OUR VISION: AIM HIGH

2012 Improvement Plan
# 2012 Improvement Plan

## STRATEGIC DIRECTIONS from Triennial Review (2010-2012)

- To engage and extend students through an aligned curriculum that is relevant and interactive.
- To enhance student learning through the promotion of teacher and student knowledge of learning processes, strategies and tools.
- To further develop the school tone and culture as a supportive, well-resourced learning environment.
- To create a safe, healthy and supportive learning community where diversity is valued and where all staff members strive to deliver quality educational outcomes for all students.

## 2012 PRIORITIES:

- **SPELLING:** Introduce and fully develop the LEM Phonics Spelling and Reading Program.
- **COMPREHENSION:** Direct teaching of Comprehension Skills to develop reading understanding and learning.
- **NUMERACY:** Analyse data to determine specific areas of weakness.
- **AUSTRALIAN CURRICULUM:** Improve the organisation and delivery of English, Maths and Science and prepare for the implementation of History in 2013.
- **INDIVIDUAL LEARNING PLAN:** By compiling an ILP, students’ area of weakness and area of excellence can be identified and enhanced.
- **ICT:** Introduce new devices and methods of learning to students to complement the PCs and ICT skills that already exist in the school.

**ENDORSEMENT:** This operational plan was developed and reviewed in consultation with the P&C Association, School Community and Community to address strategies, targets, local and systemic priorities and budget requirements.
## 2012 Improvement Plan

<table>
<thead>
<tr>
<th>School Priority</th>
<th>Improvement Strategies 2012</th>
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### Priority 1: **Explicit Focus: Phonics for Spelling and Reading**

**Spelling and Reading**

- Data collected from standardised testing at the end of 2011.
- Students are struggling with the basics of phonics which is affecting their spelling, reading and writing outcomes.
- 2012: Explicit Focus – ‘Phonics for Spelling and Reading’.
- All staff trained in LEM Phonics at our school. Considerable amount of the budget dedicated to this PD.
- The school is now fully immersed in the program with all staff using their skills.
- All students have recommenced their phonics journey and have re-learnt the basics.
- Regular testing of skills and understanding.
- Students work for 2 hours per day on English skills.
- Aim for all students to improve their spelling, reading and writing outcomes by the end of this year.
- Looking to 2013 - 2016 – LEM Phonics is a five year program. Gradually student’s skills will improve until maximum ability is reached.
- Implement as specific Reading Program using ACARA and First Steps in Reading
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<tr>
<th><strong>Priority 2:</strong></th>
<th>Comprehension</th>
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| **COMPREHENSION:** Direct teaching of Comprehension Skills to develop reading understanding and learning. | - Aim: To further improve student’s skills to read and understanding text.  
- Use of a structured reading comprehension program: students will develop strategies to improve their understanding of what they are reading.  
- Regular use of comprehension activities working alone.  
- Regular assessment of students’ progress.  
- Enhanced focused teaching of strategies identifies through assessment as still needing extra support. |

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<th><strong>Priority 3:</strong></th>
<th>Numeracy:</th>
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| **NUMERACY:** ACARA implementation | - Analyse data to determine specific areas of weakness and strength.  
- Monitor implementation of ACARA Maths and C2C units.  
- Ensure students are bridging the gap between the essentials and the AC.  
- Emphasis on Number facts and operations as basic skill requirements.  
- Ongoing assessment and analysis of data for continued improvement. |

| **Priority 4:** |  
| --- | --- |
| **AUSTRALIAN CURRICULUM:** Implementation and preparation | - Access and evaluate the implementation of ACARA and the C2C units in the environment of a one teacher school.  
- Improve implementation and efficiency of the units to enhance engaged learning.  
- Network with other like schools to discuss their processes and outcomes.  
- Maths, English and Science: evaluate the effectiveness of current planning and organisation of units and student groupings. Plan and implement any needed improvements.  
- Prepare for History in 2013 through PD and networking. |
Priority 5:
INDIVIDUAL LEARNING PLAN:
An ILP for each student to identify areas of weakness and areas of excellence.
- Use all existing school data to establish an Individual Learning Plan for each student.
- Areas of weakness and areas of excellence can be identified.
- Specific planning and target setting for each student is then compiled and updated regularly.
- Social and emotion details are also recorded and any necessary support for that student planned.
- Ongoing diagnostic and class testing is recorded here and used for parent teacher interviews.
- Planning for students who are excelling in an area will be specifically planned and actioned.

Priority 6:
ICT:
Introduce new devices and methods of learning to students to complement the PCs and ICT skills that already exist in the school.
- At the end of 2011 four iPads and four iPods with necessary accessories were purchased.
- Introduce these new devices to students as tools of learning and creativity.
- Enhance their technical experiences and knowledge as they learn.
- Understand that devices are not just for ‘fun’ and can be used for ‘fun learning’.
- Aim for students to develop an increased willingness to learn using an exciting device.
- Absolute outcome is for students to improve knowledge, learning and outcomes in Maths, English and Technology.

Budget Allocation

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