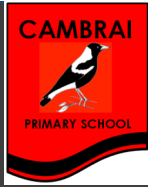


Cambrai Primary School

2018

What	Targets	Strategies	Who and When	How will we know	What will help us
<p>Reading</p> <p>Whole school approach</p> <p>Data to be a true reflection of the effect of strategies used.</p> <p>Inconsistencies identified in the 2017 RR data.</p> <p>New staff with little or no experience in taking a record or analysis of data.</p>	<p>90% of non identifies students are at SEA and above by end of 2018</p> <p>Increase in the number of students in the higher bands.</p> <p>100% of students identified in the higher bands remain in the higher bands</p> <p>By the end of term 3 all RR data will be accurate.</p> <p>Teachers trained in Jolly Phonics and Grammar</p> <p>Teachers develop a site agreement on the use of jolly phonics and grammar</p> <p>By the end of term 3 we will have developed site agreements on a data collection cycle, analysis and review.</p> <p>Big 6 becomes the focus of Teacher learning in tm2</p> <p>ATSI Students RR results improve greater than 12 months</p>	<p>Identify a teacher to attend 3 day running record training =train all staff</p> <p>Teachers attend jolly Phonics training in wk 0</p> <p>2x during the year students will have a RR with another teacher and results compared examined.</p> <p>Teachers attend Jolly Grammar training in the holidays end of term 1</p> <p>All students have an assessment folder for the storage of data which follows them R-7</p> <p>All children are tested on the agreed tests.</p> <p>Teachers share their reading programs in PD session.</p>	<p>Michelle Fraser will have trained all teachers in RR and Jolly Grammar by the beginning of term 2</p> <p>Data will be reviewed wk 6 termly</p> <p>Teachers will be following the testing cycle by the end of wk8 tm1</p> <p>Assessment folders will be in place by wk 8 tm 1 -</p> <p>Staff meetings will have a designated time to discuss individual children's results and 'where to now'.</p> <p>Principal to access training for staff</p> <p>AECO- to work with families</p> <p>Target support in class</p>	<p>Jolly Phonics planning is the evident in all teacher programs</p> <p>Student RR results will reflect their ability and understandings</p> <p>Teachers will feel confident in their ability to assign levels and to plan for individual students.</p> <p>RR results will increase greater than time.</p> <p>School based testing will reflect the ability of students and be used to plan for individual learning.</p> <p>'One plans' have targeted reading goals</p> <p>Pat R results show improvement greater than 12 months</p> <p>ATSI students showed improved engagement and data reflects this</p>	<p>Teacher training</p> <p>In house staff expertise</p> <p>Literacy and numeracy first funding</p> <p>Disability funding</p> <p>ACEO funding</p> <p>Partnership expertise</p> <p>DECD intranet and websites</p>



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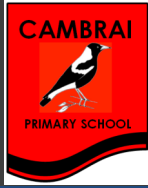
What	Targets	Strategies	Who and When	How will we know	What will help us
<p>Attendance</p>	<p>Attendance rates to reach 90% +</p> <p>Pre school attendance rates reach 90%</p>	<p>Identify families with patterned absences</p> <p>Attendance interviews with the student and family</p> <p>Attendance officer involvement</p> <p>Follow the Attendance policy</p> <p>Regular newsletter articles</p> <p>Publicise our current attendance rates on Facebook</p>	<p>Teachers and Principal to contact families by phoning after two days in a week absence or the identification of a pattern.</p> <p>Principal to provide statistical information from DECD</p> <p>Principal report to the community and Governing Council.</p> <p>Principal newsletter articles termly</p>	<p>Reduction in absence rates</p> <p>Reduction in patterned absences</p> <p>Parents notify the school</p> <p>Students want to be at school</p>	<p>ACEO relationships</p> <p>PCW relationships with families</p>



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What	Targets	How	Who and When	How will we know	What will help us
<p>Pedagogical Shift</p> <p>Programming:</p> <ul style="list-style-type: none"> ◆ Review of prior learning ◆ Fluency activity ◆ Learning intention / success criteria ◆ review ◆ Feedback / set new learning goal 	<p>100% of teachers engage with the 5 step planning model when programming 3 curriculum areas by the end of term 2.</p> <p>100% of teachers express confidence in the use of concepts and language</p> <p>100% of classrooms have the language displayed by term 2</p> <p>100% of teachers use a reflection folder.</p> <p>Teachers support each other by joint planning for individual students, sharing and feedback</p> <p>100% of Students know and understand the language and provide feedback on learning intentions.</p>	<p>Attending LADAM training at Mannum</p> <p>All staff will utilize their personal PD folder—bringing it to staff meetings and PD sessions</p> <p>PD sessions programmed and prioritised at staff meetings looking at aspects of lesson planning.</p> <p>Teachers provided with posters and strategies to support implementation—end of term 1</p> <p>Sharing of programs/ ideas</p> <p>Reflection sessions planned and implemented by end of term 2</p> <p>Staff attend training on Formative assessments and whole site agreement developed on specific formative assessments.by the end of term1</p> <p>Practise forming learning intentions and success criteria</p>	<p>All teachers will be able to show in their programs implementation of each of the aspects of lesson structure.</p> <p>Each teacher will have engaged in 1 peer or principal targeted lesson observation.</p> <p>Principal walk through and informal talks with students.</p> <p>Learning intentions are displayed and referred to.</p> <p>Lesson planning will be an aspect of PD sessions.</p>	<p>Teacher programs will show explicit planning allowing for all aspects of the 5 step planning</p> <p>Observation of lessons will reflect planning of all 5 aspects</p> <p>Students will be able to express their learning using the language and be aware of each aspect.</p> <p>The language will be visible in the learning areas</p> <p>Teachers will automatically use and adapt lesson planning formats to suit .</p>	<p>Collaborating with Mannum CC to moderate tasks and to form learning networks</p> <p>On line resources</p> <p>DECD website</p> <p>Each other</p> <p>Partnership spot lights and moderation focus</p>



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What	Target	How	Who and When	How will we know	What will help us
Maths Number	100% of students in the higher bands remain in the higher bands	All students tested in 'Trusting the count.'	Teachers take groups for 10m 4x week	Re testing of all students	On line tools / programs
		Testing and grouping	Extension fluency activities for those who have the concept.	Data collection	Partnership learning days/ spotlights
	The percentage of students in the higher bands increases	continues on other aspects throughout the year	Testing of 'Place value' etc	Teacher collected formative and summative assessments	Teacher training
	75 % of yr 7 40% of yr 5 45% of yr 3 students achieve SEA in NAPLAN	BliN training forms a part of all staff meetings + reflection on the progress of students	All staff involved to allow for break out groups.	Student engagement profiles / feedback show improved confidence	Engage with SLLIP to help us develop and analyse data sets
	100% of students show improved results in PAT M—greater than 12 months		Move on when 85% of students are confident. Those 15 % (6) remain with 1 teacher and move into other groups when ready.	Analyse results of—decide on directions and foci of- NAPLAN, PAT M, A– E grades	Fund SSO support through Literacy and Numeracy first funding
		Review at our 6 week review meetings	Growth coaching— Teachers identify an area of maths as a goal	PD / Growth coaching discussions show improved skills and knowledge by teachers	Look into
	100% ATSI students engage with the testing and exhibit greater than 1 years growth by the end of 2018	ACEO to engage with families to support home learning. Small groups work with ACEO on improving attitudes and confidence with number	Teachers released to meet monthly to discuss students, plan and moderate Look into engaging with a consultant ACEO	Indigenous families express confidence and commitment to support students in number	8 Ways DECD best practise on engaging indigenous learners