Watervale Primary School

Site Improvement Plan
2009 - 2011
FOCUS ON LEARNING: LITERACY, MATHEMATICS & SCIENCE

Our Goals:

• To continuously improve Literacy achievement for all students, with particular focus on Early Years Literacy, reading for understanding, spelling, grammar and real-life writing across the genres.
• To continuously improve Mathematics achievement for all students, with particular focus on constructivist learning, problem solving and real-life maths.
• To continuously improve Science achievement for all students, with particular focus on scientific thinking, processing and problem solving.

Data Indications:

The Early Years Literacy Plan, developed and reviewed since 2005, continues to form a basis of literacy work in the early years.

Running Records show that 80% of Yr 1 students were reading at or above their recommended reading age, with growth in the middle to upper quartiles. Three students completed the Reading Recovery program within this period.
All Yr 2 students were reading at or above their recommended reading age. 53% of Yr 4-7 students are reading at or above their chronological age.

66% of Year 1-3 children showed improvement in spelling ages of 6 months or more (within the 2009 school year). Over 81% of Year 4-7 students improved in spelling ages by one year or more (over 30% improved by around two years). Over 58% of senior students improved in reading ages by 6 months or more.

22% of Yr 1-3 students are spelling below their chronological age, while 38% of Yr 4-7 students spell below their chronological age.

8 students in Yr 3, 5 and 7 participated in the 2009 NAPLAN test, the second year of national testing (half the number of participants in 2008).
100% of students who sat the NAPLAN test achieved National Minimum Standard across all areas.

50% of NAPLAN students scored at or above the national average in one or more Literacy area, with 25% scoring above national average in all Literacy areas.
43% of NAPLAN students scored at or above the national average in Numeracy.

50% students scored within the range of achievement for the middle 60% of Australian students in all areas of Literacy, and 63% in Numeracy, with one Yr 5 scoring well above that in Grammar and Punctuation.

25% students scored within a band that indicates they are working at National Minimum Standard in Literacy.
25% students scored within a band that indicates they are working at National Minimum Standard in Numeracy.

Reported progress between the 2008 and 2009 NAPLAN tests, in Reading and Numeracy, was rated as medium and high respectively (applied only to one student).
Overall cohort was considered statistically insignificant to compare with district or state scores.

Sixth year of Premier’s Reading Challenge; completed by all students.

Of the six National Competitions offered, 27 papers were completed. Students achieved: Distinction 3; Credit 9; Participation 15.

Whole-school science has been experientially successful, based on Primary Connections resource since 2007.
Assigned SACSA Standards in Literacy, Numeracy and Science; recorded through SACSA Achievement System (SAS) 2008-09

Formal reporting to families against Standards for Literacy, Numeracy and Science throughout 2008-09

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**Targets for 2010:**

- All students strive for improvement and attain a high level of academic satisfaction
- All students reflect on and articulate personal goals and achievements
- Almost all Yr 3, 5 & 7 students achieve above NAPLAN National Minimum Standard in both Literacy and Numeracy
- 70% of R-2 students read at or above their year level
- 70% of students increase spelling age by at least one year
- 100% completion Premier’s Reading Challenge
- Quality planning, assessment and reporting alongside SACSA in all areas
- Staff plan, assess and report against SACSA Standards in Literacy, Numeracy and Science
- Targeted professional development for all staff

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Strategies:

• Focus on personal learning goals, explicitly teach reflective thinking and questioning skills; support each other to achieve goals; celebration of achievement
• Maintain, emphasise and extend the Early Literacy Plan
• Strengthen reading, fluency and comprehension skills
• Explicit teaching of literacy genres; narrative genre to be tested in the 2010 NAPLAN test for Yrs 3, 5 & 7
• Maintain whole-school Linguistics program across four targeted groups; provide developmentally appropriate lessons that teach the rules of spelling, phonics, word awareness and grammar to all students
• Introduce cross-age oral reading as whole school activity twice a week for 15 minutes
• Record Running Reading levels for all R-2 children; ensure that students are reading at their appropriate instructional level
• Reading Recovery program for identified Yr 1 students (second year of program at WPS)
• Rigorous and targeted diagnostic testing to identify students at risk, develop individual learning plans, implement curriculum groupings
• Small group and individual programs provided during STRETCH program and throughout the week
• Growth of LAP program with the support of school and community volunteers
• Classroom SSO support provided in both classrooms most days; needs reviewed and identified each term
• Programs for students displaying giftedness provided during STRETCH
• French introduced as LOTE component within the curriculum
• English, Spelling, Writing, Maths, Computing and Science national competitions offered and encouraged
• Involvement in Premier's Reading Challenge for seventh consecutive year
• Actively integrate learning in Multiliteracies and learning technologies
• Continuation of Primary Connections science program across all year levels; Yr R-2 & Yr 3-7
• Foster professional links across the district, especially within junior primary network, Horrocks Hill Hub (HHH) and Region
• Formal written Report format for term 2 and term 4, reporting against the SACSA Standards in the areas of literacy, numeracy and science. Term 2 Report to be comprehensive; Term 4 to be of a summary style.
FOCUS ON WELLBEING: COGNITIVE, EMOTIONAL, SOCIAL & SPIRITUAL

Our Goals:
To develop emotional wellbeing by implementing reflective strategies that strengthen confidence, risk taking, and ensure a deep sense of peer connectedness.
To strengthen and maintain transition programs for all children and families that support their wellbeing and provide continuity of learning.

