2008 – 2010
THREE YEAR SITE LEARNING PLAN
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| **To improve student comprehension** | • Whole School involvement in National Literacy National Partnership  
• Whole School involvement in regional comprehension focus  
• Comprehension strategies are explicitly taught  
• Two hours of dedicated, uninterrupted Literacy time with all classes supported by minimum 10 hours SSO time to allow for small group instruction  
• Consistent approach e.g Oxford word lists, Jolly Phonics  
• Whole school approach to Literacy testing. Results analysed and used to inform teaching programme  
• Staff professional development through Literacy focus learning groups, school and regional T & D. Literacy coach, Dawn to provide individual, small group and whole staff T & D.  
• Establish Literacy Improvement team, 1 x JP 1x Prim | • Track school improvement as a % against NAPLAN State average.  
• Track school improvement as % above Running Record.  
• NAPLAN - Track growth of individuals and groups from yr 3 – 5, & yr 5 – 7. Analyse and identify areas of concern  
• Greater levels of engagement and involvement in Literacy  
• Staff engaged in professional conversations and sharing of good practice in comprehension  
• Staff levels of confidence in teaching comprehension improve. |
| **To improve student learning and engagement in Science** | • Science taught as NIT subject as well as in classroom.  
• Science integrated in to Literacy, both comprehension and genre.  
• Students learn the language of Science  
• Dedicated room established for teaching science and storing resources.  
• Staff professional development through science focus learning groups, school and regional T & D. | • All students R – 3 receive 90 mins of science teaching per week.  
• All students 4 – 7 receive 120 mins Science per week.  
• Greater levels of engagement and involvement in Science  
• Staff confidence in teaching Science improved |
| **To develop the pre-school learning environment** | • Establish a new location for CPC in Old Admin building  
• Review current practices and procedure in line with Respect, Reflect, Relate document  
• Provide a rich learning programme in line with the Early Years framework, Becoming, Being, Belonging | • Promote and improve comprehension skills  
• Collect evidence in line with the EYLF outcomes.  
• Reflect on levels of engagement and involvement.  
• Use data to inform programme |
## 2010 – 2012 OPERATIONAL PLAN

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| To improve student learning in Numeracy | • Track school improvement as a % against NAPLAN State average.  
• Track growth of individuals and groups from yr 3 – 5, & yr 5 – 7. Analyse and identify areas of concern  
• Target support for those students who did not reach benchmark in NAPLAN or who are at risk. Teach skills to answer.  
• Purchase resources so that each class has access to basic Maths equipment | • Student Numeracy achievement in NAPLaN improves significantly  
• Students are more actively engaged in Numeracy learning |
| To continue whole school focus on Studies of Asia | • Whole school focus on Asian Market in Term 3 culminating in visit to Central Market.  
• Whole school participation in Indian Cultural experience | • Students have increased awareness and understanding of different SE Asian cultures.  
• Students participate in whole school activities. |
| To provide an environment that fosters positive student well-being | • Support Student Forum groups  
• Invite student Forum executive to take visitors to school on tour  
• Values Education  
• Child Protection Curriculum  
• Well-Being forum provides opportunities for students to interact in positive, fun ways | • Student Involvement in decision making via student forums  
• Incidence of bullying and yard behaviour incidents decrease |
| To provide an environment that fosters positive staff well-being | • Regular staff functions both in and out of school  
• Acknowledgment of achievements and successes in staff meeting and other times as appropriate  
• Congratulations and Thank you at staff meetings | • Staff enjoys the workplace and feels valued and supported in their work.  
• Positive, collegiate atmosphere is maintained and fostered |
| To improve student access to ICT | • Plan sequential learning across ICT curriculum  
• ICT is embedded in all curriculum areas.  
• IWB use supports student learning  
• Develop a roll over plan for all ICT equipment. | • Students have access to a range of ICT to support their learning  
• Students are able to access functional ICT equipment  
• Staff are confident in their use of IWB and use to support curriculum. |