



# Hillcrest PRIMARY SCHOOL



## HILLCREST PRIMARY SCHOOL IMPROVEMENT PLAN 2012

Incorporating

2011 – 2012 Strategic Plan and 2012 Operational Plan

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ENDORSEMENT BY SCHOOL COUNCIL

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ENDORSEMENT BY REGIONAL DIRECTOR

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## HILLCREST PRIMARY SCHOOL STRATEGIC PLAN Time frame 2011 – 2012 (subject to annual review)

### OUR VALUES AND ETHOS

Hillcrest Primary School Values:

*Justice, Unity, Respect and Responsibility*

The ethos of our school is demonstrated in our commitment to

*WARGADO: To Strive*

#### CONTEXT

Established in 1950 Hillcrest Primary School is located in the suburb of Bayswater and is prominently situated on the crest of a large hill. Hillcrest serves children predominantly from the suburbs of Bayswater, Bedford and Embleton. The school is centrally located near the junction of Coode Street and Broun Avenue.

An off-site kindergarten operates in a building leased from the Bayswater City Council on the corner of Hudson St and Beechboro Road. The Kindergarten has catered for children from Bayswater, Inglewood and Hillcrest catchments areas. It has had an enrolment of 40 students this year.

Hillcrest Primary School caters for approximately 420 students from K-7 with two Pre-Primary classes on-site for 54 students. Their origins include a majority of children whose parents were born in Australia with other children from different backgrounds creating a school with a multicultural climate. Indigenous students included in the majority of Australian born, represent in the vicinity of 7 percent of the school population.

At Hillcrest Primary School in 2012 there are 14 primary classes in addition to the two Pre Primary units and two Kindergarten groups. Inclusive programs see children with English as a Second Language students receive extra tuition, as 20% of students are LBOT – 33 students are at Stage 1

Other programs which are of note are the Schools Instrumental Music program, Physical Education program and the Values Education (Virtues Project). ICT is an important feature of the school program with a wireless computer network available over the entire site. The library is purpose built and is also automated.

Hillcrest Primary School is a level five primary school and has an administration team consisting of Principal, two Deputy Principals, a Registrar and part-time School Officer. The teaching staff is generally experienced and most have been at the school for some time. The school also employs teacher assistants and school library officers.

A strong and supportive Parents and Citizens Association provides generous financial support each year support the school. In addition, the School Council is an active body that regularly meets at least twice per term. The Council comprises of the Principal, two teacher representatives and four parent representatives. They formally assess the school's performance across the school's performance indicators and identify the school's priorities. In addition, they ratify the School Development Plan and accompanying budget.

## OBJECTIVES

### At Hillcrest Primary School we strive to:

- § Establish realistic evidence-based targets and set high expectations, academic and non-academic, for our students
- § Engage all staff in a systematic, continuous and comprehensive self-assessment process related to student achievement and school operations
- § Deliver high quality teaching and learning programs with pedagogical practices aligned with the Principles of Teaching and Learning of the Curriculum Framework
- § Improve the delivery of quality teaching by using high quality professionals to collaboratively share their skills and understandings throughout the school
- §

Hillcrest Primary School's objectives are aligned with and support the directions set by Strategic Plan for WA Public Schools 2012 - 2015, the objectives of the Classrooms First strategy and the priorities with Focus Directions 2012 for Schools

## PERFORMANCE INDICATORS

### The success of Hillcrest Primary School in fulfilling its purpose will be indicated by the extent to which students:

1. use language to understand, develop, and communicate ideas and information and interact with others
2. select, integrate and apply numerical and spatial concepts and techniques.
3. recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.
4. select, use and adapt technologies.
5. describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.
6. visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.
7. understand and appreciate the physical, biological and technological world and have the knowledge, skills and values to make decisions in relation to it.
8. understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.
9. interact with people and cultures other than their own and are equipped to contribute to the global community.
10. participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.
11. value and implement practices that promote personal growth and well being.
12. are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.

## NATIONAL TESTING LONGITUDINAL DATA SUMMARY

### Literacy

#### Summary 2011

There has been a general decline in performance in Literacy since 2008. This can be attributed, in part, to the influx of LBOTE students, particularly of Asian cultures.

The average of students meeting the National Minimum Standard (NMS) in Literacy over the past four years is 92%. LBOTE and ATIS students make up the major of students not achieving the NMS.

Spelling, Punctuation & Grammar achievement has remained strong over the three year levels.

Prior to 2007, Year 7 had been the most successful group. Since then, declining performance coincided with the movement of elite Year 6 students to private schools.

Compared to like-schools, there is under-representation in the higher Proficiency Bands

### Numeracy

#### Summary 2011

Historically, the year three group, while not underperforming, have not achieved the same standard as they did in Literacy.

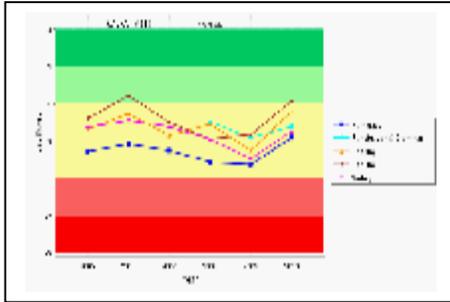
The Year K – 3 numeracy program warrants enquiry. However intervention has led to comparative improvement. 2D shapes need attention.

The average of students meeting the National Minimum Standard (NMS) in Numeracy over the past four years is 92%. LBOTE and ATIS students make up the major of students not achieving the NMS.

Compared to like-schools, there is under-representation in the higher Proficiency Bands.

#### PRIORITIES: LITERACY AND NUMERACY

Whole-school approaches to literacy and numeracy using evidence-based strategies to explicitly teach core skills and knowledge to be implemented in Kindergarten to Year 7 classrooms.



Longitudinal Data

Band	Reading	Writing	Spelling	Punctuation and Grammar	Numeracy
6	34	14	29	31	6
5	11	29	17	20	26
4	20	29	14	11	14
3	23	20	23	14	40
2	3	0	9	9	11
1	9	9	9	14	3

Minimum National Standard %

MNS	Numeracy	Reading	Writing	Spelling	P & G
Above	86	88	91	82	77
At	11	3	0	9	9
Below	3	9	9	9	14

Proficiency Bands %

DR	CS	KE

Students at Major Risk

What's the situation?

2010 Performance  
Performance of this cohort was above that of the 2009 cohort

Ranking  
Spelling  
Reading  
Punctuation and Grammar  
Writing  
Numeracy

Numeracy	
Reading	
Writing	
Spelling	
P & G	

Relative Performance – Like Schools

Why these results?  
Strong cohort  
Residual effect of GIRN  
Targeted teaching strategies – use of online examples  
Improved preparation

**Broad Improvement Strategies – to be incorporated in Literacy Plan**  
Investigate the content of Australian Curriculum  
Focus on Grammar & Punctuation – direct teaching  
Focus on persuasive text – commence with oral  
Individual plans for DR and CS

**Broad Improvement Strategies – to be incorporated in Numeracy Plan**  
Investigate the content of Australian Curriculum

2005 – 2010 Longitude Performance

Numeracy performance has consistently been this groupings weakest subject, although in 2010 the gap lessened.

Relative performance – Like Schools

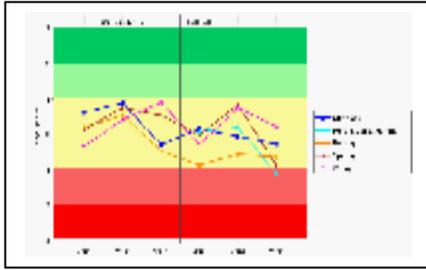
Above like-schools in Spelling

At like-school performance for Numeracy, Reading, Writing and Punctuation & Grammar

**TARGETS 2011 – 2012**



By the end of 2012 ...		
<b>Reading</b>	Will maintain its 2010 score	Maintain 2010 percentages in Bands 1 - 6
<b>Writing</b>	Continue its upward trend	Maintain 2010 percentages in Bands 1 - 6
<b>Spelling</b>	Will maintain its 2010 score	Maintain 2010 percentages in Bands 1 - 6
<b>Punctuation &amp; Grammar</b>	Continue its upward trend	Maintain 2010 percentages in Bands 1 - 6
<b>Numeracy</b>	Will narrow the gap between other subjects	Maintain 2010 percentages in Bands 1 - 6



Longitudinal Data

Band	Reading	Writing	Spelling	Punctuation and Grammar	Numeracy
8	9	4	4	4	2
7	13	11	18	24	11
6	22	33	18	11	20
5	24	29	20	31	38
4	18	16	33	16	22
3	13	7	7	13	7

Proficiency Bands %

MNS	Numeracy	Reading	Writing	Spelling	P & G
Above	71	69	77	60	71
At	22	18	16	33	16
Below	7	13	7	7	13

Minimum National Standard (MNS) %

OD SR NK LB AR HH TK JD GP JA PT

Students at Major Risk

What's the situation?

2010 Performance

All results from this cohort are down on previous cohort's performance, especially Punctuation and Grammar

Long tail with over-representation in Band 3

Ranking

- Writing
- Numeracy
- Reading
- Spelling
- Punctuation & Grammar

2005 – 2010 Longitude Performance

Slight downward trend over the past five years

Relative Performance – Like Schools

Below like-school ion Punctuation and Grammar

At like-school in Numeracy, Reading, Writing and Spelling

Numeracy	Yellow
Reading	Yellow
Writing	Yellow
Spelling	Yellow
P & G	Red

Relative Performance – Like Schools

Why these results?

