

WINKIE PRIMARY SCHOOL SITE PLAN 2013

Priorities	Data/Observations	Strategies	Outcome/Targets	
			Process Outcomes	Learning Outcomes
<p style="text-align: center;">Attendance</p> <p>Increase attendance throughout school population with focus on serious non-attendeess</p>	<ul style="list-style-type: none"> In 2012 we had an average attendance of 83% ATSI students had an average attendance of 73% 12 students had less than 60% attendance 	<ul style="list-style-type: none"> Continue to educate staff on implementing school attendance policy Investigate reasons for serious non-attendance Work with ACEO and regional support team to communicate and assist attendance of ATSI students School processes reviewed and modified for more efficient implementation 	<ul style="list-style-type: none"> More consistent school wide application of 'Attendance Process' Lift attendance by 5% Lift ATSI attendance by 55 Reduce number of serious non-attenders 	<ul style="list-style-type: none"> Growth in children's engagement in class is indicated through student perception data, behaviour statistic, attendance data and teacher observations Improved attendance and application at school reflected in literacy and numeracy data
<p style="text-align: center;">Literacy</p> <p>Improve writing and reading levels</p>	<ul style="list-style-type: none"> 65% children in R-2 are below state expectations in reading levels in 2012 40 % of children are below school recognised proficiency bands in reading comprehension 12% of children achieved benchmarks in writing in NAPLAN in 2012 	<ul style="list-style-type: none"> Employ 'English Coach' to assist teachers in the teaching of writing and reading comprehension Allow teachers time to visit other schools to look at the teaching of English Complete 'Whole School Approach to English' Implement 'School Testing Schedule' Extend whole school approaches to English and testing into the preschool Give regular feedback to staff on their planning, teaching and assessing of English Principal complete Principal as Literacy Leader training 	<ul style="list-style-type: none"> Teacher programmes and performance management indicate greater confidence and in the teaching of writing and reading comprehension The 'Whole School Approach to English' is completed with the preschool included Improvement in teaching pedagogy in English is observed 	<ul style="list-style-type: none"> Percentage of children below state expectations improve Percentage of students below school proficiency bands improve Greater levels of writing in NAPLAN are achieved