## WATERVALE PRIMARY SCHOOL
### 2014 OVERVIEW
#### STATEMENT OF COMMON PRACTICE

### SCHOOL IMPROVEMENT PLAN

1. Includes only those targets and strategies that relate to improvement goals
2. Complemented by this overview and statement of common practice, that outlines our ongoing and embedded commitment to values and programs within the school
3. All students strive for improvement and attain a high level of academic success
4. Sustain high expectations and quality practices
5. Value and promote strong school and family partnerships

<table>
<thead>
<tr>
<th>WELLBEING</th>
<th>LITERACY &amp; NUMERACY</th>
<th>STUDENT LEARNING</th>
<th>ABORIGINAL EDUCATION</th>
<th>STAFF LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance and consolidation of:</td>
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<tr>
<td>• Values of Respect, Honesty, Excellence &amp; Joyfulness</td>
<td>• Rigorous &amp; targeted diagnostic testing to identify students at risk, develop individual learning plans, implement curriculum groupings, including synthetic phonics and Reading Recovery (Yr 1)</td>
<td>• Primary Connections science</td>
<td>• Strong Aboriginal cultural awareness, especially relevant to local Ngadju people</td>
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<tr>
<td>• Reflective thinking and questioning</td>
<td>• Students read and comprehend at appropriate instructional level</td>
<td>• Rigorous review of programs and structures to provide optimum learning environments that foster engagement, powerful learners, and intellectual stretch for all children</td>
<td>• Integration of Aboriginal perspectives supported by Partnership ACEO personnel</td>
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<tr>
<td>• School pride through house system</td>
<td>• Premier’s Reading Challenge</td>
<td>• Integrated learning across Multi-literacies, ICT and learning technologies</td>
<td>• Individual Learning Plan monitored and reviewed for each Aboriginal student</td>
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<tr>
<td>• Child Protection curriculum</td>
<td>• Real life maths &amp; problem solving</td>
<td>• R-7 camp (odd years); Aboriginal (senior class) and class camp/day trip (even years)</td>
<td>• Aboriginal student and parent voices heard within the school community</td>
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<tr>
<td>• High level of student wellbeing and morale, including strong relationships &amp; peer support</td>
<td>• LOTE (French)</td>
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<td>• Senior students to Aboriginal camp bi-annually</td>
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<td>• Consistency and restorative approaches across Behaviour Code and No Bullying policy</td>
<td>• National and local competitions</td>
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<td>• Aboriginal funding targeted and used effectively</td>
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<td>• Active in daily fitness, PE and extra-curricula activities</td>
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<td>• Performance Management processes &amp; targeted professional development</td>
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<td>• Food suppliers to school meet DECD guidelines</td>
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<td>• High level of educator well-being and morale</td>
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<td>• Environmental aspects of school including reed bed, water, gardens, solar and energy</td>
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<td>• Targeted classroom SSO support and promotion of LAP program</td>
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<td>• Support through Student Welfare Worker</td>
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<td>• Foster professional links, strong working relationships and open communication across Horrocks Hill Hub (HHH), and Mid North Partnership</td>
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<td>• Active SRC</td>
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<td>• Plan, assess and report against Australian Curriculum in Maths, Science, English &amp; History/ Geography</td>
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<td>• Sports Day; Swimming carnival; SAPSASA; local events &amp; personnel</td>
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FOCUS ON LEARNING: NUMERACY

OUR GOALS—Lead

• To improve Numeracy achievement for all students, with explicit teaching around real-life (natural) maths and problem solving.

TARGETS FOR 2014—Improve

• All Yr 3, 5 & 7 students achieve above NAPLAN National Minimum Standard in Numeracy
• A minimum of 25% students score in the top two proficiency bands in Numeracy
• Quality teaching supported through TfEL framework, data analysis and targeted PD relevant to Australian Curriculum such as Ann Baker pedagogies
• SSO / special needs support matching the wave model of intervention

STRATEGIES

Learn
• Explicit teaching of number and algebra, measurement and geometry, statistics and probability, and proficiencies including understanding, fluency, problem solving and reasoning.

Connect
• Three classes: R/1, Yr 1-3, Yr 3-7
• PAT-M assessment tools implemented twice a year Yr 2-7
• Targeted intervention to align with wave model
• Professional development around Australian Curriculum
• Broaden employment of SSO support, both general and special needs
FOCUS ON LEARNING: LITERACY

OUR GOALS—Lead

• To improve Literacy achievement for all students, with explicit teaching around the Big 6—oral language, phonics and spelling, vocabulary, fluency and reading comprehension.

TARGETS FOR 2014—Improve

• All students read and comprehend at or above their year level or within their modified curriculum
• All students increase spelling age by at least one year
• All Yr 3, 5 & 7 students achieve above NAPLAN National Minimum Standard in Literacy
• A minimum of 25% students score in the top two proficiency bands in Literacy
• Quality teaching supported through TfEL framework, data analysis and targeted PD relevant to Australian Curriculum
• SSO / special needs support matching the wave model of intervention

STRATEGIES

Learn
Explicit teaching of:
• Building on oral language to strengthen fluency, vocabulary and comprehension skills
• Phonics, spelling and grammar
• Text types and reading comprehension using Sheena Cameron pedagogies
• Reading comprehension strategies particularly inference and reflection
• Handwriting, multi literacy and touch typing

Connect
• Three classes: R/1, Yr 1-3, Yr 3-7
• PAT-R assessment tools implemented twice a year Yr 2-7
• Targeted intervention including Reading Recovery, Mulitlit and CCNet
• Professional development around Australian Curriculum
• Broaden employment of SSO support, both general and special needs
**FOCUS ON WELLBEING: COGNITIVE, EMOTIONAL, SOCIAL, SPIRITUAL & PHYSICAL**

**OUR GOALS—Lead**

- To develop emotional wellbeing by strengthening confidence, risk taking, and a deep sense of peer connectedness
- To strengthen transition programs for all children and families that provide continuity of learning
- Provide optimum environment for learning that fosters engagement, powerful learners, and intellectual stretch for all children

**TARGETS FOR 2014—Improve**

- Emotional support for all students, including strategies around relationships, behaviour and bullying
  - All children portray a high level of wellbeing
  - Strong and valued staff, student and family partnerships
  - Deeper understanding of environmental impact of school projects and surrounds
  - Develop student leadership skills
  - Whole school Attendance rates above 95%

**STRATEGIES**

**Learn**

- Explicit teaching and analysis around environmental projects within school, especially reed bed, solar and energy, gardens and food choices, nude food, and water
- Target broader support through LAP, Student Welfare Worker, SSOs
- Review of behaviour, bullying and wellbeing using audit tool
- Explicit teaching around relationships, bullying, behaviour and cybersafety aligning with Child Protection curriculum and National Safe Schools Framework

**Connect**

- Creation of flexible learning spaces to better accommodate growing enrolments
- Explicit facilitation of leadership skills and confidence building through HHH Student Leadership / transition program
- Bike and road safety incorporating Riesling Trail
- Strengthen house point system
- Purposeful inclusion of students and parents in decision making and educational programs, and awareness of areas for improvement
- Broaden opportunities for active and constructive feedback