High proportion of SAER students in this cohort  
 ESL component – no ESL teacher intervention  
 Attendance problems

**Broad Improvement Strategies – to be incorporated in Literacy Plan**

Investigate the content of Australian Curriculum

Support – Terms 2, 3 & 4

Support Years 3, 5 & 7 in Term 1

Focus on grammar component of Australian Curriculum

Draw simultaneously students from Years 3 & 4

Individual plans for  
 OD SR NK LB AR HH TK JD GP JA PT JZ

**Broad Improvement Strategies – to be incorporated in Numeracy Plan**

Investigate the content of Australian Curriculum

Encourage greater use of Mathletics i.e. group with a teacher or Deputy Principal

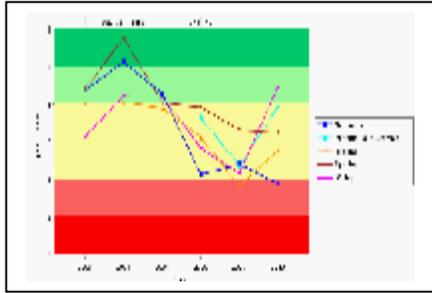
Individual plans for  
 OD SR NK LB AR HH TK JD GP JA PT JZ

**TARGETS 2011 – 2012**



**By the end of 2012 ...**

- Reading** Will move a positive score. Decrease Bands 3 and 4 percentages
- Writing** Will achieve some consistency Decrease Bands 3 and 4 percentages
- Spelling** Will become a positive score Decrease Bands 3 and 4 percentages
- Punctuation & Grammar** Arrest the downward trend Increase Bands 7 and 8 Decrease Bands 3 and 4 percentages
- Numeracy** Will improve to a positive score Decrease Bands 3 and 4 percentages



Longitudinal Data

Band	Reading	Writing	Spelling	P & G	Numeracy
9	13	13	3	13	13
8	23	34	29	16	26
7	21	16	37	29	11
6	26	24	18	29	13
5	10	8	11	11	24
4	8	5	3	3	13

Proficiency Bands %

MNS	Numeracy	Reading	Writing	Spelling	P & G
Above	63	84	87	86	86
At	24	10	8	11	11
Below	13	6	5	3	3

Minimum National Standard %

I.Z.	AK	JS	RB
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Students at Major Risk

What's the situation?

2010 Performance

Encouraging performance

Mathematics in the red, although no major common errors were identified

Tests seen as challenges – goal setting

Ranking

- Reading
- Punctuation & Grammar
- Spelling
- Writing
- Numeracy

2005 – 2010 Longitude Performance

General decline since 2007 was arrested in 2010

Only 2 subjects in the red over that period of time

Spelling has produced the most consistent performance

Relative Performance - Like Schools

- Exceeded like schools in Writing
- At like school level in Reading, Punctuation & Grammar and Spelling
- Below in Mathematics

Numeracy	Red
Reading	Yellow
Writing	Green
Spelling	Yellow
P & G	Yellow

Relative Performance – Like Schools

Why these results?

High level of teacher competency and collaboration. Positive approach independent of view on the assessment.

Taught the format of the NAPLAN documents and do not see it as a threat

No Industrial unrest – class teachers administered

ESL numbers increased – difficulty in interpreting question

New arrivals to Hillcrest only exposed for one term

GIRN defunct

**Broad Improvement Strategies – to be incorporated in Literacy Plan**

Investigate the content of Australian Curriculum

Identify and continue with successful strategies

Explore new texts to maintain areas of success

Integrate Maths vocabulary during Literacy to increase familiarity with the NAPLAN genre

Adopt persuasive text as a focus

**Broad Improvement Strategies – to be incorporated in Numeracy Plan**

Investigate the content of Australian Curriculum

Increase support to ESL and indigenous children in middle/upper years

Initial support in Term 1 to focus on NAPLAN years, thereafter on pre-NAPLAN years

Education assistants to be given an insight to NAPLAN

**TARGETS 2011 – 2012**

By the end of 2012 ...

- Reading** Will have improved into a positive position Maintain 2010 percentages in bands 4 - 9
- Writing** Will have achieved more consistent results Maintain 2010 percentages in bands 4 - 9
- Spelling** Decline observed over the last two years will be arrested Maintain 2010 percentages in bands 4 – 9
- Punctuation & Grammar** Will maintain its current score Maintain 2010 percentages in bands 4 - 9
- Numeracy** Decline observed over the last five years will be arrested Decrease Bands 4 and 5 percentages

**ACTIONS 2011 - 2012**

MAJOR STRATEGIES	RESOURCES	EVALUATION MEASURES
Utilise information about whole school, sub-group and individual student performance to set improvement targets, monitor progress, provide ongoing feedback and inform learning, teaching and leadership strategies.	School self-assessment professional learning \$3 000 pa	Year 3, 5 and 7 NAPLAN relative assessment, proficiency band and longitudinal summary data  Year 3, 5 and 7 EARS data  First Cut data
Continue to embed whole-school approaches to literacy and numeracy including the use of the <i>First Steps</i> literacy and numeracy resources. Review Kindergarten, Pre-Primary and Year 1 practices to improve children’s development and learning and align to the <i>Australian Curriculum</i> . Investigate Junior maths program.	Collaboration to develop and implement whole-school approaches in Literacy & Numeracy \$5 000 pa	
Implementation of the new Curriculum, Assessment & Reporting policy Refine the moderation processes associated with the allocation of A-E Develop a timeline for the implementation of the <i>Australian Curriculum</i> . Identify content gaps between the former DET and the <i>Australian Curriculum</i>	<i>Australian Curriculum</i> SDD Relief days for Co-ordinators \$2 000 pa	SAIS student summative report teacher judgement data SAIS teacher judgement attitude, behaviour and effort data
Utilise the <i>Australian Curriculum</i> scope and sequence statements and <i>K-7 Literacy and Numeracy Learning and Teaching Resources</i> to explicitly teach literacy and numeracy skills and knowledge with a focus on the essential skills assessed in NAPLAN. Strengthen the teaching of phonics as part of literacy tuition.	Syllabus and online resources professional learning \$5 000pa Publish list	
Implement and monitor the effectiveness of specific evidence-based strategies to improve literacy and numeracy standards.	NAPLAN Mathematics Lexile Framework	Progression from level to level
Establish and maintain school structures and processes including distributed leadership to enable ongoing staff development and team ownership of student achievement.	0.4FTE Support Teacher \$28 000 pa	
Ensure quality teaching in every classroom through building instructional leadership capacity and refining performance management practices.		Performance Management Effectiveness survey

Implement case-management plans for students at risk of falling below national minimum standards and as a means of closing the gap between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander children students.

Meeting time \$3 000 pa

PP On-Entry Assessment  
 AEDI \$2 500 per annum  
 Learning Support Coordinator  
 \$7 236 per annum  
 Case-management Plan  
 development \$14 400 per annum  
 IEP development \$5 400 per  
 annum  
 AIEO learning \$1 000 pa

Refine whole-school approaches to behaviour and attendance including support for teachers in developing classroom management skills and specific interventions for students at risk. Provide support to families of Aboriginal and Torres Strait Islander children entering the system to increase attendance and participation.

Pastoral Care Co-ordinator  
 BM Co-ordinator  
 Incentives \$3 000 pa

SIS attendance data  
 SIS behaviour data  
 SAIS teacher judgement  
 attitude, behaviour and effort  
 data

Continue to establish and build productive community partnerships and home-school links. Build community confidence in the standards being achieved by providing parents and the broader community with information about school performance measures.

School Council meetings  
 \$1 230 pa

*Surveying the School  
 Community – Parents, Staff,  
 Students – (on-line survey  
 tool)*

**IMEFRAME**

The School Plan is a two year plan subject to annual review.

## SYSTEMIC POLICIES AND DIRECTIONS

Hillcrest Primary School's objectives are aligned with and support the directions set by the Strategic plan for WA Public Schools 2012 - 2015, the objectives of the Classrooms First strategy and the priorities with Focus Directions 2012 for Schools. These are addressed in the Operational Plan.

1. RAISING STANDARDS IN LITERACY AND NUMERACY		
English – Reading	Mathematics - Number	ESL

2. IMPROVING STUDENT BEHAVIOUR AND ATTENDANCE	
Pastoral Care	Aboriginal Education Plan

3. SUPPORTING TEACHERS AND SCHOOL LEADERS	
Performance Management Policy	Pastoral Care

4. EARLY CHILDHOOD DEVELOPMENT AND LEARNING			
English	Mathematics	Aboriginal Education Plan	Performance Management Policy

5. FLEXIBILITY AND DIVERSITY			
English – Literacy through Art	Aboriginal Education Plan	CAR Policy	

**Key:**

DET DIRECTIONS
Supporting Operational Plans or Policies

Particular foci will be the education of Indigenous students and students from a language background other than English.

