



Improvement Agenda 2019

Vision: Happy, confident, cooperative learners, valuing diversity and willing to try while developing the resilience to cope with change and challenges.

Focus Area	Current Actions	End of Semester 1	Goal for 2019
<p>Priority Narrow deep focus</p> <p>A whole school approach to improving reading</p>	<ul style="list-style-type: none"> • Reading rotations implemented within the two classrooms ensuring all students access explicit teaching towards strategies of reading • One-on-one sight word recognition practice each day • Junior room reads to an adult four days a week, senior room buddy reading. • Students reading at PM/PROBE level book at home every night • Continue refining current reading practices • Continue refining current reading resources • Provide explicit reading and follow up lessons for struggling readers and those students at NMS • Provide reading lessons to build indigenous reading capabilities. 	<ul style="list-style-type: none"> • 40% of students achieving at or above year level reading standards as outlined in Regional Benchmarks. • 20% of students achieving significantly above year level standards and or above target. <p>End of 2018 Data Above Regional Benchmark- 50% At Regional benchmarks- 8 % Below Regional Benchmark- 41%</p> <p>(Total number of students Data drew from 36 students)</p>	<ul style="list-style-type: none"> • Reading • PM & Probe Reading data increased from reading rotations and individual practices that have been implemented each day. • 70% of students achieving regional year level reading benchmarks. • 50% of students achieving above year level standards.
<p>A focus on writing across the school</p>	<ul style="list-style-type: none"> • Reading and writing are implemented as a collective entity • Increase writing practices are produced throughout the school • Observe good practices and peer support • School moderation of A-E writing samples at the end of each term. • Track sample students writing against NAPLAN assessment. • Build staff capacity to embed punctuation, grammar, and sentence structure into lessons. 	<ul style="list-style-type: none"> • Writing on demand. • Consistency of practice and language for writing. • Literacy coach 	<ul style="list-style-type: none"> • 80% of students are performing at their year level cluster on the Literacy Continuum. • 10% of students are just below their year level cluster.
<p>An emphasis on increased attendance rates</p>	<ul style="list-style-type: none"> • Continued sharing of individual and whole school attendance data. • Increased follow-up processes for unexplained absences. • Access support for families with low attendance. 	<ul style="list-style-type: none"> • Reduce <91.5% attendance rate 	<ul style="list-style-type: none"> • Attendance rate of 93%
<p>Promoting positive behaviour in our small school setting</p>	<ul style="list-style-type: none"> • Contact parents regularly to build relationships. • Share our weekly habits focus through the newsletter. • Highlight events in the newsletter. • Regularly post on Facebook page • Keep webpage current 	<ul style="list-style-type: none"> • All parents are contacted at least twice a term with a positive report. • Habits are published • PD on Habits. • Webpage updated. • Communication books are sent home for lower school • Feedback of week is added in homework 	<ul style="list-style-type: none"> • All parents are contacted monthly with a positive report. • 7 habits are known.