



Freeling Primary School

Site Improvement 2019-2021

Goal 1

Improve student achievement in reading across the school

Challenge of Practice

If we explicitly teach phonics in the early years and reading comprehension strategies across the school then we will see an improvement in student achievement in reading

Actions

- All teachers to engage in professional learning to implement a whole school approach to explicitly teaching comprehension strategies
- Actively encouraging and supporting student participation in the Premier's Reading Challenge
- "Buddy Reading" to occur daily between year 6 students and identified students in year 1 and 2
- Develop a whole school approach that incorporates current, evidence based practice in the teaching of synthetic phonics
- Deliver parent sessions on how to support reading to families of children in the early years (preschool and reception)
- Selected students at risk in reading development access an appropriate reading intervention program

Success Criteria

- Students will demonstrate phonemic awareness
- Students develop a range of strategies to decode unknown words including the ability to blend and segment words phonetically
- Students with reading difficulties will be provided with intervention
- Students across the school will be able to articulate and use a range of comprehension strategies

Goal 2

Improve student achievement in writing across the school

Challenge of Practice

If we develop and implement an explicit genre map, then we will see further improvement in student achievement in writing

Actions

- Teams to work together to understand the major educational genres and sub genres: their purpose, structure and language features
- Teams to work together to develop a whole school genre map with cross curricular links
- Continue to use "Seven Steps to Writing Success" across the school to engage students in writing
- Teachers to continue to engage in professional learning in functional grammar and sentence structure
- Teachers to continue to engage in use of the Brightpath assessment tool

Success Criteria

- Through Brightpath scales we will see improvement in student writing skills. Specifically we will see students progressively demonstrating:
 - awareness of purpose and audience
 - greater use of compound and complex sentences to convey ideas and concepts
 - use of increasingly sophisticated vocabulary
 - control over use of punctuation to convey ideas
 - transferring knowledge of spelling into written work Phonics Screen.

Goal 3

Improve student achievement in mathematics, particularly in the number strand, across the school

Challenge of Practice

If we use the Big Ideas in Number sequence and explicitly teach those strategies, then we will see further improvement in student achievement in Mathematics

Actions

- Create a developmentally sequenced resource, detailing the Big Ideas in Number micro-content. Lesson ideas to be provided for each micro-content descriptor.
- All students in years 2-7 will be screened for understanding of BliN strategies. Screening will identify students for intervention and provide data for teachers to inform teaching practice
- Provide intervention for identified students, based on the BliN screening
- Teachers to work in year level teams to collaboratively plan, create assessments and moderate in mathematics

Success Criteria

- Through anecdotal observations, in class assessment and standardised assessment we will see students improving their ability to demonstrate relevant elements of the Australian Curriculum - both in content and in proficiency strands
- When working mathematically students demonstrate developmentally appropriate understanding of the Big Ideas in Number