**School Literacy Support Team**

Literacy Committee– Names?  
 Phase of Development Team Leaders  
 Classroom Teachers  
 Teacher Assistants  
 Specialist Area Teachers  
 Librarian  
 SRA Position  
 Educational Psychologist  
 Consultants  
 Therapy Focus  
 WADE  
 ESL

**Literacy Beliefs and Values**

All children can learn.  
 Learning is developmental and it occurs in different ways and at varying rates.  
 Literacy is embedded in all learning areas.  
 Literacy begins with what children know and scaffolds to new learning.  
 Literacy development is enhanced when a successful partnership exists between home and school.  
 Literacy learning should be relevant, meaningful and enjoyable.  
 LBOTE students especially need a language-rich environment  
 Supportive of the literacy values and beliefs of the Curriculum Framework

**Home, School and Community Partnerships**

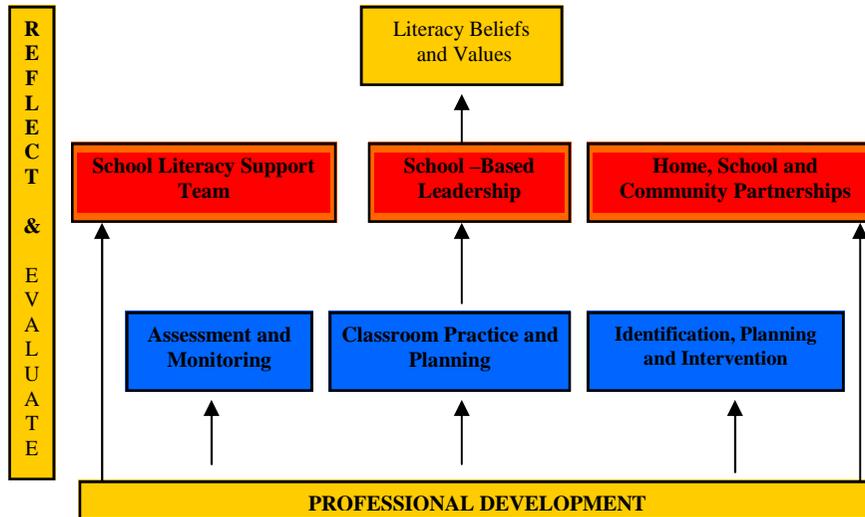
Student report  
 Three-way conferences  
 Parent interviews  
 Workbooks  
 IEP/GEP  
 Parent literacy awareness  
 Information Night– term one  
 LBOTE– Language Background other than English  
 Parent volunteers in classrooms  
 Adopt-A-Reader – investigate  
 ECU Partnership School  
 Bunnings

**School Based Leadership**

Strategy endorsed and supported by the Principal

**Assessment and Monitoring**

National Pre Entry assessment for PP  
 Literacy Net (K-7)  
 SA Spelling test  
 First Steps Developmental Continuum  
 ESL Progress maps  
 NAPLAN– Years 3,5,7 Longitudinal, Bands and NMS  
 Staff developed rubrics  
 Negotiated criteria rubrics  
 Classroom observations and assessment - teacher records.  
 Reports and recommendations from other agencies  
 Health Dept. screening– PP vision/hearing  
 (See MIS English)



**Identification, Planning and Intervention**

IEP, GEP for students at risk  
 Literacy Net  
 Pastoral Care program  
 ESL support  
 End of year handover

**Reflections and Evaluations**

School Development days reviews  
 Teacher Judgment  
 School Reports  
 NAPLAN analysis  
 Standards Review – annual  
 Performance management dialogue

**Professional Development**

Literacy conferences  
 First Steps -Writing / Reading module relevant to staff requirements  
 On-line training for Australian Curriculum  
 Targeted literacy PD as offered by Swan DEO  
 ESL in the Classroom  
 Strategies provided by ESL teacher – Kirsty Cunningham

**Classroom Practice and Planning**

Dedicated literacy time in the classroom – with Numeracy, 50% of program  
 Whole school continua of literacy content  
 Phasing in of the Australian Curriculum 2011  
 Differentiated learning tasks for ability levels of classes.

**HILLCREST PRIMARY SCHOOL IMPROVEMENT PLAN – RAISING STANDARDS**

**PROJECT TITLE: ENGLISH – Reading**

**PROJECT MANAGER: JOANNE BARRATT**

**OVERARCHING LEARNING OUTCOME: 1. The child uses language to understand, develop and communicate ideas and information and interacts with others**

**LEARNING AREA OUTCOME: 1/5. The child reads text critically**

STUDENT OUTCOME	DATA & EVIDENCE	MECHANISM	STRATEGIES	RESOURCES	\$
§ Reads a wide range of text with purpose, understanding and critical awareness	§ Reads a wide range of text p/.91	§ Teachers Checklists – ongoing	Teachers to model comprehension strategies and cues across the curriculum		
IMPROVEMENT TARGETS	§ Reads to obtain information and for enjoyment	§ On Entry for PP assessment weeks 4 – 8	<u>Kindergarten and Pre Primary</u> Retell and drama	Diana Rigg PD – all K/P staff March 2011	NFR (D 2705 1346 820, 806)
<b>Reading - NAPLAN</b> Will maintain its 2010 score Maintain 2010 percentages in Bands 1 - 6	§ Uses background knowledge, personal experience and conventions to assist in making meaning of text	§ Literacy Net	News telling - 1st Steps – roster so all participate Story retelling – verbally then scribe Nursery rhymes – highlight rhyming words Concepts charts for under/over, through/next to for obstacle course (environmental text) Role playing of story characters I Spy concentrating on first letter sound Barrier Games	Diana Rigg Resources to complement PD K P Big Books	250 170 200
<b>Reading – Teacher Judgement</b> Excellent 15% Good 40% Satisfactory 35% Limited 15%	§ Responds critically		Multi-sensory phonics K Phonic program PP Games – memory games where the child uses sentences to describe card Identify students at risk at both end of scale and provide a suitable program Early identification of students needing speech therapy Retell “sequence” puzzles to tell the story Identify syllables in words eg child’s name	Jolly Phonics Jolly Phonics Sentence Maker Sequence puzzles	150
					b/f \$770

<p><b>Reading - NAPLAN</b></p> <p>Will maintain its 2010 score</p> <p>Maintain 2010 percentages in Bands 1 – 6</p> <p><b>Reading – Teacher Judgement</b></p> <p>Excellent 15%</p> <p>Good 40%</p> <p>Satisfactory 35%</p> <p>Limited 15%</p>		<p>§ Literacy net – ongoing</p> <p>§ Lexile Framework – temly</p> <p>§ NAPLAN - yearly</p> <p>§</p>	<p><b><u>Years 1, 2 and 3</u></b></p> <p>Re-activate the Positive Parenting Reading Program – afternoon/night sessions</p> <p>Teachers to check the Yr 2 NAPLAN Planner</p> <p>Year 3 teachers use NAPLAN Literacy &amp; Numeracy Planner – exercise on-line</p> <p>Reading program to level students - Keylinks</p> <p>Unit Progress – streamline phonics, word building and word study programs. <i>Unit program to be followed.</i></p> <p>Encourage oral sessions after silent reading</p> <p>Establish a liaison person between classes</p> <p>Year 2 to focus support in Term 4 to aid NAPLAN Preparation</p> <p>Introduce Jolly Phonics to Year 1 in 2011 and follow through school in subsequent years</p>	<p>Catriona/Melanie</p> <p>DET Portal</p> <p>K -10 syllabus NAPLAN site</p> <p>Keylinks</p> <p>Marilyn Jackson</p> <p>Keylinks</p> <p>Liz Ford</p> <p>Catriona Harrison</p> <p>Related materials</p>	<p>650</p> <p>NFR</p> <p>NFR</p> <p>NFR</p> <p>NRF (1346)</p> <p>200</p>
<p><b>Reading - NAPLAN</b></p> <p>Will move a positive score.</p> <p>Decrease Bands 3 and 4 percentages</p> <p><b>Reading – Teacher Judgement</b></p> <p>Excellent 15%</p> <p>Good 40%</p> <p>Satisfactory 35%</p> <p>Limited 15%</p>		<p>§ Lexile Framework – temly</p> <p>§ NAPLAN - yearly</p>	<p><b><u>Years 4 and 5</u></b></p> <p>Philosophy in the classroom</p> <p>Literacy Circles and the Four Roles of the Reader</p> <p>Rotation Group Strategies</p> <p>Teachers to check the NAPLAN Planner</p> <p>Year 5 teachers use NAPLAN Literacy &amp; Numeracy Planner – exercise on-line</p> <p>Introduce a wide range of genre and textual content</p> <p>Eg poems, posters, articles etc</p> <p>Silent Reading</p> <p>Four Roles of the Reader strategy</p> <p>Use of class set of novels</p>	<p>PD</p> <p>Charts and cards</p> <p>Class sets x 4</p> <p>ACARA website</p> <p>Readers' Theatre</p> <p>Alex to PD</p>	<p>400</p> <p>1 200</p> <p>NFR</p> <p>NFR</p> <p>NFR</p>