Data indications:
Children who feel safe to take risks within their school environment, and make a strong personal connection, are believed to become confident, optimistic and resilient learners.
Transition planning critical at all levels.

Targets for 2010:
- Strong and explicit reflective learning strategies that promote Wellbeing, particularly as an inquiring Hub.
- Application of strong school values, personal goals and Restorative Practices, especially evident in practice and documentation.
- Review and affirmation of Christian Pastoral Support Worker.
- Offer *Seasons for Growth* for selected students.
- Strong professional connections with local early childhood services, middle and high schools.
- Effective and appropriate transition programs for students between
  o home/school
  o home/childcare
  o preschool/reception
  o classes within the school (especially yr 3/4) and
  o primary school / middle / secondary school.
- High level of educator wellbeing and morale.
- High level of student wellbeing and morale, including strong relationships.
- Valuing and promoting strong school and family partnerships.
Strategies:

- Explicitly teach reflective thinking, deep thinking and questioning to build upon Wellbeing focus, especially within the context of the HHH Inquiry
- Four staff to attend Brown Eyes Blue Eyes Wellbeing Conference, WA
- Presentation of Wellbeing Inquiry work at Adelaide workshop
- Pursue Restorative Practices across behaviour and conflict management; ensure documentation accurately matches practice and approach
- Firmly embed behavioural ‘step’ chart procedures into school culture
- Ongoing commitment to our four values: Honesty, Respect, Excellence and Joyfulness with a view to review at close of 2010
- Foster sense of school pride and connectedness through house system
- Deepen the scope of the work of our Christian Pastoral Support Worker
- Generate opportunity for small group of identified students to partake in Seasons for Growth during 2010
- Continue to review and modify programs and class structures / support to suit individual needs and provide optimum learning environments
- Maintain open communication and strong working relationships with local playgroups, early childhood centres, middle and high schools
- Provide opportunities for ongoing family involvement and support
FOCUS ON WELLBEING: PHYSICAL

Our Goals:
To actively promote fitness and activity of children at WPS, and develop a strong awareness of the importance of diet for overall positive health and wellbeing
To minimise screen time for children both at school and home
To minimise packaging and litter within our school environment

Data Indications:
Regular daily fitness, PE lessons and exposure to a range of extra-curricula physical activities (eg SAPSASA), make a difference to the overall level of fitness and health in our students.

Three students took part in five SAPSASA sports.

Grant funding in 2007 allowed us to work in partnership with local health services to strengthen student knowledge, awareness and influence of healthy food choices; enhanced and broadened by involvement in Fit2play program in 2008; applied to enter eat well be active program in 2009.

Changes highlighted from the Fit2play program included: 40% improvement in screen watching habits; 17% improvement in sugary drinks consumed; 18% improvement in vegetables being eaten.

School lunches available from the General Store meet DECS guidelines; negotiated through students, SRC, staff and shop personnel

Nutrition tips included in school newsletters

Edible garden beds established in school grounds

Planned and hosted Sports Day for 2008-09, including healthy food snack choices

Targets for 2010:

- 100% of students demonstrate a positive attitude to fitness, sport and extra-curricula activities, including less screen time
- All students consider a wider range of healthy food choices
- School events and activities incorporate healthy food choices
- Food packaging is minimised and litter in school grounds is reduced
- Sustain high expectations and quality practices
Strategies:

- All students participate in fitness activities on daily basis, weekly class PE program and strive to be active during recess and lunch times
- Promote and encourage SAPSASA involvement across all sports
- Maintain strong links with local retailers and wider school community to provide nutritionally balanced range of choices for student lunches and school events
- Expand edible gardens and use produce for healthy school cooking and enterprises
- School events and activities, and fundraising, incorporate healthy choices and minimum litter / waste
- Implement *eat well be active* program for next three years
- Review screen time practices
- Participate in Premier’s *Be Active* Challenge
- *Jump Rope for Heart*
- Students develop responsibility for cleaner, litter-free school environment; including SRC input, purchase of extra bins
- Actively encourage each other to sustain high expectations and practices
FOCUS ON ABORIGINAL EDUCATION

Our Goals:
To strengthen and promote Aboriginal cultural awareness across the curriculum

Data Indications:
Students attain a truly holistic view of their world if they understand where they fit within their local cultures
Key focus area every alternate (even) year, including professional development

Targets for 2010:

- Successful Iga Warta trip
- Input sourced from Aboriginal personnel, resources and/or PD; especially relevant to Nadjuri people
- Deeper knowledge of local Aboriginal culture
- Integration of Aboriginal Education and perspectives across all curriculum areas
- Individual Learning Plan monitored and reviewed for each Aboriginal student
- Aboriginal student and parent voices heard within school community

Strategies:

- Rich involvement in (and follow up from) Iga Warta trip for all Yr 5-7 students, plus 3 adults
- Broaden input from visiting teachers and personnel, fresh resources, and professional development, where possible
- Active integration of Aboriginal Education and perspectives across all curriculum areas
- Actively include and involve Aboriginal family within school community
- ILP for each Aboriginal student