



SACE/Vet

All students at Woomera Area School will achieve the South Australian Certificate of Education and establish clearly defined opportunities for further learning, work and community capacity building

Year 10

- By the end of term 4 all year 10 students will have a clearly defined pathway through and beyond school

Stage 1 and 2

- By the end of term 4 curriculum design and delivery optimises student achievement in Stage 1 and 2.

Numeracy – Literacy – SACE Plan 2017

Numeracy

Students are able to recognise and solve age appropriate examples using one or more of the number operations (+, -, X and division)

Kindy to 1

By term 4, 2017, all students will understand the language and processes of counting

Year 3 to 5

By term 4, 2017, all students will achieve the connection between addition and subtraction and solve problems using efficient strategies for multiplication

Year 6-9

Refer to table below

Literacy

Improvement in locating directly stated information, summarising and inference outcomes in Reading Comprehension R-9

Reception: By Term 4, 2017, all students will achieve the regional targets according to Running Record Benchmarks.

Year 3 to 5: By Term 4, 2017, students will achieve 2 stanines of growth, meeting at least the regional standard of scaled score at or above stanine 4.

Year 6 to 9: By Term 4, 2017, students will achieve 2 stanines of growth, meeting at least the regional standard of scaled score at or above stanine 4.

Year 11 to 12 For Year 10 student, student will achieve at least the regional standard of scaled score at or above stanine 4.

LITERACY: Improvement in Reading, Writing, Spelling, Oral Language and Vocabulary
Woomera Area School

Year level	Targets	Key Strategies and Responsibilities	Evaluation Measures	Review Date
K-1	<p>By Term 4, 2017, all students will achieve the regional targets according to Running Record Benchmarks.</p>	<p>Wave 1- Explicit, consistent teaching approach using the 'Big 6' - Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension.</p> <p>Teachers will: Use the following programmes to specifically target children's skills in the Big 6: <i>Jolly Phonics, Fitzroy Reading, Wings and Reading Eggs</i></p> <ul style="list-style-type: none"> • Jolly Phonics- alphabet • Fitzroy Readers and Software- to link with sounds and reinforce concepts. • Wings readers in use currently for reading development. • Reading Eggs- online software to support Big 6 • Ipad Apps –all areas • Vocab PowerPoints- vocabulary and fluency • Spellodrome resource- spelling <p>Regularly document student achievement to determine individual learning targets.</p> <p>Students will: Be made aware of test results and assisted to set achievable targets for their learning. Results are recorded in 'portfolio' folders for display in the classroom and sharing with parents/caregivers.</p> <p>Wave 2 - 1:1 support from SSO 2 ½ days a week.</p>	<p>Teachers will: use the following data collection processes to monitor progress and evaluate the effectiveness of strategies in achieving outcomes</p> <ul style="list-style-type: none"> • Running Record data • M200Word sight word testing • Testing sounds with students. • Waddington Reading and Spelling <p>Students can recognise 50 of the Magic 200 Words learnt (Vocab).</p> <p>Students know the alphabet and sounds (Phonological Awareness and Phonics).</p>	<p>Collected as required and recorded for Region in Term 3 Term by Term</p> <p>Term by Term</p> <p>Term 3</p>

Reading Comprehension:
PAT-R

By Term 4, 2017, students will achieve 2 stanines of growth, meeting at least the regional standard of scaled score at or above stanine 4.

Wave 1- Explicit, consistent teaching approach using the 'Big 6'- Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension.

Teachers will:

Use the following programmes to specifically target children's skills in the Big 6: *Fitzroy Reading, Wings, Springboard Comprehension and Reading Eggs*

- Fitzroy Readers and Software- to link with sounds and reinforce concepts.
- Wings readers in use currently for reading development.
- Reading Eggs- online software to support Big 6
- *Teaching Reading Comprehension Strategies – Sheena Cameron*
- *Lexile* testing to help students select appropriate novels to read.
- Ipad Apps –all areas
- Spellodrome resource- spelling
- Vocab PowerPoints – M300-800 for vocabulary and fluency

Regularly document student achievement to determine individual learning targets.

Introduce 2 spelling sounds/rules per week with explicit teaching around strategies to widen the ways students approach spelling unknown words.

Students will:

Be made aware of test results and assisted to set achievable targets for their learning. Results are recorded in 'portfolio' folders for display in the classroom and sharing with parents/caregivers.

Literacy Coach will:

- Assess, plan for, model and evaluate learning activities in partnership with teachers.
- Purchase resources and train teachers in their use.
- Develop a school continuum of explicit comprehension skills with appropriate resources- in consultation with staff.
- Work with teachers on explicit teaching strategies.