<p><b>Reading - NAPLAN</b> Will have improved into a positive position</p> <p>Maintain 2010 percentages in bands 4 – 9</p> <p><b>Reading – Teacher Judgement</b></p> <table border="0"> <tr><td>Excellent</td><td>15%</td></tr> <tr><td>Good</td><td>40%</td></tr> <tr><td>Satisfactory</td><td>35%</td></tr> <tr><td>Limited</td><td>15%</td></tr> </table>	Excellent	15%	Good	40%	Satisfactory	35%	Limited	15%		<p>§ Lexile Framework – termly</p> <p>§ NAPLAN - yearly</p>	<p style="text-align: center;"><b><u>Years 6 and 7</u></b></p> <p>Expose children to a variety of terminology eg How questions can be asked</p> <p>Up-skill teachers on fresh approaches to reading</p> <p>New text to expose children to visual skills. New books – new enthusiasm</p> <p>Lexile Framework resources for middle years</p> <p>Expose children to a variety of genre and textual context e.g. poems, posters, articles, narratives etc, in a compact form with an emphasis on persuasive text</p> <p>Teacher expertise to continue their great work with own strategies</p> <p>Use oral response as part of comprehension/awareness/purpose</p> <p>Strategies to help children understand what themes are hidden within a given text E.g. Why are the characters as they are?</p> <p>Use three levels of questioning techniques – Literal, evaluative, inferential. Text to visual.</p> <p>Encourage personal reading using a variety of positive rewards</p> <p>Teachers to share successful strategies</p> <p>ESL translation of notes etc. Focus on NAPLAN Term 1</p> <p style="text-align: center;"><b>General</b></p> <p>Review current reading books and replace as necessary</p>	<p>PD for John to research and evaluate</p> <p>Jo Barratt/P &amp; C</p> <p>School papers Text for each teacher Ref: Siobhan</p> <p><b>TOTAL</b></p>	<p><b>b/f \$2 820</b></p> <p>500</p> <p>1 000</p> <p>1 000</p> <p>400</p> <p>180</p> <p>5000</p> <p><b>\$9 100</b></p>
Excellent	15%												
Good	40%												
Satisfactory	35%												
Limited	15%												

OVERARCHING LEARNING OUTCOME: 1. The child uses language to understand, develop and communicate ideas and information and interacts with others

LEARNING AREA OUTCOME: 1/5. The child writes with purpose using appropriate conventions

STUDENT OUTCOME	DATA & EVIDENCE	MECHANISM	STRATEGIES	RESOURCES	\$
Writes for a range of purposes and in a range of forms using the conventions appropriate to audience, purpose and context	Communicates ideas, information, expresses feelings	§ Teachers Checklists – ongoing	§ Teachers to provide a stimulating classroom environment that allows positive and meaningful written text integrated across all Learning Areas on a daily basis. <i>Writing is valued by the school.</i>	Teaching Staff	NFR
IMPROVEMENT TARGETS	§ Uses the conventions of handwriting, spelling, grammar, punctuation and layout	§ Literacy assessment – August § MSE September § NAPLAN - yearly	§ Teachers to model genre and conventions	Fremantle Lit Centre Giant Post-it Charts Textas and easel-type whiteboards Interactive whiteboard Big Books Stories on CDs	500
<b>Year 3 Writing - NAPLAN</b> Continue its upward trend Maintain 2010 percentages in Bands 1 - 6	§ Uses the conventions of vocabulary, tone style and structure		§ Persuasive text focus. Year 6 – 7 to moderate Term 1	DET on-line resources TR Persuasive texts Storybook Weaver, Kidpic, Clickview	NFR NFR 2 500 500 1 000
<b>Year 5 Writing - NAPLAN</b> Will achieve some consistency Decrease Bands 3 and 4 percentages	§ Uses a variety of strategies p.92		§ Scaffolding for reluctant writers	Sentence of the Week Teacher preferred spelling texts Pencil grips x 100	NFR
<b>Year 5 Writing - NAPLAN</b> Will have achieved more consistent results Maintain 2010 percentages in bands 4 - 9	§ Uses writing as part of a larger process of producing and presenting texts		§ Use the writing process to strengthen the conventions of handwriting, grammar, spelling and editing – <i>First Steps Strategies</i>	Newsletter Assembly - Principal ANZAC Day and other special events & competitions Election Speeches	NFR
<b>Teacher Judgement</b> Excellent 15% Good 40% Satisfactory 35% Limited 15%			§ Maximise publication of student writing and reward improved writing eg newsletter samples § Foyer roster – weekly displays § LOTE – compare and contrast Italian to English Use visual aids to help understanding of skills being taught Ask teacher to teach basic grammar so Italian lessons can flow more efficiently ESL intervention for small groups	Foyer Area - Kerry	NFR
				<b>TOTAL</b>	<b>\$4 500</b>

## Hillcrest Primary School - Whole School Approach to Numeracy

### School Numeracy Support Team

Numeracy Committee– Names?  
 Phase of Development Team Leaders  
 Classroom Teachers  
 Teacher Assistants  
 Specialist Area Teachers  
 Librarian  
 SRA Position  
 Educational Psychologist  
 Consultants  
 Therapy Focus  
 WADE

### Numeracy Beliefs and Values

All children can learn.  
 Numeracy is developmental and it occurs in different ways and at varying rates.  
 Numeracy is embedded in all learning areas.  
 Numeracy begins with what children know and scaffolds to new learning especially concrete to abstract  
 Numeracy development is enhanced when a successful partnership exists between home and school.  
 Numeracy learning should be relevant, meaningful and enjoyable.  
 Supportive of the numeracy values and beliefs of the Curriculum Framework

### Home, School and Community Partnerships

Student report  
 Three-way conferences  
 Parent interviews  
 Maths Journals  
 IEP/GEP  
 Parent numeracy awareness  
 Class Information Session– term one  
 LBOTE– Language Background other than English – decoding written problems  
 Parent volunteers in classrooms  
 ECU Partnership School  
 Wheel Chairs for Kids

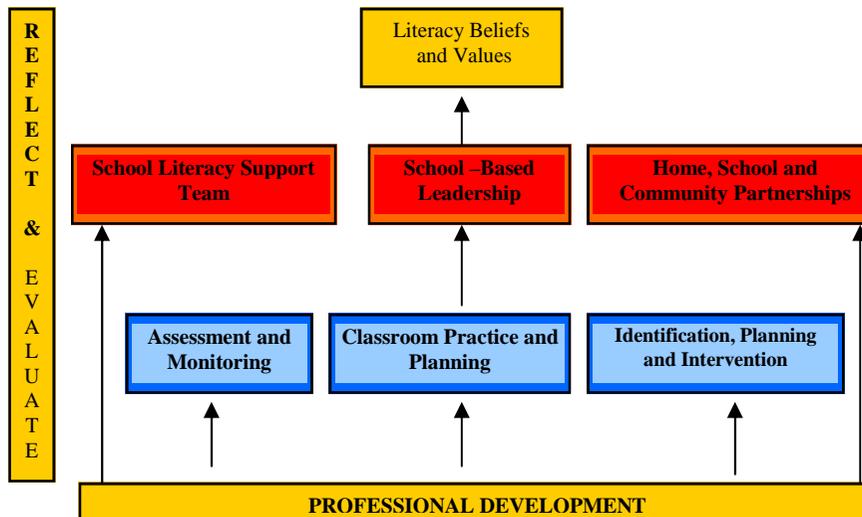
### School Based Leadership

Strategy endorsed and supported by the Principal

### Assessment and Monitoring

PIPS Baseline Assessment (PP)  
 AEDI  
 First Steps Developmental Continuum  
 NAPLAN– Years 3,5,7 Longitudinal, Bands and NMS  
 Inter class and interschool moderation  
 Staff developed rubrics  
 Negotiated criteria  
 Mathematics  
 Classroom observations and assessment - teacher records.  
 Reports and recommendations from other agencies  
 Health Dept. screening– PP vision/hearing

(See MIS Mathematics)



### Identification, Planning and Intervention

IEP, GEP for students at risk – use templates  
 Numeracy Assessment Tool  
 Pastoral Care program  
 ESL support  
 End of year handover

### Reflections and Evaluations

School Development days reviews  
 Teacher Judgment  
 School Reports  
 NAPLAN analysis  
 Standards Review – annual  
 Teacher self evaluations  
 Performance management dialogue

### Professional Development

Numeracy conferences  
 First Steps –Numeracy modules relevant to staff requirements  
 On-line training for Australian Curriculum  
 Targeted numeracy PD as offered by Swan DEO  
 ESL in the Classroom  
 Strategies provided by ESL teacher – Kirsty Cunningham

### Classroom Practice and Planning

Dedicated numeracy time in the classroom – with literacy, 50% of program  
 Whole school continua of literacy content  
 Phasing in of the Australian Curriculum 2011  
 Differentiated learning tasks for ability levels of classes.

**PROJECT TITLE: Mathematics - Number**

**PROJECT MANAGER: Ken Spencer.**

OVERARCHING LEARNING OUTCOME 2...The child selects, integrates and applies spatial concepts and techniques.

