# School Improvement Plan

1. States targets and strategies that directly relate to improvement goals
2. Complemented by this overview and statement of common practice, that outlines our ongoing and embedded commitment to values, programs and approaches within the school
3. All students strive for improvement and attain a high level of academic success
4. Sustain high expectations, purposeful leadership and quality teaching practices
5. Value, facilitate and promote strong school and family partnerships

## WELLBEING
- Maintenance and consolidation of:
  - Values of Respect, Honesty, Excellence & Joyfulness
  - Reflective thinking and open questioning
  - School pride through house system—Treloar, Eyre, Harrocks
  - Child Protection curriculum
  - High level of student wellbeing and morale, including building relationships & peer support
  - Consistent and restorative approaches across Behaviour Code and No Bullying policy
  - Active in daily fitness, PE and extra-curricula activities
  - Sports Day; Swimming carnival; SAPSASA; local events & personnel
  - Food prepared at or supplied to school meets DECD guidelines
  - Environmental aspects highlighted including reed bed, water, gardens, solar and energy
  - Active SRC & YEL
  - Support through Pastoral Care Worker

## LITERACY & NUMERACY
- Maintenance and consolidation of:
  - Rigorous & targeted diagnostic testing to implement curriculum groupings, develop individual learning plans, identify students at risk
  - Differentiation or intervention may include synthetic phonics, guided reading, Reading Recovery (Yr 1), MultiLit (Yr 4+), CCNet
  - Explicit teaching using the “I do, we do, you do” methodologies
  - Students read and comprehend at least at appropriate instructional level

## STUDENT LEARNING
- Maintenance and consolidation of:
  - Primary Connections science
  - Provide optimum learning environments that foster engagement, powerful learners, and intellectual stretch for all children
  - Integrated learning across Multi-literacies, ICT and learning technologies
  - R-7 camp (odd years); class camps/day trip (even years)
  - Stephanie Alexander Kitchen Garden program facilitated across whole school

## ABORIGINAL EDUCATION
- Maintenance and consolidation of:
  - Aboriginal cultural awareness, especially relevant to local Ngadjuri people
  - Integration of Aboriginal perspectives supported by Partnership ACEO personnel
  - Individual Learning Plan monitored and reviewed for each Aboriginal student
  - Aboriginal student and parent voices heard within the school community
  - Aboriginal funding targeted and used effectively

## STAFF LEARNING
- Maintenance and consolidation of:
  - Performance Management processes & targeted professional development
  - Educator voice, well-being and morale
  - Targeted classroom SSO support and LAP program
  - Foster professional links, strong working relationships and open communication across Mid North Partnership
  - Plan, assess and report against Australian Curriculum v8.0
FOCUS ON LEARNING: LITERACY

OUR GOALS

• To improve Literacy achievement for all students, focusing on the Big 6—oral language, phonics and spelling, vocabulary, fluency and reading comprehension
• Focused teaching around interpreting information, inference and reflection

TARGETS FOR 2016

• All students read and comprehend at or above their year level or within their modified curriculum
• All students increase spelling age by at least one year
• All Yr 3, 5 & 7 students achieve above NAPLAN National Minimum Standard in Literacy
• A minimum of 25% students score in the top two proficiency bands in Literacy
• Quality teaching supported through TfEL framework, targeted data analysis and PD relevant to Australian Curriculum
• SSO / special needs support matching the wave model of intervention

STRATEGIES

• Building on oral language and synthetic phonics/grammar to strengthen comprehension skills especially interpreting information, inference and reflection
• Text types and reading comprehension developing Sheena Cameron pedagogies
• Scaffold students to form goals at individual, class and school level. Create structure to review, monitor and improve alongside set goals.
• Handwriting, multi literacy and keyboard skills
• Targeted resources including ICT, reading materials and non-fiction
• Three classes: R/1, Yr 2/3, Yr 4-6
• PAT-R assessment tools implemented twice a year Yr 1-6
• Targeted intervention including Reading Recovery, MultiLit and CCNet
• Professional development around Australian Curriculum v8.0
• Purposeful employment of SSO support, both general and special needs
FOCUS ON LEARNING: NUMERACY

OUR GOALS

• To improve Numeracy achievement for all students, with focused teaching around real-life (natural) maths and problem solving.

TARGETS FOR 2016

• All Yr 3, 5 & 7 students achieve above NAPLAN National Minimum Standard in Numeracy
• A minimum of 25% students score in the top two proficiency bands in Numeracy
• Quality teaching supported through TfEL framework, data analysis and targeted PD relevant to Australian Curriculum
• Collaborative training and pedagogies across Mid North Partnership
• SSO / special needs support matching the wave model of intervention
• Stronger maths partnerships with home

STRATEGIES

• Teaching and exploration of number and algebra, measurement and geometry, statistics and probability, and proficiencies including understanding, fluency, problem solving and reasoning.
• Priority on Number
• Focus on problem solving, fluent processing and real-life applications
• PAT-M assessment tools implemented twice a year Yr 1-6
• Targeted intervention to align with wave model
• Professional development around Australian Curriculum v8.0
• Purposeful employment of SSO support, both general and special needs
• Integrate ICT across numeracy work
• Build maths partnerships with home through workshops offered, information sessions, take-home materials and newsletter
FOCUS ON WELLBEING: COGNITIVE, EMOTIONAL, SOCIAL, SPIRITUAL & PHYSICAL

OUR GOALS

• To develop emotional wellbeing by strengthening confidence, risk taking, and a deep sense of peer connectedness
• To strengthen transition programs for all children and families that provide continuity of learning
• Provide optimum environment for learning that fosters engagement, powerful learners, and intellectual stretch for all children

TARGETS FOR 2016

• Emotional support for all students, including strategies around relationships, behaviour and bullying
  • All children portray a high level of wellbeing
  • Strong and valued staff, student and family partnerships
  • Understanding of environmental impact of school projects and surrounds
  • Develop student leadership skills, including strengthening of public speaking skills
  • Whole school Attendance rates above 95%

STRATEGIES

• Foster understanding and analysis of environmental projects within school, especially reed bed, solar and energy, gardens and food choices, waste, and water
• Strengthen support through LAP, Pastoral Care Worker, SSOs
• Third year of review of behaviour, bullying and wellbeing using audit tool (SEW)
• Focused teaching around relationships, managing anger and expressing emotions, bullying, behaviour and cybersafety aligning with Child Protection curriculum and National Safe Schools Framework and incorporating Better Buddies
• Explicit facilitation of leadership skills and confidence building through Student Leadership and transition program including SRC, YEL & Better Buddies leaders
• Whole school plan and resources for kitchen and garden, extending across all classes
• Road safety especially adjacent to school
• Purposeful inclusion of students and parents in decision making and educational programs, and awareness of areas for improvement
• Broaden opportunities for active and constructive communication, information and feedback including introduction of Tiqbiz system
• Strengthen transition programs from preschool and into high school through unified Partnership approach
• Formalise policies and procedures to support attendance goals