Site: Port Augusta West Site Improvement Plan

SITE IMPROVEMENT PLAN

2011 - 13

The agreement summarises the school/preschool’s contribution to improving student learning at their site through a focus on learning targets based on DECS priorities and other areas of local significance that are critical to learners’ achievements and well being.

The school/preschool will report on progress toward learning targets. Where relevant, subsequent learning targets may be adjusted in consultation with the Governing Council. A Review Report will address the achievements of the Site Learning Plan.

A copy of the Site Learning Plan will be provided to the District Director to inform the District Learning Support Plan that will align district operational activities to supporting sites in achieving their learning targets.

____________________________________ Governing Council Chairperson

____________________________________ Principal

____________________________________ Date
Literacy
Teaching for Effective Learning
Show improvement in NAPLAN
Non Fiction Text Writing
Reading Comprehension
Spelling

Science
Australian National Curriculum
Non Fiction Text Writing
Primary Connections

Numeracy
Australian National Curriculum
Teaching for Effective Learning
Show improvement in NAPLAN
Non Fiction Text Writing
Maths For All

PAWPS Priorities 2011

Student & Staff Wellbeing
School Values
Student Behaviour Management Policy
Staff Induction Policy
Decision Making Policy

Building Upgrades
Relocate Library and Office
Relocate Teacher Resources
Establish Computer Room
Upgrade Garden Beds
OSH

Attendance
Improve Attendance
Decrease Lateness
Regional Attendance Protocols
Review Attendance Policy
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<th>IMPROVEMENT PRIORITIES</th>
<th>PLANNED ACTIONS</th>
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<td><strong>Literacy</strong></td>
<td><strong>Major Focus</strong>&lt;br&gt;Review the recommendations in the Diagnostic Review and prioritise which ones to action in 2011.&lt;br&gt;Staff to work with the Teaching for Effective Learning (TfEL) coach &amp; coordinator to improve literacy outcomes.&lt;br&gt;Increase reading comprehension levels through use of guided reading, multiple choice, accelerated reader, higher order questions including inferences.&lt;br&gt;Continue explicit teaching of literacy genres through guided reading and the First Steps Writing Program.&lt;br&gt;Focus on looking at non fiction texts to help students understand how they are constructed.&lt;br&gt;Students engaged in non fiction writing every day.&lt;br&gt;Attend Stephen Graham T&amp;D on Spelling&lt;br&gt;Attend Deslae Konza T&amp;D on collecting classroom data and planning intervention programs for students.</td>
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<td><strong>Maintenance</strong>&lt;br&gt;Purchase non fiction texts (including guided reading sets).&lt;br&gt;Continue to resource Accelerated Reading program ie purchase quizzes, book resources &amp; SSO time.&lt;br&gt;Continue using the THRASS activities in the Middle &amp; Upper Primary.&lt;br&gt;Provide extra reading support for students not up to benchmarks (before year 3 when possible). Reduce students who are not independent readers in primary years by 20%.&lt;br&gt;Teachers are to design individual learning programs (ILPs) for identified students. Eg Students who did not achieve National Minimum Standards, NEP students&lt;br&gt;Continue to promote Premier’s Reading Challenge.&lt;br&gt;Increase the number of students completing the Premier’s Reading Challenge by 10% 2010 (105) 2011 (116).&lt;br&gt;Maintain Jolly Phonics / Jolly Grammar program &amp; Magic 200 sight words Extend sight words to 500 for students who have mastered 200, including the spelling of them.</td>
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Continue to utilise whole school assessment package - spelling (Westwood), reading (Waddington), Jolly Phonics grid, Magic 200 sight words.
Maintain reporting of Running Records to parents
Continue to provide extra support for classes to enable running records to continue to be done on a regular basis.
Provide training and development on recording running records where needed (eg new staff) and ensure that staff are consistent in their recording across the school.
All class teachers to complete a running record (recording MSV data) with each student in their class who has not reached independent reading level each term.
All JP classes show an improvement in the number of students who achieve our goal of reading recovery levels.
Students to achieve RR Level 6 by the end of Reception Level 16 -Yr 1  Level 26 - Yr 2. New recording system makes it harder to achieve these levels.
Collect School Entry Assessment (SEA) baseline data for all new Reception students at the end of their first term.
Review the coordination program and how it is delivered Teachers provided with training in First Steps Writing, Jolly Phonics, Jolly Grammar, Guided Reading and Writing, THRASS and ESL scaling where needed & when available.
Explore assistive technologies, Lexia Reading and Intensive Reading Programs.
Reduce the number of students who are below National benchmarks in Literacy and Numeracy. Individual Learning Plans for all students who are below the benchmarks.
Aim to decrease the gap between our school’s average and the National average in Literacy and Numeracy tests.
6% improvement in all NAPLAN mean scores by 2012 for Year 3,5,7
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<th>Numeracy / Science</th>
<th>Major Focus</th>
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<td>Establish a set time frame for familiarisation with the new Australian Curriculum in Mathematics and Science in order for staff to teach and report using this curriculum in 2012. Ensure this is a regular Agenda item or T &amp; D topic at staff meetings. Staff to work with the Teaching for Effective Learning coach &amp; coordinator to improve numeracy outcomes. Ensure minimum teaching times in Mathematics (300 minutes per week) and Science (120 mins Yr 4-7, up to at least 90 mins R-3). Staff to use Primary Connections Programme each term and use the PAWPS Scope and Sequence to guide their choice of units. New staff to access Primary Connections training.</td>
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<td>Numeracy / Science</td>
<td>Maintenance</td>
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<td>Staff continue to access quality T&amp;D. This will include:</td>
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<td>- Maths For All</td>
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<td>- Australian Curriculum</td>
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<td>- TfEL – Teaching for Effective Learning</td>
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<td>- Non-Fiction text writing</td>
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<td>- Use of technology – digital microscopes</td>
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<td>- Potential access to T &amp; D with leading experts in the field of Mathematics. Look into the possibility of getting Michael Ymer to visit our school for a day of T&amp;D and to work in teacher’s classroom showing best practice.</td>
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<td>- Providing training to staff on: how to analyse the data we collect for assessment purposes; how to use this data to identify areas of development and individual student needs; how does this information inform our teaching and programming;</td>
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<td>Provide a Maths/Science mentor for each new staff member.</td>
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<td>Continue with the Quicksmart Programme by identifying</td>
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students (Yrs 5-7) to participate in the Quicksmart programme to help them further develop automaticity and mental computation skills.