LEARNING AREA OUTCOME: 3...The child uses numbers and operations efficiently and effectively

STUDENT OUTCOME	DATA & EVIDENCE	MECHANISM	STRATEGIES	RESOURCES	\$
<p>§ Uses number and operations effectively and efficiently</p> <p>IMPROVEMENT TARGETS</p> <p><b>K, P Numeracy – NAPLAN</b></p> <p>Will narrow the gap between other subjects</p> <p>Maintain 2010 percentages in Bands 1 - 6</p>	<p><b>Analysis</b> of 2009 and 2010 NAPLAN Assessments</p> <p>§ Reads, writes &amp; understands order and magnitude</p> <p>§ Understands the uses and connections between the four operations</p> <p>§ Chooses mental, paper or calculator according tot the task</p> <p>§ Reads a wide range of text p/.91</p> <p>§ Reads to obtain information and fro enjoyment</p> <p>§ Uses background knowledge, personal experience and conventions to assist in making meaning of text</p> <p>§ Responds critically</p>	<p>§ Teacher ongoing checklists, sample collection.</p> <p>§ Recognised signposts that show the signposts of progression – ACER, First Step Modules Diagnostic tasks</p> <p>§ Mathletics – termly Admin</p> <p>§ NAPLAN 2011</p>	<p>Numeracy Net (K/P) and PIPS (PP)</p> <p><b><u>Kindergarten and Pre Primary</u></b></p> <p>Number finger rhymes/music /number stories</p> <p>One to one daily counting of children and things</p> <p>Encourage knowing house and phone numbers</p> <p>Number walks – find numbers in the environment</p> <p>Daily calendar - visual</p> <p>Specific maths time with games/activities at stations for K &amp; P</p> <p>Order – instructions, stories, sequence sheets, Incidental maths games</p> <p>Writing numerals) and matching numbers</p> <p>Shop Play – number price matching, labels. Classifying coins – big and little</p> <p>Expose children to a variety of language – plus, add one more etc. Symbols for them.</p> <p>Develop a handover page of concepts/skills K – PP PP – 1 (Numeracy Net)</p>	<p>Big Books for Math concepts</p> <p>Commercially produced games, dice money, money dice Charts,</p> <p>Whiteboards</p> <p>GiR Ref: Ken Spencer</p> <p>Variety</p>	<p><b>200</b></p> <p><b>200</b></p> <p><b>100</b></p> <p><b>300</b></p>

<p><b>Year 3 Numeracy – NAPLAN</b></p> <p>Will narrow the gap between other subjects</p> <p>Maintain 2010 percentages in Bands 1 - 6</p>			<p style="text-align: center;"><b><u>Years 1 to 3</u></b></p> <p>Replenish class sets of maths essentials eg counters, coins</p> <p>Consistent use of First Steps Maths strategies</p> <p>Consistent text consumables</p> <p>Increase the use of technology to assist mathematical teaching and learning</p> <p>Small group strategies involving Support teacher</p> <p>Provide the child with opportunities to practise NAPLAN format, including interpreting questions, two-part questions, multiple choice and other terminology</p>	<p>Origo Maths booklet Assortment of 3-d shapes On-line resources eg Aust Curric. Rain Forest Maths</p> <p>Modules in Text Room</p> <p>EA time</p> <p>Interactive Whiteboards</p> <p>Sets of past NAPLAN Ken Spencer</p> <p>First Steps modules</p> <p>Awards/hpotocopying</p> <p>NAPLAN planner through portal Google ACARA or NAPLAN</p> <p>Targeting maths</p> <p>Mastering mental maths</p> <p>Avanti Mental Maths</p> <p>Mathletics</p> <p>Primary Maths</p>	<p>b/f \$800</p> <p>300</p> <p>NFR</p> <p>NFR</p> <p>NFR (D5430)</p> <p>NFR</p> <p>NFR</p> <p>100</p> <p>NFR</p> <p>NFR</p> <p>1 500</p> <p>NFR</p>
<p><b>Year 5 Numeracy – NAPLAN</b></p> <p>Will improve to a positive score</p> <p>Decrease Bands 3 and 4 percentages</p>		<p>§ Teacher ongoing checklists, sample collection.</p> <p>§ Recognised signposts that show the signposts of progression – ACER, First Step Modules Diagnostic tasks</p> <p>§ Mathematics – termly Admin</p> <p>§ NAPLAN 2011</p>	<p style="text-align: center;"><b><u>Years 4 and 5</u></b></p> <p>Daily mental maths covering the four operations</p> <p>Daily tables learning and competitions</p> <p>Regular sessions using First Step strategies</p> <p>Use First Steps diagnostic testing sheets with the aim of multi-aged grouping across Years 3,4 and 5</p> <p>Activity based open ended tasks</p> <p>Use NAPLAN planner to ensure continuity and comparability</p>		

<p><b>Year 7 Numeracy – NAPLAN</b></p> <p>Decline observed over the last five years will be arrested</p> <p>Decrease Bands 4 and 5 percentages</p> <p><b>Teacher Judgement</b> Excellent Good Satisfactory Limited</p>		<p>§ Teacher ongoing checklists, sample collection.</p> <p>§ Recognised signposts that show the signposts of progression – ACER, First Step Modules Diagnostic tasks</p> <p>§ Mathematics – termly Admin</p> <p>§ NAPLAN 2011</p>	<p>First Steps refresher PD</p> <p style="text-align: center;"><b><u>Years 6 and 7</u></b></p> <p>Upskill teachers by exposure to new methodology</p> <p>Expose students to language and terminology of question types across all operations ie worded problems</p> <p>Conduct basic fact drills</p> <p>Teach formula for area and perimeter – regular and irregular shapes – and volume</p> <p>Expose students to number patterns and teach analysis techniques. Concrete and numerical. Year 7 Term 1</p> <p>Expose students to discounts (real life)</p> <p>Review this plan Term 3</p>	<p>Origo Conference May 2011 MAWA Primary Convention Upgrade teachers professional library</p> <p>Signposts – Teachers Guide and student booklets</p> <p>First Step modules Previous NAPLAN booklets</p> <p>Concrete materials</p> <p>Retail catalogues</p> <p style="text-align: center;"><b>TOTAL</b></p>	<p>(D 5430)</p> <p>b/f \$2 700</p> <p>NFR (1346)</p> <p>1 000</p> <p>800</p> <p>1 000</p> <p>NFR</p> <p><b>\$6 000</b></p>
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**PROJECT TITLE: SOCIETY & ENVIRONMENT - Active Citizenship** **PROJECT MANAGER: Kerry Manuel**

**LEARNING AREA OUTCOME: 8/3 The child demonstrates active citizenship through their behaviours and practices in the school environment**

STUDENT OUTCOME	DATA & EVIDENCE	MECHANISM	STRATEGIES	RESOURCES	\$								
<p>§ The child demonstrates active citizenship through their behaviours and practices in the school environment</p>	<p>§ Analyses their heritage and traditions, institutions and organisations to demonstrate behaviours consistent with ...</p> <p>Ecological sustainability Democratic process Social Justice</p> <p><b>Targets 2012</b></p> <table> <tr> <td>Excellent</td> <td>15%</td> </tr> <tr> <td>Good</td> <td>60%</td> </tr> <tr> <td>Some</td> <td>20%</td> </tr> <tr> <td>Limited</td> <td>5%</td> </tr> </table>	Excellent	15%	Good	60%	Some	20%	Limited	5%	<p>§ Teachers observation and checklists – ongoing</p>	<p>§ Teachers to examine History in AC</p> <p>§ Teachers structure the learning environment to provide students with the opportunity to demonstrate their understandings of active citizenship</p> <p>§ Work with the community to develop a set of Hillcrest Values – see “Part B ,” Interacting with the School Community</p> <p>§ Teachers structure the learning environment to provide students with the opportunity to demonstrate citizenship eg <i>Fortnightly Virtue</i></p> <p>§ Investigate environmental programs offered by City of Bayswater as above</p> <p>§ Investigate local environmental excursions and presenters – develop a register eg Water Festival - Whiteman Park</p> <p>§ Relate citizenship to the Oral Language priority</p> <p>§ Honour important dates such as ANZAC Day</p> <p>§ Participation in the Electoral System for school leaders</p> <p>§ Implement the Aboriginal Studies Curriculum across the school with a focus how citizenship was evident in Aboriginal culture</p>	<p>General resources Incentives and rewards</p>	<p>1200 (D5205)</p> <p><b>Total</b></p> <p><b>\$1 200</b></p>
Excellent	15%												
Good	60%												
Some	20%												
Limited	5%												

**OVERARCHING LEARNING OUTCOME: 8. The child understands their culture, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia**

**§ LEARNING AREA OUTCOME: 8/3 The child understands that people attempt to meet their needs and wants by optimum use of finite resources**

STUDENT OUTCOME	DATA & EVIDENCE	MECHANISM	STRATEGIES	RESOURCES	\$
<p>§ Understands that people attempt to meet their needs and wants by optimum use of finite resources</p>	<p>§ Recognises basic needs vs wants and choices to be made</p>	<p>§ MSE - September - Random Sample, only. Deputy Principal to arrange.</p>	<p>§ Teachers structure the learning environment to provide students with the opportunity to demonstrate their understandings of resource management</p> <p>§ Correlate Library resources with needs of the class teachers</p> <p>§ Continue with /Water Wise</p> <p>§ Class based incursions and excursions eg Bayswater Recycling Centre</p> <p>§ Implement the Aboriginal Studies Curriculum across the school with a focus how resources were managed in Aboriginal culture</p> <p>§ Apply the Skills section of the History component of the Australian Curriculum to Resources</p>	General resources	800
	<p>§ Classifies resources as land, labour or man made</p>			<p>§ Teachers observation and checklists – ongoing</p>	Roy Hallam, SDD 5 April
	<p>§ Understands enterprise and management increases optimal use</p>	Subsidy			200
	<p>§ Understands the role of the workers and the changing skill base</p>	ASC:Teacher’s Guide, Charmaine Thomas/Sue Livingstone			
	<p>§ <b>Targets 2012</b></p> <p>Excellent 25 %</p> <p>Good 50%</p> <p>Some/limited 25 %</p>	Kerry to check the budget halfway			
					<b>Total</b>

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**PROJECT TITLE: SCIENCE**

**PROJECT MANAGER: KERRY LANGLEY**

**OVERARCHING LEARNING OUTCOME: 7. The child understands and appreciates the physical, biological and technological world and have the knowledge and skills to make decisions in relation to it**