Principal will:

Support teachers and Literacy Coach through providing time (release, staff meetings) for team to work together to review data, plan for future learning and assessment in literacy. Review performance and development plans of teachers including 1 goal specifically related to literacy.

Teachers will: use the following data collection processes to monitor progress and evaluate the effectiveness of strategies in achieving outcomes:

- **PAT-Reading**
- **PAT-Vocab**
- **PAT-Spelling**
- **Lexile**
- **Fluency Testing**

Develop a data file/portfolio of student achievement and create individual learning plans accordingly.

Literacy Coach will:

- Assist teachers to analyse data to inform planning.
- Create data board with teachers to display in staffroom.

NAPLAN Data-Reading, Spelling and Grammar

Year 3-

- 100% achieving National Minimum Standard

Terms 1 and Term 4

As needed (Term by Term)

Ongoing

Term 2

Wave 2- 1:1 support from SSO 2 ½ days a week.

SSO's will:

Reading Comprehension:
PAT-R

By Term 4, 2017, students will achieve 2 stanines of growth, meeting at least the regional standard of scaled score at or above stanine 4.

Wave 1 Students-

Teachers will:

Use the following programmes to specifically target reading comprehension skills including directly stated information, summarising and inference outcomes:
Springboard Comprehension and Lexile:

- *Springboard into Comprehension*-explicit reading comprehension activities
- *Lexile* testing to help students select appropriate novels to read.

Regularly document student achievement to determine individual learning targets.

Students will:

Be made aware of test results and assisted to set achievable targets for their learning. Results are recorded in 'portfolio' folders for display in the classroom and sharing with parents/caregivers.

Literacy Coach will:

- Assess, plan for, model and evaluate learning activities in partnership with teachers.
- Purchase resources and train teachers in their use.
- Develop a school continuum of explicit comprehension skills with appropriate resources- in consultation with staff.
- Work with Literacy Coach on explicit teaching strategies.

Principal will:

Support teachers and Literacy Coach through providing time (release, staff meetings) for team to work together to review data, plan for future learning and assessment in literacy. Review performance and development plans of teachers including 1 goal specifically related to reading comprehension.

Wave 2- 1:1 support from SSO 2 ½ days a week.

SSO's will:

Use the 'Comprehension Box' resource to develop reading skills-with a focus on fluency using timed reading strategies and vocab development.

Teachers will: use the following data collection processes to monitor progress and evaluate the effectiveness of strategies in achieving outcomes:

- **PAT-Reading**
- **PAT-Vocab**
- **PAT-Spelling**
- **Lexile**

Develop a data file/portfolio of student achievement and create individual learning plans accordingly.

Literacy Coach will:

- Assist teachers to analyse data to inform planning.
- Create data board with teachers to display in staffroom.

NAPLAN Data-Reading, Spelling and Grammar

Year 9-

- 100% achieving National Minimum Standard

Terms 1 and Term 4

Term 2

Term 2

Year 10-12	<p>Reading Comprehension: PAT-R For Year 10 student, student will achieve at least the regional standard of scaled score at or above stanine 4.</p> <p>Stage 1 and 2 students will achieve a C grade or higher in English or a related literacy subject.</p>	<p>Literacy Support provided for Open Access students</p> <p>Students will:</p> <ul style="list-style-type: none"> • Participate in a Homework club for two days a week to use teacher support to help them to successfully complete tasks. • Seek and use feedback to improve future assignments. <p>Teachers will: Support students by reviewing tasks set and revising vocab required.</p> <p>Literacy Coach will: Support teacher and students with appropriate resources to assist their learning. Support students by editing their work prior to submission</p> <p>Principal will: Support teachers in reviewing tasks and allocate budgets for supporting students.</p>	<p>Teachers will: Monitor data and results provided by Open Access.</p> <p>Literacy Coach will:</p> <ul style="list-style-type: none"> • Use PAT-R Testing with Year 10 student 	Terms 1 and Term 4
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Numeracy: Students are able to recognise and solve age appropriate examples using one or more of the number operations (addition, subtraction, division and multiplication)

