



# 2018 Site Improvement Plan

Vision: Nurturing Leadership and Achievement

Values: Leadership, Effort, Achieve, Respect and Nurture



Government of South Australia

Department for Education

## Priority 1: Mathematics - How can we improve Mathematics achievement for all students?

Current Status	Targets	Strategies	Evaluations
<ul style="list-style-type: none"> <li>•<b>2017 NAPLAN</b> results higher bands: Year 3, 17%, Year 5, 9% &amp; Year 7, 29%</li> <li>•<b>2017 PAT M</b> results at or above the DE SEA: Year 3, 85%, Year 4, 89%, Year 5, 70%, Year 6, 100% &amp; Year 7, 83%</li> </ul>	<ul style="list-style-type: none"> <li>•NAPLAN 50% of students in years 3, 5 and 7 in higher bands</li> <li>•PAT M, years 3-7 students making 1 years growth as measured by Pa-tracker</li> </ul>	Develop students in the areas of Measurement, in particular length (conversions) and time & Number, in particular subtraction, fractions and decimals through: <ul style="list-style-type: none"> <li>•Introducing whole school focus to unpack and deepen students understanding in the area</li> <li>•Building teacher capacity and confidence through moderation, deprivatisation (LDAM) with another like school, support from the SLLIP and Training and Development opportunities</li> <li>•Embedding YuMi Deadly Maths strategies across the school, building all teachers capacity through utilising the online resources and providing all teachers training by the coaches especially in the areas of Length, time, subtraction, fractions and decimals</li> </ul>	<ul style="list-style-type: none"> <li>•NAPLAN Maths data</li> <li>•PAT M data</li> </ul>
	<ul style="list-style-type: none"> <li>•All Preschool and Foundation students making 1 year growth</li> </ul>	Developing a smooth transition from Preschool to Foundation in the area of Maths through: <ul style="list-style-type: none"> <li>•Preschool and Foundation teachers on our site to unpack and develop a common understanding of the EYLF, Preschool Numeracy Indicators and Maths Australian Curriculum</li> <li>•Preschool and Foundation teachers to create opportunities for the students to grow in this area</li> </ul>	<ul style="list-style-type: none"> <li>•All Preschool &amp; Foundation students demonstrating growth in numeracy</li> </ul>

## Priority 2: English - How can we improve English achievement for all students?

Current Status	Targets	Strategies	Evaluations
<p>•<b>2017 NAPLAN</b> results in higher bands:</p> <p>Writing: - Year 3, 0%, Year 5, 0% , Year 7, 43%</p> <p>Spelling: - Year 3 33%, Year 5 33%, Year 7, 43%</p>	<ul style="list-style-type: none"> <li>•NAPLAN 60% of students in years 3, 5 and 7 in higher bands in writing</li> <li>•NAPLAN 60% of students in years 3, 5 &amp; 7 in higher bands in spelling</li> <li>•PAT S, years 3-7 students making 1 years growth</li> <li>•Increase in tier 2 and 3 words in student writing samples</li> </ul>	<p>Focus on building students vocabulary:</p> <ul style="list-style-type: none"> <li>• Word walls/charts visible in classrooms, linked to current curriculum and regularly changed</li> <li>•Develop students ability to write complex sentences and use descriptive language</li> <li>•Staff and students to unpack what Tier 1, 2 &amp; 3 words are and then support students to be conscious word users</li> <li>•Attend and implement learning/strategies from Oral Language trainings (Sheena Cameron and Preschool Professional Learning Community meetings, Anne Bayetto)</li> <li>•Collect, analysis &amp; moderate unsupported writing pieces to guide our teaching focus and individual student goals</li> <li>•Record and analysis student discussions about their opinions about the use of rich vocabulary in their writing to guide our teaching focus</li> <li>•Strengthen students word knowledge through the introduction of spelling rules</li> </ul>	<ul style="list-style-type: none"> <li>•PAT S data</li> <li>•NAPLAN School Summary Report 'Writing' data</li> <li>•NAPLAN Spelling data</li> <li>•Student writing samples from across learning areas</li> <li>•Word walls/Chart visible in classrooms</li> </ul>
	<ul style="list-style-type: none"> <li>•All Preschool students demonstrating growth in literacy</li> <li>•All Preschool and Foundation students achieve growth in PASM results</li> </ul>	<p>Developing a smooth transition from Preschool to Foundation in the area of English:</p> <ul style="list-style-type: none"> <li>•Preschool and Foundation teachers at our site to unpack and develop a common understanding of the EYLF, Preschool Literacy Indicators and English Australian Curriculum</li> <li>•Preschool and Foundation teachers to create opportunities for the students to grow in this area</li> </ul>	<ul style="list-style-type: none"> <li>•PASM data</li> <li>•Preschool Individual learning plans</li> </ul>

## Priority 2: Wellbeing - How can we increase student engagement and wellbeing?

Current Status	Targets	Strategies	Evaluations
<ul style="list-style-type: none"> <li>Parents are moving all siblings when the eldest reaches High School</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of the KidsMatter Component 3</li> <li>Siblings remain when the eldest of a family reaches High School</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of KidsMatter Component 3; Families and schools working closely together</li> <li>Staff completing the KidsMatter Component 3 online training</li> <li>Creating opportunities to invite parents into the school; Breakfast Program, Kids Kitchen, Reading</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of KidsMatter Component 3</li> <li>Student numbers not decreasing</li> </ul>
<ul style="list-style-type: none"> <li>89.7% Attendance rate below the 95% DE target</li> </ul>	<ul style="list-style-type: none"> <li>Meeting the 95% Attendance DE target</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to be informed of students attendance data termly</li> <li>Celebrate each term students who are attending 95% higher through recognition at whole school assemblies</li> <li>Inform parents of their children attendance each term</li> <li>Implementation of an aspired pedagogy; design oriented &amp; responsive, low floor high ceiling, peer teaching/ collaboration, growth mindset, constructed understanding, problem solving and reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Attendance data</li> </ul>
<ul style="list-style-type: none"> <li>Behaviour incidents reported in 2017, 56 behaviour incidents reported, 32 were Timeout in class/Admin, 1 Take home, 11 warnings/spoken to/counselling</li> </ul>	<ul style="list-style-type: none"> <li>Reduction of behaviour incidents</li> </ul>	<ul style="list-style-type: none"> <li>Ensure students build respectful relationships, have a sense of belong and inclusion through unpack and deepen students understanding of the school Values</li> <li>Continued appointment of the Pastoral Care Worker and Implementation of the Mentoring Program and student voice strategies</li> <li>Promoting and facilitating whole school dialogue with staff, students and the school community about student wellbeing for learning</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour data</li> <li>School Values visible</li> </ul>