**§ LEARNING AREA OUTCOME: 7/8 The child understand their own biology and that of other living things and recognises the interdependence of life**

STUDENT OUTCOME	DATA & EVIDENCE	MECHANISM	STRATEGIES	RESOURCES	\$	
§ Understand their own biology and that of other living things and recognises the interdependence of life	§ Understands the interdependence of all living things and how changes to the environment affect all § Understands the structure of living things, and how these structures work § Describes how organisms grow, reproduce and change over time	§ Teachers observation and checklists – ongoing § University of NSW Science Competition – July- Yrs 2, 4,6, 7 § MSE Science – Yr 7 September § Whole school assessment task in Term 3	§ Adopt a hands on and discovery mode of Life and Living § <b>Relate to Systems in T &amp; E – see p.25</b> § Use the HOTS matrix for life cycles, food chains with appropriate content eg <ul style="list-style-type: none"> <li>- Grasshopper</li> <li>- Butterflies and moths</li> <li>- Cane toads</li> <li>- Animals and plants in danger</li> </ul> § Animal and plants parts and how they operate § Humans as a system of body parts § Symbiosis such as clown fish and coral	§ Assorted science equipment	2000	
	<b>Targets 2012</b>					
	Excellent	25 %				
	Good	50%				
	Some	15%				
Limited	10%					
				<b>Total</b>	<b>\$2 000</b>	

**OVERARCHING LEARNING OUTCOME: 4. The child selects uses and adapts technologies it**

**§ LEARNING AREA OUTCOME: 7/8 The child designs, adapts and presents information**

STUDENT OUTCOME	DATA & EVIDENCE	MECHANISM	STRATEGIES	RESOURCES	\$								
<p>The child designs, adapts and presents information</p> <p><b>Teacher Judgement</b></p> <table border="0"> <tr> <td>Excellent</td> <td>12%</td> </tr> <tr> <td>Good</td> <td>20%</td> </tr> <tr> <td>Satisfactory</td> <td>60%</td> </tr> <tr> <td>Limited</td> <td>8%</td> </tr> </table>	Excellent	12%	Good	20%	Satisfactory	60%	Limited	8%	<p>§ With clear purpose, locates and selects information appropriate to solution</p> <p>§ Understands the impact of information</p> <p>§ Makes information accessible to audience taking into account local, national and international perspectives</p>	<p>§ Analysis of technology portfolio and finished product</p> <p>§ Teachers Checklist for each design process – ongoing</p>	<p>§ Teachers to design challenges that require a child’s explanation of how they solved the challenge and the results achieved.</p> <p>§ Teachers to correlate the design, adaptation and presentation of information to the year level requirements of the Australian Curriculum Mathematics – Statistics &amp; Probability, Measurement and Geometry, and, Reasoning</p> <p>§ Teachers to correlate the design, adaptation and presentation of information to the year level requirements of the Australian Curriculum English – Text Purposes and Oral Communication Skills</p>	<p>§ Assorted T &amp; E equipment to top up Store Room 3 (John)</p> <p style="text-align: right;"><b>Total</b></p>	<p>2000</p> <p style="text-align: right;"><b>\$2 000</b></p>
Excellent	12%												
Good	20%												
Satisfactory	60%												
Limited	8%												

**PROJECT TITLE: Physical Education** **PROJECT MANAGER: Richard Glowacki/Adrian Archer**

**OVERARCHING LEARNING OUTCOME:** 11. The child values and implements practices that promote personal growth and well being.

**LEARNING AREA OUTCOME:** 11/3 The child demonstrates human movement skills and strategies for confident participation in physical activity.

STUDENT OUTCOME	DATA & EVIDENCE	MECHANISM	STRATEGIES	RESOURCES	\$
§ The child demonstrates human movement skills and strategies for confident participation in physical activity.	§ Demonstrates skills of locomotion	§ Teacher analysis of human movement using Fundamental Movement skills checklists	<b>Years 1-3</b> § Catching of large gator balls and small soft balls and bean bags § Overhead tapping, pushing and striking large beach balls § Striking using modified equipment such as plastic T-Ball bats and larger balls § Over-arm throwing and under-arm throwing/rolling § Gymnastic mat work § Kicking modified equipment such as foam soccer balls and small footballs § Athletics skills and carnival team games Term 3 § Increase Years 2 and 3 team games in Athletics carnival § Swimming skills Term 4 Year 3 Term 2) § Sport incursions throughout the year § Dance instruction Term 4 § Inclusive games and rule changes to encourage participation and cooperation § Cooperative games § Minor games to demonstrate specific FMS such as dodging/evasion during a tag game	A wide variety of low impact, large strike zone equipment	1 000
	§ Demonstrates body management			§ Student progress against Australian Curriculum Standard	
	§ Demonstrates object control			Bus subsidy	200
	§ Demonstrates the above in games				
	§ Moves rhythmically to music				
	§ Demonstrates skills in an aquatic environment		<b>Years 4-5</b> § As above using increasing equipment § Minor games to demonstrate specific FMS such as dodging/evasion during a tag game § Introduction of modified sports § Inclusive games and rule changes to encourage participation and cooperation § Cooperative games § Athletics skills and carnival team games Term 3 § Swimming skills Term 2 § Sport incursions throughout the year § Dance instruction Term 4	A wide variety of low and medium impact, large and medium strike zone equipment	1 000
	§ Demonstrates cooperative behaviours to help generate teamwork			<b>Bus subsidy</b> Sporting Association representatives and coaching clinics	300

	<p><b>Targets 2012</b>          Excellent 20%          Good 55%          Some 15%          Limited 10%</p>		<p><b>Years 6-7</b></p> <ul style="list-style-type: none"> <li>§ Minor games to demonstrate specific FMS such as dodging/evasion during a tag game</li> <li>§ Introduction and continuation of modified sports such as T-Ball to softball and baseball</li> <li>§ Greater emphasis on team strategy during more formalised game settings</li> <li>§ Inclusive games and rule changes to encourage participation and cooperation</li> <li>§ Gymnastic mat work</li> <li>§ Cooperative games – school and Rottnest camp</li> <li>§ Athletics skills and carnival team games Term 3</li> <li>§ Swimming skills Term 1</li> <li>§ Sport incursions and excursions throughout the</li> <li>§ Lightning carnival, interschool – netball, Football, Soccer</li> <li>§ Interschool sport Term 2</li> <li>§ Dance instruction Term 4</li> </ul>	<p>East Perth FC Eagles FC</p> <p>A wide variety of assorted impact, assorted strike zone equipment</p> <p>Sporting Association representatives and coaching clinics East Perth FC, Eagles FC YMCA/Morley Rec. Bus subsidy</p> <p>Athletics Carnival stickers, ribbons, medallions etc</p> <p style="text-align: right;"><b>TOTAL</b></p>	<p>1 000</p> <p>600</p> <p>600</p> <p><b>\$ 4 600</b></p>
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**PROJECT TITLE: Health PROJECT MANAGER: Susan Dalby**

**OVERARCHING LEARNING OUTCOME:** 11 The child values and implements practices that promote personal growth and well being.

**LEARNING AREA OUTCOME:** 11.1 The child knows and understands health and physical activity concepts that enable informed decisions for a healthy active lifestyle. 11.4 The child demonstrates self management skills which enables them to make informed decisions for a healthy active lifestyle

STUDENT OUTCOME	DATA & EVIDENCE	MECHANISM	STRATEGIES	RESOURCES	\$								
<p>§ The child demonstrates self management skills which enables them to make informed decisions for a healthy active lifestyle</p>	<p>Demonstrates self management skills in individual, group and team work.</p> <p><u>Targets 2012</u></p> <table> <tr> <td>Excellent</td> <td>9%</td> </tr> <tr> <td>Good</td> <td>20%</td> </tr> <tr> <td>Satisfactory</td> <td>65%</td> </tr> <tr> <td>Limited</td> <td>6%</td> </tr> </table>	Excellent	9%	Good	20%	Satisfactory	65%	Limited	6%	<p>Teachers analyse self management skills with checklists ongoing.</p> <p>MSE – September, if available.</p>	<ul style="list-style-type: none"> <li>Teachers promote SMS by structuring learning activities to provide students with the opportunity to demonstrate skills of:               <ul style="list-style-type: none"> <li>Self esteem building ;</li> <li>performing guided decision making ;</li> <li>goal setting;</li> <li>Accepting roles and responsibilities</li> <li>Saying ‘No’ to bullying;</li> <li>Identifying and addressing personal strengths and weaknesses;</li> <li>Resilience and Stress management.</li> </ul> </li> <li>Relevant strategies to be used across all health strands. See Challenges and Choices manual – middle.</li> </ul> <p>Card clusters p 272 Placemat p279            Graffiti p272 T and Y Charts p287            KWL p273 Debates p293            POW p273 Voting p294            Circle talk p276 Decision making model p297            Eight square p277 Role play p300            Guest speaker p278 Think, pair share p315            Jigsaw p278 Toss a die p315            School Psych to run small group sessions for Yr 4</p> <ul style="list-style-type: none"> <li>Teachers to provide a safe and stimulating environment that allows positive interaction between students.</li> <li>Maintain positive support for values program reinforce at assemblies and PA announcements.</li> </ul> <p>Participation in Health Promotions e.g. Fruit and Veg week, Crunch and Sip, Whole School Breakfast and Taste Test</p>	<p>Challenges and Choices Manual (SDERA) Junior Middle and Upper</p> <p>Activity sheets</p> <p>Big books (library)</p> <p>Consumable food for Health Promotions</p> <p>Use of external professionals, e.g. school nurse, fire department, dental therapy unit, Red Cross SDERA</p>	<p>300.00</p> <p>60.00</p> <p>0.00</p> <p>200.00</p>
	Excellent	9%											
Good	20%												
Satisfactory	65%												
Limited	6%												
<p>§ The child knows and understands health and physical activity concepts that enable informed decisions for a healthy, active lifestyle</p>	<p>§ Demonstrates communication and co-operation skills that enhance interpersonal and group relationships, decision –making and conflict resolution(p.121)</p> <p><u>Targets 2012</u></p> <table> <tr> <td>Excellent</td> <td>5%</td> </tr> <tr> <td>Good</td> <td>20%</td> </tr> <tr> <td>Satisfactory</td> <td>70%</td> </tr> <tr> <td>Limited</td> <td>5%</td> </tr> </table>	Excellent	5%	Good	20%	Satisfactory	70%	Limited	5%	<p>Teachers analyse knowledge and understanding with checklists ongoing.</p>	<p>RLSS DRABCD Resus. course</p>	<p>300.00</p>	
Excellent	5%												
Good	20%												
Satisfactory	70%												
Limited	5%												
				<b>TOTAL</b>	<b>\$860</b>								

