<table>
<thead>
<tr>
<th>Intended outcomes – Literacy</th>
<th>Intended Outcomes – Numeracy</th>
<th>Intended outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable improvements in NAPLAN creative writing scores.</td>
<td>Children can talk about their thinking</td>
<td>All students will be</td>
</tr>
<tr>
<td>Measurable improvements in vocabulary and comprehension—NAPLAN, PAT-R</td>
<td>Children develop their knowledge of the language of mathematics.</td>
<td>• Culturally strong</td>
</tr>
<tr>
<td>Measurable improvements in children’s reading levels to level 30 running records</td>
<td>Children develop multiple strategies so that they can choose the most appropriate for each task.</td>
<td>• Empowered to determine their own destiny</td>
</tr>
<tr>
<td>Measurable improvements in writing—EALD</td>
<td>Confidently use mathematical reasoning.</td>
<td>• Resilient</td>
</tr>
<tr>
<td>In the Kindy children develop their understanding of reading and text conventions – Pre-Lit, TROLL</td>
<td>Improved outcomes in NAPLAN numeracy tests.</td>
<td>• Engaged as lifelong learners</td>
</tr>
<tr>
<td>In the early years children use oral language to express their needs and communicate with others</td>
<td>All students to be attaining year level appropriate outcomes.</td>
<td>• Setting and achieving challenging goals</td>
</tr>
<tr>
<td>Pre-school literacy and numeracy assessment be completed to provide base line data. Lit / Num +</td>
<td></td>
<td>• Inquiring, thinking, problem solving</td>
</tr>
<tr>
<td>All students to be attaining year level appropriate outcomes.</td>
<td></td>
<td>• Persevering</td>
</tr>
</tbody>
</table>

### Strategies

**Assessment and monitoring**

- Whole school / whole year assessment plan
- Repeat of initial test later in year to provide pre-post tests. Each child’s ILP updated at least each term. Each child’s progress to be measured against the ILP, NEP, AC and EYLF
- EALD levels
  - **week 3 term 3** - oral levels Kindy TROLL PATR testing End Term 3
  - NAPLAN – MP class **MAY**
  - Oxford word lists / tricky words
  - Westwood Diagnostic testing - spelling and reading
  - Phonological skills Map oral language 

**Strategies**

- Return to foundational Maths skills and understanding – number, operations, time, money, patterns
- Common language
- Number facts, Rainbow facts 10/100
- Landmark numbers
- Halving/doubling
- Multiplication tables
- Automaticity of numbers
- Symphony Maths
- Teacher participation in PD as required
- Observation of good practice in other ‘like’ schools
- Music / Singing as experience of patterns.

**Assessment and monitoring**

- Each child’s ILP updated at least each term. Each child’s progress to be measured against the ILP, NEP, AC and EYLF
- NAPLAN MP testing **end of term 3**

**Shared Literacy block across R-6 classes**

- Each child to be measured against their ILP
- ILPs discussed with child and parent at least each term

**Transition**

- to Kindy – Occasional Care offered to children between 12 months and 3 years and their parents.
- to Pondi – weekly shared learning experiences transition programme in term 4
- to Kungarri – shared learning through Lexia, Symphony Maths and other online literacy programmes.
- Shared singing and dance programme.
- to Meningie or another school – a formal transition programme supported by staff

**Intended Outcomes – Numeracy**

- All students to be attaining year level appropriate outcomes.

**Intended outcomes**

- All students will be
  - Culturally strong
  - Empowered to determine their own destiny
  - Resilient
  - Engaged as lifelong learners
  - Setting and achieving challenging goals
  - Inquiring, thinking, problem solving
  - Persevering

**Intended outcomes**

- All students will be at school every day ready to learn.
- School – a safe and happy place for everyone – student, staff, families
- Students will experience positive and supportive transition programmes as they start Kindy, move from Kindy to School, move from Raukkan School to Meningie or another school.

**Strategies**

- 5 school agreements - re focus on these
- WIG (Whole, Individual, Group) positive reinforcement
- Attendance
  - If a child is away for 3 Days without notification we will contact you by note ➔ contact you by phone/ or a home visit ➔ contact you by letter ➔ If we still have not had a reply we will to inform Attendance Officer

**Weekly and Annual attendance awards**

- Regular newsletter article

**Intended outcomes**

- All students will be
  - Engaged as lifelong learners
  - Resilient
  - Empowered to determine their own destiny
  - Culturally strong
  - Persevering

**Family + Community + Educators = Strong and Smart Kids**

**Site Improvement Plan 2016**

**Ngarni-yarn Yunti Enani - Together We Can Do It**

**Family + Community + Educators = Strong and Smart Kids**