**Moana Primary School**

**Improvement Plan 2014**

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**STRATEGIC PRIORITIES**

### LITERACY FOR LEARNING

- Demonstrated continuous growth in literacy learning for each learner.

1. A whole site approach to literacy.
2. Improving our system of monitoring & tracking each student’s growth throughout the year, which includes NAPLAN, PM Benchmarks, PAT-R and an agreed set of additional measures to inform and guide planning for learning & improvement.
3. The alignment of The Australian Curriculum with pedagogical and assessment tools is investigated, documented and implemented to support the literacy growth of all learners and in particular Aboriginal learners.

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### FOCUS ON LEARNING

- All staff are involved in quality learning to support improving student learning outcomes
- Use evidence based improvement & accountability processes to plan, monitor & review for improved learning outcomes.

1. Support staff to translate DECD improvement & Accountability Framework(DIAf) into daily action by providing quality professional learning with a focus on:
   - Quality pedagogy through Teaching for Effective Learning (TFEL)
   - Assessment for learning
   - Curriculum Implementation – Australian Curriculum
   - Make Data Count - SMARTA targets, using Student Data Warehouse to support planning for improvement, intervention & support and differentiation of learning.

2. Create opportunities and structures to enable staff to share learning journeys with each other through:
   - Professional Learning Communities (teams)
   - Developing understanding of Intentional Design & consistency of judgement across site & possibly partnership

3. A focus on differentiating the curriculum for all students in the learning program of the class

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### WELLBEING FOR LEARNING

- All staff are engaged in their learning a school
- All staff are engaged with families and communities to improve learning for all students.

1. All staff, teaching and non-teaching participate in an understanding of the cycle of shame for themselves, students and families.
2. A whole school focus on our visit. In 3 years we will see resilient staff and students engaging in respectful communication and connectedness with each other
3. Attendance data is analysed & interpreted to inform appropriate intervention.
4. Support the successful continuity of learning & transition of children and students and in particular Aboriginal students.

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**STRATEGIC ACTIONS**

**2014 TARGETS**

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<th>STRATEGIC ACTIONS</th>
<th>2014 TARGETS</th>
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<tr>
<td><strong>LITERACY FOR LEARNING</strong></td>
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<tr>
<td>1.</td>
<td></td>
<td>Junior Primary/Primary Running Records: 65% or greater of Year 2 students reading at Level 21 or above in Term 3 2012 All students have their PM benchmarks recorded in EDSAS min once each term</td>
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<td>2.</td>
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<td>Primary The reading of Year 3 students as measured by proficiency bands will decrease the % of students in Band 2 to 17% The reading of year 5 students as measured by the proficiency bands will increase the number of students in band 6 to 15% and in Band 7 to 12.5 while reducing Band 5 to 20% The reading of year 7 students as measured by the proficiency bands will increase the number of students in band8 from 4.55 to 7%. Increase band 6 from 22.7% to 26% while decreasing the number of students in Band 5 from 27.3% to 24%.</td>
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<td>3.</td>
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<td>25% of Yr 3,5,7,9 students in upper growth category for Reading 35% of Yr3-5 Aboriginal students achieving in middle and upper growth category. 20% of Yr6-7 Aboriginal students achieving in middle and upper growth category and 93% of year 3, 5 and 7 achieve at or above National Minimum Standard for Reading</td>
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<td>Increase the number of students in Yr 3, 5 and 7 students in the top two proficiency bands for READING Primary students have their PM benchmarks recorded in EDSAS in April and November April, September and November for JP students( min)</td>
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| **FOCUS ON LEARNING** | | All teaching staff to be planning from and reporting against the Australian Curriculum in Science, Mathematics, English and History. All staff use data to inform their planning for student learning programmes.

| | | Mentoring of 50% of staff as part of PLC’s through observation and discussion with colleagues. 70% of staff design a unit of work using Backward by Design with a colleague. 70% of staff work with a colleague or cluster to moderate students work in Australian Curriculum |
| | | | |
| **WELLBEING FOR LEARNING** | | 100% of students with absences of 5 consecutive days unexplained contacted by a member of the leadership team. 100% of students with 10 days or more absent from school per term referred to DECD attendance officer. Review the Pre-school to school processes due to lack of space and staff in Term 4 to manage the past model. |