Vision

Blanchetown Primary School, in partnership with its community, provides a supportive and challenging learning environment. We have a success orientated culture, where all students are confident, independent, 21st century learners, who are empowered to strive for personal excellence.

Values

Honesty        Respect     Responsibility  
Resilience       Excellence
## ENGLISH AUSTRALIAN CURRICULUM R-7

<table>
<thead>
<tr>
<th>Key Priorities:</th>
<th>Targets:</th>
<th>Key Classroom Strategies:</th>
<th>Evidence and Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
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<tr>
<td>Whole site approach</td>
<td></td>
<td>B.P.S Literacy block from Reception to year 7 with a focus on Writing and reading(Big 6), that includes the following components:</td>
<td>✓ Analysis and evaluation PAT-R Comprehension Test in term 4 and term 1, to monitor progress and determine individual, class and site goals</td>
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<tr>
<td>Oral language</td>
<td></td>
<td>➢ Shared/independent reading with a focus on reading comprehension strategies</td>
<td>✓ 6 monthly phonological awareness screening</td>
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<tr>
<td>Phonological Awareness</td>
<td></td>
<td>➢ Phonics/Vocabulary/sight words</td>
<td>✓ Evaluation of sight word data every term</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td>➢ Guided/Reciprocal Reading</td>
<td>✓ Running record data analysed and student progress monitored at the end of every term</td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
<td>➢ Writing using the TLC and informed by the B.P.S genre map</td>
<td>✓ Students writing samples moderated and evaluated, with strengths and needs analysis</td>
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<tr>
<td>Comprehension Strategies</td>
<td></td>
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<td></td>
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<tr>
<td>Genre Writing</td>
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<tr>
<td>Balance of non-fiction and fiction texts</td>
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**Phonological Awareness Test**
- 100% of students at age appropriate skill development in phonological awareness

**Oxford 404 word list**
- 100% of students at the B.P.S Standard

**Running Record Levels**
- 100% of students at Standard

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 3</th>
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</thead>
<tbody>
<tr>
<td>RECEPTION</td>
<td>2-3</td>
<td>6-8</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>10-12</td>
<td>15-17</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>19-20</td>
<td>21-24</td>
</tr>
<tr>
<td>YEAR 3</td>
<td>26-30</td>
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</tbody>
</table>

**PAT-R Comprehension Test**
- 100% of students at National Standard Stanine level 4(at year level) or above
- 25% of students at Stanine 7(above year level) or higher
- 100% of students achieving above standard growth

**EAL/D Writing Levels**
- 100% of students at or above year level standard

**NAPLAN**
- 100% of students at age appropriate band or above
# MATHS AUSTRALIAN CURRICULUM R-7

## Key Priorities
- Automaticity in Number
- Whole site approach
- Key Principles
- Problem solving
- Articulating goals
- Making connections
- Fostering engagement
- Differentiating challenges
- Structuring of lessons
- Promoting Fluency and transfer

## Targets:

### OZCASS ASSESSMENT
- 100% of year 4 students recall basic Addition, subtraction, Multiplication and Division facts with understanding (100% accuracy <2 seconds)
- 100% of students completing the quick-smart intervention program achieve the BPS standards

### NAPLAN
- 100% of students from 3-5 showing improvement in number strand over 2 years
- 100% of students achieving standard band or above in NAPLAN

### PAT-MATHS
- 100% of students at National Standard Stanine level 4 (at year level) or above
- 25% of students at Stanine 7 (above year level) or higher
- 100% of students achieving above standard growth

### TEACHER QUALITY
- 100% of teachers report they feel more knowledgeable about teaching Maths
- 100% of teachers participate in professional learning, lesson observation/feedback cycles and PLC’s

## Key Classroom Strategies:
- Wave 3 Quick-Smart Intervention for 30 weeks to develop automaticity for identified students
- R-7 classes implement 15-minute number skills mini lessons to develop automaticity in number (Strategies → Speed Sheets → Flash cards)
- Introduce the numeracy block, which outlines common components and teaching pedagogies focusing on key principles for effective Maths teaching
- Identify literacy requirements in Maths, explicitly teach vocabulary and model appropriate language
- Begin classroom observations to support Maths and Numeracy development
- Plan and implement lessons using the 5es instructional model

## Evidence and Evaluation:
- Analysis and evaluation PAT-Maths test in term 4 and term 1. Evidence from test used to assess effectiveness of implemented approaches and evaluate student progress
- OZCASS assessment data analysis in term 2 and 4 to track progress and inform planning/pedagogy
- Pre and post teacher perceptions of confidence, proficiencies and knowledge in Maths and Numeracy
- Diagnostic Analysis of NAPLAN data in term 4, to monitor progress and identify next steps for improving student learning
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<tr>
<td>• Increase the average attendance</td>
<td>• 95% attendance average or above</td>
<td>• Teachers to follow attendance protocols including contacting parents and home visits</td>
<td>✓ 2015 Attendance data</td>
</tr>
<tr>
<td>• Case manage students most at risk</td>
<td>• 100% of students bring notes or are exempted when absent</td>
<td>• Provide incentives for students who reach 100% attendance in a term</td>
<td>✓ Student perception data</td>
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<tr>
<td></td>
<td>• All classes to identify suitable buddies</td>
<td>• All classes to buddy new students to induct them into school</td>
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<td>• Newsletter articles to highlight attendance trends/data</td>
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<td></td>
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<td>• Implement KidsMatter framework</td>
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