Level	Targets	Key Strategies and Responsibilities	Evaluation Measures	Review
Foundation Year	<p>By end of term 4, 2017, students will understand the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point</p> <p>Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond</p>	<p>Wave-1: explicit and consistent teaching approach using TfEL and John Fleming’s Model (explicit instruction model).</p> <p>Teachers will: develop students’ skills in numeracy and mathematics using explicit instruction model and continue to provide open-ended, investigative and computer-based maths activities using the following program:</p> <ul style="list-style-type: none"> • quick smart numeracy program using technologies • Mathletics online program for improving mathematical and numeracy skills • One minute maths (for enhancement of mental calculations) • IMaths for general mathematical skills development • I pads Apps to implement 21st century learning needs <p>Documenting students achievement to identify students learning in numeracy</p> <p>Students will: Be made aware of test outcomes and supported to set achievable goals for their learning. Test outcomes are recorded in ‘students’ portfolio folders’ for display in the classroom and sharing with parents/caregivers.</p> <p>Numeracy Coach/Principal (Combined Role) will:</p> <ul style="list-style-type: none"> • Assess and plan learning activities in corporation with staff (teachers & SSOs) • Purchase resources including I pads and train staff in their use. • Support teachers through providing time to work together in a team to assess and review data, plan for future learning and assessment in numeracy. Review performance and development for teachers including 1 target specifically connected to numeracy skills. 	<p>Classroom observation data will demonstrate high levels of engagement and interest in numeracy/mathematics learning.</p> <p>The ‘Wave’ model of intervention will be implemented in 2014 and beyond.</p> <p>Teacher will: Use the following data collection process to monitor the progress of students and evaluate the effectiveness of strategies in achieving outcomes:</p> <ul style="list-style-type: none"> • Quick smart data • One minute maths results • Mathletics results • IMath results <p>Numeracy Coach will:</p> <ul style="list-style-type: none"> • Monitor, analyse of attainment data which indicate students’ make an improvement in their learning plan. • Assess data from work samples and go through the moderation processes with teachers to verify the development of all students’ knowledge, mathematical language and skills. 	<p>Ongoing</p>

**Numeracy: Students are able to recognise and solve age appropriate examples using one or more of the number operations
(addition, subtraction, division and multiplication)**

Level	Targets	Key Strategies and Responsibilities	Evaluation Measures	Review
Year 3-5	<p>By end of term 4, 2017, students of Year 3-5 will achieve the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They will also be able to classify numbers as either odd or even.</p>	<p>Wave-1: explicit and consistent teaching approach using TfEL and John Fleming’s Model (explicit instruction model).</p> <p>Teachers will: develop students’ skills in numeracy and mathematics using explicit instruction model and continue to provide open-ended, investigative and computer-based maths activities using the following program:</p> <ul style="list-style-type: none"> • quick smart numeracy program using technologies • Mathletics online program for improving mathematical and numeracy skills • One minute maths (for enhancement of mental calculations) • IMaths for general mathematical skills development • I pads Apps to implement 21st century learning needs <p>Documenting students achievement to identify students learning in numeracy</p> <p>Students will: Be made aware of test outcomes and supported to set achievable goals for their learning. Test outcomes are recorded in ‘students’ portfolio folders’ for display in the classroom and sharing with parents/caregivers.</p> <p>Numeracy Coach/Principal (Combined Role) will:</p> <ul style="list-style-type: none"> • Assess and plan learning activities in corporation with staff (teachers & SSOs) • Purchase resources including I pads and train staff in their use. • Work with staff on explicit <p>Support teachers through providing time to work together in a team to assess and review data, plan for future learning and assessment in numeracy. Review performance and development for teachers including 1 target specifically connected to numeracy skills.</p>	<p>Classroom observation data will demonstrate high levels of engagement and interest in numeracy/mathematics learning.</p> <p>The ‘Wave’ model of intervention will be implemented in 2014 and beyond.</p> <p>Teacher will: Use the following data collection process to monitor the progress of students and evaluate the effectiveness of strategies in achieving outcomes:</p> <ul style="list-style-type: none"> • Quick smart data • One minute maths results • Mathletics results • IMath results • PAT M data <p>Numeracy Coach will:</p> <ul style="list-style-type: none"> • Monitor, analyse of attainment data which indicate students’ make an improvement in their learning plan. • Assess data from work samples and go through the moderation processes with teachers to verify the development of all students’ knowledge, mathematical language and skills. 	<p>Ongoing</p>

**Numeracy: Students are able to recognise and solve age appropriate examples using one or more of the number operations
(addition, subtraction, division and multiplication)**

