reading**
- Gather baseline data of staff perceptions of student reading engagement and behaviours - SIRQ
- 87% of Reception – Year 2 students achieve DECD Instructional Reading Levels by end term 3
  - Reception Instructional Reading Level 5+
  - Year 1 Instructional Reading Level 15+
  - Year 2 Instructional Reading Level 21+
- Increase the % of students retained in the top 2 proficiency bands of NAPLAN reading in Year 5 and Year 7
- Increase the % of students at year 3, 4 & 5 achieving stanine 6 and above in PAT-R Vocabulary
- Increase the % of correct responses to inferential questions in PAT-R Comprehension to 70% or higher

**Science Technology Engineering & Mathematics**
- Gather baseline data of staff confidence and understanding of STEM
- 100% of staff build their understanding and knowledge of STEM
- Classroom/science teachers will design and deliver a STEM Unit of Inquiry
- Increase the number of students retained in the top two proficiency bands of NAPLAN numeracy from Years 3-5 and 3-7.
- 100% of students ‘at risk’ of not being retained in the Top 2 NAPLAN Numeracy bands or who do not make expected progress in PATm scale scores over two years will be identified for targeted teaching in classes
- Increase the % of students in the top bands in PAT Science Year 3-7

**Social & Emotional Learning**
- Establish 2016 baseline data from students via the Safety Survey and MDI on the impact of the ‘Play is the Way’ strategy
- 100% of staff build their understanding and knowledge of SEL and design and deliver a SEL Unit of Inquiry (Health)
- 100% students identified with chronic non-attendance or lateness have targeted strategies in place to improve attendance
- Student opinion survey data items re talking to teachers about concerns, treating all students fairly and managing behaviour achieve 4.0+

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**INDEPENDENT READING**

- Gather baseline data of staff perceptions of student reading engagement and behaviours - SIRQ
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  - Reception Instructional Reading Level 5+
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- Increase the % of students at year 3, 4 & 5 achieving stanine 6 and above in PAT-R Vocabulary
- Increase the % of correct responses to inferential questions in PAT-R Comprehension to 70% or higher

<table>
<thead>
<tr>
<th>Engagement in learning</th>
<th>All teachers consistently enact the Stradbroke Independent Reading Agreements in daily practices and monitor the effectiveness via PLC team sharing</th>
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<tbody>
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<td>Each term all year levels will provide a high engagement reading activity e.g. visiting authors, library visit, read-in</td>
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<th>High expectations for achievement</th>
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<tr>
<td>Vocabulary lists/word wall are developed, published and explicitly taught for each unit of inquiry (PYP/MYP teams)</td>
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<td>All classroom teachers develop reading processes for students that:</td>
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<tr>
<td>- enact the Stradbroke Student Independent Reading Agreements</td>
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<td>- achieve SIP targets re achievement, stretch, inferential questions and vocabulary</td>
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<td>All classroom teachers monitor students’ independent reading using the SIRQ at least twice each year and share strategies and ideas at year level teams to extend and engage readers</td>
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<th>Wellbeing and inclusion</th>
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<td>Promote independent reading beyond the school via newsletters / postcards / local book clubs and library programs</td>
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<td>All students have opportunities to influence library purchasing / ideas box</td>
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<th>Innovation and improvement</th>
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<td>Ensure classroom reading programs promote the love of reading, access to quality literature and new reading formats (online, audio, e-readers, iBook)</td>
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<tr>
<td>All teachers explicitly build students’ visual literacy understandings and expertise across each curriculum area - graphic organisers, illustrations, charts, graphs, graphic novels, animation/movies, timetables</td>
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**Science Technology Engineering & Mathematics (STEM)**

- Gather baseline data of staff confidence and understanding of STEM
- 100% of staff build their understanding and knowledge of STEM
- Classroom/science teachers will design and deliver a STEM Unit of Inquiry
- Increase the number of students retained in the top two proficiency bands of NAPLAN numeracy from Years 3-5 and 3-7.
- 100% of students ‘at risk’ of not being retained in the top 2 NAPLAN Numeracy bands or who do not make expected progress in PATm scale scores over two years will be identified for targeted teaching in classes
- Increase the % of students in the top bands in PAT Science Year 3-7

| Engagement in learning | • STEM team develop an attitudinal survey to gather baseline data for student understanding and interest
• Build the profile of STEM in the school and community via STEM Unit of Inquiry in each class, clubs, community information, STEM week in Term 3, newsletters, parent workshop |
| High expectations for achievement | • Develop whole school understandings and expectations about STEM teaching and learning at Stradbroke
• Year level teams work together to develop a common assessment tool, expectations and experiences for STEM
• Identify and monitor the progress of all students’ performance in Maths and Science to provide stretch and/or intervention for students targeted to their needs |
| Wellbeing and inclusion | • Provide opportunities for individual students to pursue and build their interest in STEM - STEM club / Code Club / Environment Club / STEMies |
| Innovation and improvement | • Intensive staff professional learning in STEM experiences eg Morialta STEM Conference, questioning and thinking skills, maths and science curriculum, Lane Clark inquiry tools, connection to Morialta Partnership STEM strategy, M3 Middle Years Project, Maths and Science in Residence program, digital curriculum, optional staff meetings etc
• Classroom/science teachers work with colleagues to design and deliver a Unit of Inquiry that incorporates at least 2 disciplines of STEM |

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**Social & Emotional Learning (SEL)**
- Establish 2016 baseline data from students via the Safety Survey and MDI on the impact of the ‘Play is the Way’ strategy
- 100% of staff build their understanding and knowledge of SEL and design and deliver a SEL Unit of Inquiry (Health)
- 100% students identified with chronic non-attendance or lateness have targeted strategies in place to improve attendance
- Student opinion survey data items re talking to teachers about concerns, treating all students fairly and managing behaviour achieve 4.0+

| Engagement in learning | All staff consistently use the PITW language and program 2+ ‘Play is the Way’ games and a life raft activity in classrooms each week and share ideas and strategies each term with colleagues, using the fidelity of implementation checklist, to monitor the effectiveness and build expertise
|                     | All staff work with colleagues to design and deliver a SEL Unit of Inquiry (Health) and deliver the Keeping Safe: Child Protection Curriculum
|                     | Students self-review their personal and social capabilities each term in portfolios this includes the use of PITW language to re-direct each other, self-regulation, conflict avoidance and participation skills
|                     | Teachers report on the growth and development of students’ personal and social capabilities twice a year with colleagues and provide a year level analysis of strengths and growth points on the PITW assessment sheet from the implementation guide

| High expectations for achievement | Families of students with poor attendance are supported by multiple strategies from school and DECD staff and other agencies
|                                   | All learning programs work to develop students’ social and emotional competencies and provide specific feedback on the skills students use

| Wellbeing and inclusion | Build the profile of SEL in the school and community via Play is the Way games, newsletters and parent information nights
|                        | The School Counsellor, working in conjunction with leadership will ensure that the attendance policy is used to improve attendance and lateness
|                        | A range of services offered to parents and carers to meet the needs of mental health and other impacts on family dynamics
|                        | Students feel a sense of support from all staff using the same language to assist them with their behaviour education
|                        | Students use self-soothing strategies introduced by teachers to manage their behaviour

| Innovation and improvement | Senior Executive collect video evidence each term to monitor the use of PITW language and concepts
|                           | Staff actively plan activities to promote risk taking and participation
|                           | Parent reps to form a community support group and work in conjunction with the School Counsellor and Pastoral Support Worker
|                           | All staff explicitly teach students to recognise and differentiate between bullying and harassment

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