Daily Dash – rename this program so that the emphasis is on learning and using problem solving strategies to solve word problems rather than having the emphasis on ‘dash’ as students see this as a race to finish. Implement this program at least twice a week instead of everyday so that there is more emphasis on explicit teaching of problem solving strategies which will benefit students in NAPLAN tests.

Continue to budget for the Mathletics Programme so students can continue to access the program, both at school and at home.

Data Collection (including NAPLAN, *I Can Do Maths R-2, PAT Maths Test 3-7 and one minute maths*)

- JP and MP/UP teams met at the beginning and end of next year to review and collate data to inform teaching practices and programming; identify student/s needs
- Results from JP, MP/UP review and collation to be discussed at a whole school level to identify areas of staff development or need i.e. T&D may be required for a particular area.
- Ensure all staff understand how this data is collated and analysed – provide T & D if necessary.

Staff continue to work towards a common mathematical language used across the school.

Ensure there is regular time set aside at staff meetings for staff to share resources and good practice in Science and Maths.

Staff and students to share and promote their Science and Maths programmes to parents through class/school newsletters and a variety of other means.

Staff to access the Regional Curriculum Coordinators to continue to develop their good teaching practices and extend their knowledge/skills in the area of Science/Maths.
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<th><strong>Major Focus</strong></th>
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<td><strong>School Values</strong> – new school values have been introduced to the school through our SMB policy and Vision statement. Counsellor Davina will demonstrate to teachers how to recognise and teach the values to students through discussion, activities, awards, certificates and value cards. These processes will need to be reviewed throughout the year. The whole school community will use our values to promote a positive learning environment.</td>
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<td><strong>Induction</strong> - Improve induction processes for new staff that arrive throughout year, and review the school policy <strong>Decision Making Policy</strong> – formalise school’s decision making policy.</td>
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<td><strong>Cyber bullying</strong> - Audit to ensure all students have had a Cyber Safety User agreement signed. New students to have the document in the enrolment pack. Students moving from JP to UP will need to sign the agreement suitable to their age and add the agreement to their file.</td>
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<td><strong>Aboriginal Young People</strong></td>
<td>Individual Education Plans to be written for all Indigenous students in focussing on improving literacy &amp; numeracy skills, working in partnership with AET/class teacher. Improve Indigenous students’ attendance by 2% per year 2009 (85.6%)  2010 (87.6%)  2011 (89.6%) Decrease the percentage of late days for Aboriginal students by 6% Implement the Regional Attendance Protocols</td>
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<td><strong>Staff and students will have access to training and workshops on Cyberbullying. Staff to include cyberbullying when teaching the Friendly Schools and Families &amp; Child Protection Curriculum. Provide community awareness and education around Cybersafety and bullying through newsletter items and information brochures.</strong></td>
<td><strong>Chill room</strong> Reduce the number of students sent on learning time exits and playtime exits by 5%. Teaching of social skills specific to play to enable the reduction of play time outs. Develop programs to support students who have been in Chill Room 10 times or more. Students will celebrate a variety of culture events including Culture Week, Vibe Alive, Sorry Day, Harmony Day and Reconciliation Day to promote community participation, inclusiveness, respect and a sense of belonging for everyone. Increase parental support through involving families and parents. Encouraging a stronger parent voice Students take part in <strong>Be Active Premiers Challenge</strong> The <strong>social committee</strong> to organise events to encourage activities to support staff morale. Staff recognise each others efforts, including 'good news' at staff meetings, ‘Sparkles’ Encouraging networking, sharing of ideas and providing time for staff to achieve this through our mentoring program</td>
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| Attendance | Review our Attendance Policy  
| Improve attendance of students identified as having an attendance and / or lateness issue  
| Develop attendance plans for these students |
| Building Upgrades | Gut canteen and turn into library office  
| Relocate Library to Multipurpose Room  
| Relocate Teacher Resources to Old LOTE room  
| Relocate compactus from shed to old LOTE room  
| Relocate maths, science, music resources from shed  
| Provide internet/ server connections and power points to new computer room  
| Purchase computers and desks for the new computer room.  
| Relocate ICT SSO to current library office to provide them with a better and larger working space.  
| Improve the wireless connections within the school so laptops can be accessed more easily.  
| Upgrade classroom printing facilities.  
| Provide storage facilities for PE teacher in new hall  
| Provide storage facilities and workspaces in new OSHC area  
| Upgrade garden bed - Sanderson St with pavers from basketball court  
| Establish new garden bed behind hall |