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**PROJECT TITLE: THE ARTS – VISUAL ARTS – Arts in Society** **PROJECT MANAGER: Siobhan Duggan**

**OVERARCHING LEARNING OUTCOME: 10. The child participates in creative activity of their own and engages with the artistic, cultural and intellectual work of others**

**LEARNING AREA OUTCOME: 10/4 The child understands the role of the arts in society**

STUDENT OUTCOME	DATA & EVIDENCE	MECHANISM	STRATEGIES	RESOURCES	\$
§ The child understands the role of the arts in society	§ Values arts and shows positive attitudes	§ Teacher analysis of music works with Checklists – ongoing	<ul style="list-style-type: none"> <li>Literacy through Art project</li> <li>Use the Space and Place strand to highlight the art genres and contributions of people in their environment               <ul style="list-style-type: none"> <li>Do they have an art genre?</li> <li>Does it reflect their environment?</li> <li>Does it have a religious significance?</li> <li>Has it changed over time?</li> <li>Has it been adopted/adapted by others?</li> <li>Famous pieces of visual art Copy a classic</li> <li>Architecture around the world</li> <li>Statues of the world</li> </ul> </li> <li>Concept of an art gallery. Create you class gallery.</li> <li>Investigate the cost of famous works. Why are they so expensive? Materials? Talent? Concept?</li> </ul>	<ul style="list-style-type: none"> <li>Siobhan</li> <li>Books of Art</li> <li>General art provisions for stock to allow a wide range of genres</li> </ul>	200
	§ Understands arts heritage				§ Understands arts vary according to time and place
	<b>Targets 2012</b>				
	Excellent	9%			
	Good	46%			
	Satisfactory	40%			
	Limited	5%			
				<b>TOTAL</b>	<b>\$1 200</b>

**OVERARCHING LEARNING OUTCOME: 10. The child participates in creative activity of their own and engages with the artistic, cultural and intellectual work of others**

**LEARNING AREA OUTCOME: 10/4 The child understands the role of the arts in society**

STUDENT OUTCOME	DATA & EVIDENCE	MECHANISM	STRATEGIES	RESOURCES	\$
<p>§ The child understands the role of the arts in society</p>	<p>§ Values arts and shows positive attitudes</p> <p>§ Understands arts heritage</p> <p>§ Understands arts vary according to time and place</p> <p>§ Recognises contribution to the economy</p> <p><b>Targets 2012</b></p> <p>Excellent 10%</p> <p>Good 46%</p> <p>Satisfactory 39%</p> <p>Limited 5%</p>	<p>§ Teacher analysis of music works with Checklists – ongoing</p> <p>§ MSE Music – September</p>	<ul style="list-style-type: none"> <li>• Incursion</li> <li>• Listening activities using a variety of instruments from a range of countries and cultures</li> <li>• Research task into the music of a selected country</li> <li>• Relate visual arts genre to music</li> <li>• Discussion and brainstorming sessions</li> </ul>	<ul style="list-style-type: none"> <li>• A wide range of music and instruments from various places</li> </ul> <p><b>TOTAL</b></p>	<p>500</p> <p><b>\$500</b></p>

<b>PERFORMANCE CHARACTERISTIC</b>	<b>SUCCESS INDICATOR</b>	<b>MECHANISM</b>	<b>STRATEGIES</b>	<b>PERSONNEL/ RESOURCES</b>	<b>\$</b>
§ Leadership is strong, and proactive in providing access to an inclusive education for Aboriginal students	§ Incorporated in Principals Agreement	§ View during interview with Director of Schools	§ Principal to review Aboriginal student progress § Examine suitability of PD packages	§ Performance Agreement software § Annual report § Charmaine	NFR
	§ Increased staff participation in professional development	§ Records of attendance and participation	§ Examine reporting requirements for cultural elements such as Our Story § Arrange catch-up PD through Swan Office § Provide own PD on SDD 28 April		NFR
	§ School Plans will clearly incorporate Aboriginal education objective	§ View School Plan for specific strategies	§ Specific strategies to be incorporated within Focus 2010 and the School Improvement Plan		
§ Early childhood education to be assessed by Aboriginal children up to the age of 5	§ Attendance 89% - see Pastoral Care p.18 for further breakdown	§ Monthly attendance summary	§ Develop an Aboriginal Attendance strategy § Home visits § Use of Swan District Aboriginal education Team to further develop the capacity to support student progress and achievement  § Use content that is inclusive of cultures	§ Aboriginal attendance team  § Wide range of materials	NFR
	§ Literacy awareness P - 47% K – 46%	§ Dianna Rigg, First Steps continua, Time to Talk			500
	§ Numeracy awareness P - 31% K – 35%	§ First Steps continua, Numeracy Net 2			
§ Partnerships between the school and the community provide the basis for attendance and learning	§ Genuine partnerships are fostered and enhanced	§ Verbal Parent Survey conducted by AIEO end of Term2	§ Teachers to personally encourage parents to attend classroom activities, excursions etc § AIEO to speak with parents in Term 1 re: their participation. § AIEO to identify key Aboriginal school community members as a conduit.	§ Stationery	NFR
	§ Family involvement in improvement strategies				
	§ High expectations of achievement and				

<p>§ Quality teaching and nurturing a strong sense of identity to improve outcomes</p>	<p>involvement</p> <p>§ Reading Benchmark Yr 3 88% Yr 5 81% Yr 7 67%</p> <p>Writing Benchmark Yr 3 66% Yr 5 69% Yr 7 68%</p> <p>Numeracy Benchmark Yr 3 76% Yr 5 66% Yr 7 60%</p>		<p>§ AIEO to telephone Aboriginal parents/caregivers to alert them of forthcoming surveys, meetings etc</p> <p>§ Teachers to contact/ remind</p> <p>§ Customise/ sign notes to parents/caregivers</p> <p>§ Explicit First Steps strategies to be selected by teachers to enable Aboriginal students to reach their potential</p>	<p>§ First Steps modules, GiR teacher</p> <p><b>TOTAL</b></p>	<p>NFR</p> <p><b>\$500</b></p>
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**OVERARCHING LEARNING OUTCOME: 1. The ESL child uses language to understand, develop and communicate ideas and information and interacts with others.**

**LEARNING AREA OUTCOME: 1/5. The ESL child listens and reads with purpose, understanding and critical awareness. The ESL child speaks and writes with purpose and effect. All students will have an understanding of the differences between cultures.**

STUDENT OUTCOME	DATA & EVIDENCE	MECHANISM	STRATEGIES	RESOURCES	\$
<p>§ The ESL child listens and reads with purpose, understanding and critical awareness</p> <p>§ The ESL child speaks and writes with purpose and effect</p> <p>§ Students from all years to have an understanding of some of the differences between cultures.</p>	<p>§ Listens/Reads to obtain information.</p> <p>§ Collects and synthesises from various sources.</p> <p>§ Varies listening behaviour according to social groups.</p> <p>§ Considers the speaker’s purpose, interests and bias when listening.</p> <p>§ Communicates ideas and interacts socially with peers.</p> <p>§ Uses and understands the conventions of formal and informal conversation</p> <p>§ Speaks effectively, for their age, in large and small groups</p>	<p>§ Teachers’ Checklists – ongoing</p> <p>§ ESL Progress Maps (2010 Edition)</p> <p>§ Tailor made ESL program unique to the needs of each classroom.</p> <p>§ The value of respect highlighted in the importance of valuing other cultures.</p> <p>§ Encourage “on task” talk in the classroom. Let the students try out the language with peers in a less threatening environment before writing.</p>	<p>§ Collaboratively plan, with classroom teachers, learning experiences that engage ESL students in meaningful speaking and listening opportunities.</p> <p>§ Implement new ways of delivering learning experiences with classroom teachers and EEA’s, using the latest best practice strategies for teaching literacy.</p> <p>§ Collaboratively monitor and assess students with classroom teachers and report to principal as per ESL Cell Agreement.</p> <p>§ Model explicit teaching and scaffolding techniques in order to up skill mainstream teachers.</p> <p>§ Support and empower parents to make informed decisions about their child’s education.</p> <p>§ Offer professional development twice a year for mainstream teachers to gain a better understanding of the needs of their ESL students.</p>	<p>Email/Hillcrest Intranet/Common DOTT</p> <p>First Steps Speaking &amp; listening documentation. Smart Boards.</p> <p>ESL/ESD Progress maps 2010 Admin time @ Hillcrest PS now occurring.</p> <p>Demonstration lessons available to all staff.</p> <p>Timetabled interviews and parent contact with parents/translators.</p> <p><i>ESL CELL TEACHER</i></p> <p><b>TOTAL</b></p>	<p>NFR</p> <p>NFR</p> <p>NFR</p> <p>NFR</p> <p>4 days with Vietnamese EEA approx From 1346</p> <p>NFR</p> <p><b>NFR</b></p>

