MUNDIJONG PRIMARY

LITERACY ACHIEVEMENT TARGETS

Year 3: As of 2016
The downward trend in reading to be halted.

65% of year 3 students will achieve Band 3 or higher in reading by 2016.
65% of year 3 students will achieve band 3 or higher in writing by 2016.
65% of students in year 3 will achieve band 3 or higher in spelling by 2016.
65% of year 3 students will achieve band 3 or higher in Grammar and Punctuation by 2016.

Year 5: As of 2016
60% or more students in year 5 will achieve band 5 or higher in reading by 2016.
65% of students in year 5 will achieve band 3 or higher in spelling by 2016.
60% of students in year 5 will achieve band 3 or higher in Grammar and Punctuation by 2016.

Year 7: As of 2016
50% of students will achieve band 7 or above in 2016.
66% of students will achieve Band 7 or higher in writing in 2016.
50% of students will achieve Band 7 or higher in spelling in 2016.
50% of students will achieve Band 7 or higher in grammar and punctuation in 2016.

LITERACY PROGRESS TARGETS

Year 3-5: As of 2015

Reading
Strive to achieve a position above WA public schools and like schools. Stable cohort to be at or above cohort.

Writing
Strive to achieve a position above like and WA public schools. Stable cohort to be at or above cohort.

Spelling
Strive to achieve a position above like and WA public schools. Stable cohort to be above cohort.

Grammar and Punctuation
Strive to achieve a position above like and WA public schools. Increase performance of the stable cohort to meet and/or exceed the cohort.

Year 5—7: As of 2015

Reading
Maintain position above WA public and like schools. Stable cohort to remain above cohort.

Writing
Remain above WA public and like school scores. Stable cohort to improve to meet/exceed cohort scores.

Spelling
Remain above WA public schools and like schools. Stable cohort to remain above cohort.

Grammar and Punctuation
Remain above WA public schools and like schools. Stable cohort to stay above cohort.

Pre-Primary
Continuing in 2014 a comparative assessment tool to be used in terms 1 and 4. On Entry Assessment testing.

2014 progress targets to be formulated from 2013 data.

Implement the Director General’s The early years of schooling initiative with regard to curriculum expectations for Kindergarten.

LITERACY STRATEGIES

All classes to schedule literacy blocks.

Continue to use the whole school Literacy Plan.

Review and update the whole school Literacy Plan.

Sound Waves spelling program to be used consistently from Pre Primary to Year 7.

A focus on increasing familiarity with persuasive texts and narrative text through reading and writing. This to be a priority in 2014 and 15.

A focus on location of information in texts across the school.

Pre-Primary Students to complete On Entry Assessment with data used to inform teacher planning.

Planning to follow the Australian Curriculum integrating on-line resources where possible.

New purchased texts aligned to Australian Curriculum- English to be used.

Teachers to participate in relevant and available professional learning to support Australian Curriculum implementation.
NUMERACY ACHIEVEMENT TARGETS

Year 3: As of 2014
65% of year 3 students to achieve band 3 or higher by 2016.

Year 5: As of 2014
60% of year 5 students to achieve band 5 or higher by 2016.

Year 7: As of 2014
50% of year seven students to achieve band 7 or higher by 2014.

NUMERACY PROGRESS TARGETS

Year 3-5: As of 2014
Maintain position above WA public schools and like schools.

Year 5-7: As of 2014
Improve position to be above WA public school scores.

Year 7: As of 2014
The average NAPLAN score will be above like schools and at or above the state average score.

NUMERACY STRATEGIES

Teachers to plan in Mathematics using the Australian Curriculum from commencement of 2013.

Appropriate professional learning to be accessed through the South East Corridor Network as offered.

Mathletics program to be used in Years K-7 by all students. Extension activities to be accessed as required.

An emphasis on ‘hands on’ approaches to mathematical learning. Resources to be collated and promoted to staff.

Pre-Primary students to participate in On entry Assessment testing with results used to inform teacher planning.