Level	Targets	Key Strategies and Responsibilities	Evaluation Measures	Review
YEAR 6-9	<p>By end of term 4, 2017, students of Year 6-9 will achieve:</p> <ul style="list-style-type: none"> • Recognising the properties of prime, composite, square and triangular numbers. • Solving and comparing problems involving all four operations with whole numbers and solving everyday problems involving rates, ratios and percentages. • Making connections between fractions, decimals and percentages as different representations of the same number. • Making connections between the powers of 10 and the multiplication and division of decimals. • solving problems involving simple interest, ratio and scale factors in similar figures 	<p>Wave-1: explicit and consistent teaching approach using TfEL and John Fleming’s Model (explicit instruction model).</p> <p>Teachers will: develop students’ skills in numeracy and mathematics using explicit instruction model and continue to provide open-ended, investigative and computer-based maths activities using the following program:</p> <ul style="list-style-type: none"> • quick smart numeracy program using technologies • Mathletics online program for improving mathematical and numeracy skills • One minute maths (for enhancement of mental calculations) • IMaths for general mathematical skills development • I pads Apps to implement 21st century learning needs <p>Documenting students achievement to identify students learning in numeracy</p> <p>Students will: Be made aware of test outcomes and supported to set achievable goals for their learning. Test outcomes are recorded in ‘students’ portfolio folders’ for display in the classroom and sharing with parents/caregivers.</p> <p>Numeracy Coach/Principal (Combined Role) will:</p> <ul style="list-style-type: none"> • Assess and plan learning activities in corporation with staff (teachers & SSOs) • Purchase resources including I pads and train staff in their use. • Work with staff on explicit teaching and learning programmes • Support teachers through providing time to work together in a team to assess and review data, plan for future learning and assessment in numeracy. • Review performance and development for teachers including 1 target specifically connected to numeracy skills. 	<p>Classroom observation data will demonstrate high levels of engagement and interest in numeracy/mathematics learning.</p> <p>The ‘Wave’ model of intervention will be implemented in 2014 and beyond.</p> <p>Teacher will: Use the following data collection process to monitor the progress of students and evaluate the effectiveness of strategies in achieving outcomes:</p> <ul style="list-style-type: none"> • Quick smart data • One minute maths results • Mathletics results • IMath results <p>Numeracy Coach will:</p> <ul style="list-style-type: none"> • Monitor, analyse of attainment data which indicate students’ make an improvement in their learning plan. • Assess data from work samples and go through the moderation processes with teachers to verify the development of all students’ knowledge, mathematical language and skills. 	<p>Ongoing</p>

SACE/VET: All students at Woomera Area School will achieve the South Australian Certificate of Education and establish clearly defined opportunities for further learning, work and community capacity building.

Level	Targets	Key Strategies and Responsibilities	Evaluation Measures	Review
Years 10-12	<p>By the end of term 4 all year 10 students will have a clearly defined pathway through and beyond school</p> <p>By the end of term 4 curriculum design and delivery optimises student achievement in Stage 1 and 2.</p>	<p>Year 10 <u>The SACE coordinator will</u></p> <ul style="list-style-type: none"> • Arrange for students to enrol and complete their PLP. • Ensure all students complete their SACE Pathway plan. • Support students learning through technology and mentoring support. <p><u>Principal will:</u></p> <ul style="list-style-type: none"> • Review performance and development plans of teachers including 1 goal specifically related to year 10 careers planning pathway. • Ensure adequate funding is made available for students to complete subjects via Open Access <p>Stage 1 and 2 <u>The SACE coordinator will</u></p> <ul style="list-style-type: none"> • Ensure all students to keep portfolio of their work including assessments and grading. • Ensure all students have a current SACE Pathway plan that includes any VET and work experience data. • Encourage career goal-setting for all students by accessing guest speakers, work experience in a range of settings and access to local resources including DOD, Roxby Downs, Olympic Dam, Andamooka and Desert Trade Training Centre. <p><u>School Strategies:</u></p> <ul style="list-style-type: none"> • Support students learning through the provision of a dedicated learning area and appropriate ICT support. • Access to School-based Apprenticeships for students with Trade aspirations. • Enrolment counselling processes are improved and focussed on enabling subject selection that supports SACE completion • Liaise with the Desert Trade Training Centre due for completion in late 2013 • Provide teachers with adequate training including relevant upgrades to ensure provision on successful SACE program. 	<p>Year 10 <u>The SACE coordinator will</u></p> <ul style="list-style-type: none"> • 100 % Completion of CATS booklets • 100% completion of a SACE pathways plan. <p>Year 10</p> <ul style="list-style-type: none"> • 100% of students will achieve a 'C' or better <p>Stage 1 and 2 <u>The SACE coordinator will</u></p> <ul style="list-style-type: none"> • Monitor data and results provided by Open Access. • Student learning progress is discussed between the students, parents and the Principal <p>SACE/VET</p> <ul style="list-style-type: none"> • 100 % of potential SACE completers will develop a SACE Completion Plan (SCP) • 100% of students will successfully complete their SACE • 100% of all students that enrol in a School base apprenticeship will successfully complete all requirements. 	<p>Ongoing</p>