**FOCUS AREA 2**

**IMPROVING STUDENT BEHAVIOUR AND ATTENDANCE**

**PROJECT TITLE: PASTORAL CARE**

**PROJECT DIRECTOR: KERRY RALLAND**

**OVERARCHING LEARNING OUTCOME: 13. The child recognises that that everyone has the right to feel valued and be safe, and, in this regard, understands their rights and obligations and behaves responsibly**

**LEARNING AREA OUTCOME: 8/7, and across all Learning Areas**

STUDENT OUTCOME	DATA & EVIDENCE	MECHANISM	STRATEGIES	RESOURCES	\$	
<p>§ The child recognises that everyone has the right to feel valued and be safe, and, in this regard understands their rights and obligations and behaves responsibly</p>	<p>§ Students, parents and staff perceive that there has been a reduction in bullying</p> <p>§ Number of playground incidents and suspensions is reduced</p>	<p>§ Index for Inclusion to be administered at the end of Term 3 2012</p> <p>§ Analysis of BMIS records by the Deputy Principal responsible</p>	<ul style="list-style-type: none"> <li>Continue refining Attendance Strategy – <i>Better attendance: Brighter futures</i></li> <li>Review Traffic Lights and modify as required to reflect the needs of the school</li> <li>On-going review playground BMS to ensure its efficacy</li> <li>SAER – continue efficient tracking system. Centralise storage and retrieval. Early intervention strategies identified and used. 0.4 FTE allocation from SSPRA</li> <li>Align Learning Support Program under LSC umbrella.</li> <li>Establish well-being of staff directions</li> <li>Maintain positive communication links with the community</li> <li>Inclusive and Student Services personnel as consultants</li> <li>Continue to monitor behaviour and effectiveness of the Bullying Policy.</li> <li>Administer Wellness &amp; Bullying survey to Years 4 and 5</li> </ul>	<p>Kerry Ralland</p> <p>TR x 4 – Salary Pool</p> <p>Teacher Reference materials</p> <p>Incentives and rewards</p> <p>Classroom materials</p>	<p>1640</p> <p>500</p> <p>300</p> <p>300</p>	
IMPROVEMENT TARGETS						
<p>Target 1 Attendance by aboriginality and category The % of students in the severe risk category will decrease to 25 %.</p> <p>Target 2 Attendance by risk category Of students in the “At Risk Indicated” to decrease to 12 %</p> <p>Individual attendance</p> <p>Target 3 The overall attendance of the XXXXX family to improve from 47 % to 65%</p>	<p>§ Student attendance for all groups is high</p> <p>§ Comparison of Wellness and Bullying Survey over time</p>	<p>§ Teacher observation and checklists</p>		<p>Catriona Harrison Kerry Ralland</p> <p>Kerry Ralland</p>		
				<b>TOTAL</b>	<b>\$2 740</b>	

**OUTCOME: The school leadership promotes professional development through sharing of expertise among staff.**

PERFORMANCE CHARACTERISTIC	SUCCESS INDICATOR	MECHANISM	STRATEGIES	RESOURCES/ PERSONNEL	\$
Teachers are supported in the use of Australian K – 10 syllabus materials for English, history, mathematics and science	School leaders and subject co-ordinators are actively involved in planning and reviewing instructional programs.  Teacher confidence	School based feed back	Joint planning sessions for development of cohesive plans Teacher collaboration over year levels and phases of Schooling Developing expertise though use of across-years buddy classes Presentations at staff meeting and on PD days. PD in use of interactive whiteboards	Subject leaders Admin Teaching staff	NFR  As per ICT budget
Teachers adopt a unified approach to a subject area under the auspices of SDERA	Teachers and admin decide on a cross school topic offered by SDERA and all staff over time attend the PD developing a coherent approach.	Teachers adopt and use the SDERA based Resilient Kids topic	Attend SDERA workshops Plan collaboratively with partner class	Health Specialist SDERA Supporting materials for the library	\$200
Teachers are supported to incorporate ICT skills into classroom practice	Teachers use interactive white boards in their lesson planning and delivery.	Review of practice	Sharing of interactive white board experiences Time for individual skilling when necessary Forum in staff meetings to share ideas Review new CAR policy Provide time to collaborate and report to parents	ICT co-ordinator  SDD 3	NFR
Teachers kept up to date with PD that is available from reputable sources	Teachers avail themselves of PD as necessary for professional growth and then share with colleagues	Attendance at PD or use of reference material	Time to attend PD Professional sharing in collaborative planning times  Help Packs in Number, Reading, Science and Writing to assist with the use of on-line resources to plan teaching and learning  <i>Achieving Extraordinary Results</i> Strategy Collate and enact finding	Admin Staff  SDD1, 2 and 3	NFR (1346)  200

**FOCUS AREA 4: STRENGTHENING EARLY CHILDHOOD DEVELOPMENT AND LEARNING**

**OUTCOME: The school assists students to achieve the results expected of them**

PERFORMANCE CHARACTERISTIC	SUCCESS INDICATOR	MECHANISM	STRATEGIES	RESOURCES/ PERSONNEL	\$
Early childhood students at Hillcrest Primary School achieve the results expected of them	Results at Year 3 are at like-school achievement	NAPLAN 2011-12	Administer on-entry assessment and use student results to shape learning programs	On-line program, Teacher relief	2 880 (1346)
			PIPS	On-line program Teacher relief	1 440 (1346)
			AEDI		
			Collaborative planning in Literacy and Numeracy K/P 1 – 3 K – 3 based on the results of assessment	Early Childhood staff on SDD and staff meeting	
			Common understanding of curriculum requirements through assistance packages	Principal	
Continue Universal Access commenced in 2010		Central funding			
<i>Towards Extraordinary Success</i> initiative – see file					
				<b>TOTAL</b>	<b>\$4 320</b> (From 1346)

**OUTCOME: The school maximises the flexible use of school improvement funds to support school improvement.**

<b>PERFORMANCE CHARACTERISTIC</b>	<b>SUCCESS INDICATOR</b>	<b>MECHANISM</b>	<b>STRATEGIES</b>	<b>RESOURCES/ PERSONNEL</b>	<b>\$</b>
<p>The school collaborates with other schools to enhance educational programs.</p> <p>The school uses the increased flexibility provide to generate innovative education approaches to address local need</p> <p>The school makes good use of performance information to meet the accountability requirements accompanying increased flexibility</p>	Students progress	Before and after assessments Class teacher feedback	Use of funded SAER teacher to concentrate on children with achievement below expectations academically, socially or emotionally Investigate IPS with staff and the local community through the School Council	SAER teacher LSC Materials	SSPRA \$200
	Quality displays of artwork and accompanying narrative	Displays Involvement Student survey Community events	Whole year involvement of Years 4 and 6 in small group situations. Funding of specialist teacher to conduct lessons Literacy Through Art program ESL class based activities (See other)( Teacher initiated “Jets” like activities	Specialist teacher LSC Materials	SSPRA \$200
	Student out of lesson involvement			0.2 funding of TAGS teacher LSC Materials	\$200
	Judgements are based upon system-required information	MIS Frameworks NAPLAN 2012- Mathletics signposts Lexile signposts	Review student progress regularly Analysis of student grades from semesterly reports Comprehensive NAPLAN analysis to fuel the School Improvement Plan	Principal, staff, School Council members	
	Value is added to each child				
			<i>Towards Extraordinary Success</i> initiative – see file	<b>TOTAL</b>	<b>\$600</b>

<i>Years K – P: The emphasis in these years is on social, emotional and physical well-being along with literacy and numeracy development</i>					Reporting Key		
Years	Semester One			Semester Two			
	1 - 3	4 - 5	6 - 7	1 - 3	4 - 7	6 - 7	
<b>The Arts</b>							
Art Ideas							
Art Skills & Processes							
Conceptual Outcome (Music)					Arts in Society		
<b>English</b>							
Reading							
Writing							
Listening & Speaking							
Viewing							
<b>Mathematics</b>							
Number							
Measurement							
Working Mathematically (4 – 7 twice)							
Space							
Chance & Data							
<b>Health &amp; Physical Education</b>							
Skills for Physical Activity							
Self-Management Skills							
Conceptual Outcome					Knowledge & Under/ing		
<b>Society &amp; Environment</b>							
ICP							
Conceptual Concept					Resources		
<b>LOTE - Italian</b>							
Listening /Responding / Speaking							
Viewing, Reading and Responding							
Writing							
<b>Technology &amp; Enterprise</b>							
Technology Process							
Conceptual Outcome					Information		
<b>Science</b>							
Investigating Scientifically							
Conceptual Outcome					Life & Living		

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