All classes to participate in daily mental maths sessions. Investigate a whole school mental maths competition.

Numeracy blocks to be used by teachers.

Develop a Whole School Mathematics Plan

More use of online resources e.g. Scootle, Learning Federation

SCIENCE ACHIEVEMENT TARGETS

Year 5: As of 2014
60% of cohort to achieve 60% or higher in school assessment. (EASY MARK)

Science Investigating

Year 7: As of 2014
65% of cohort to achieve 60% or higher in school assessment. (EASY MARK)

SCIENCE STRATEGIES

All classes to implement Primary Connections from the beginning of 2013.

Teachers to investigate links between Primary Connections and the Australian Curriculum, Science Scope and Sequence.

Primary Connections resource collection to be centrally housed.

Teachers to establish word walls in classrooms and make links to science/literacy learning.

ICT to be a central teacher tool using resources such as Scootle and the Learning Federation.

HISTORY ACHIEVEMENT TARGETS

Year 5: As of 2014
Whole school assessment in History. 60% of Students in year 5 to achieve above 60% score in assessment.

(EASY MARK)

Year 7: As of 2014
Whole school assessment in History. 65% of Students in year 5 to achieve above 60% score in assessment.

(EASY MARK)

HISTORY STRATEGIES

Teachers to implement Australian Curriculum History strand from the beginning of 2013.

− Historical Knowledge and Understanding
− Historical skills

Time to be allocated during School Development Days for teachers to collaboratively explore and plan using the Australian Curriculum.

Teachers to access appropriate professional learning as available through the SECN and internal/external providers.

A focus to be on the use of ICT as a teaching tool e.g. Learning objects.

A whole school cultural day to be held each year.

HEALTH & PHYSICAL EDUCATION STRATEGIES

Whole school fitness sessions three times a week at the start of each day.

PE lessons to incorporate skills appropriate to winter/summer sports and/or carnival preparation.

Bluearth approaches to be used in PE lessons.

Canteen menu to be reviewed with P&C.

Crunch ‘n Sip time to be scheduled in classrooms each day.

Re introduce a whole school values program. 123 Magic, Tribes, You can do it, Friendly Schools Friendly Classrooms etc.
**THE ARTS STRATEGIES**

Music specialist to work with all classes from PP-7.

A commercial dance program to be used during the course of one term for skill development and assessment purposes.

Incursions / excursions to be linked with school planning including cultural days/ values program.

Instrument lessons to be offered to students via the School of Instrumental Music.

Choir to perform at assemblies and festivals as appropriate. (WAGSM / Dale Fest)

Art/Science room to be timetabled for classroom use.

Kiln to be utilised.

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**SUSTAINABLE AND HEALTHY ENVIRONMENT**

Investigate and implement a whole school values program with an emphasis on **building individual resilience**.

Develop programs which promote an awareness of and commitment to environmental sustainability linked directly to the school operational plans. (e.g. Waste Wise, Sustainable Community Garden).

Accredited Bluearth teachers to sustain program and to assist in the mentoring of new staff. Buddy System.

Participate in the National Plant a Tree Day program with community support and assistance (P&C, corporate sponsorship).

Maintain and strengthen the role of the Student Council with greater input from students into school decision making.

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**EXCELLENCE IN TEACHING STRATEGIES**

Learning Teams to be re established

- K-2 (Early Years)
- 3-7 (Middle Years)

Teams to meet twice per term using two staff meeting dates to engage in collaborative planning and professional learning aligned to the School Plan and Operational Plans.

Mundijong staff to engage with Professional Learning opportunities as provided by the South East Corridor Network.

All staff to be involved in NAPLAN data analysis and curriculum planning.

Australian Curriculum implementation to be extensively supported.

Performance Management: Reflection to be linked to the National Professional Standards for Teachers. Identified areas of need to be supported by access to Professional Learning which supports individual and school need.

Develop a whole school approach to peer classroom observation to provide robust, professional feedback for teachers.

Use national teacher standards as a basis for performance management.