### Numeracy

- Staff will receive T&D on Australian Curriculum using 2 pupil free days. Support from CPAC
- Identification of resourcing needs, review and monitoring of existing resources continues and is reflected in the budget.
- On-line learning to support students engagement in maths: ie Mathletics, Study Ladder
- NAPLAN data for 2014 used for planning — to identify and address areas of need. Staff use variety of assessment tools to collect student data to allow monitoring and tracking of student growth from year to year. PAT-M, NAPLAN, ‘I can do maths ‘as assessment tools.
- Students engaged in 300 mins of Mathematics instruction per week (teaching cycle)
- Continued staff engagement in the TfEL framework — implications for classroom practice.
- Teaching problem solving strategies — creating a thinking classroom. (Natural Maths & Maths in Action)
- Staff representatives from JP & UP at ‘Maths in Action’ workshops + PLCs throughout the year
- Money Smart Program T&D yrs 5-7 with Mike Chartres
- Leadership T&D (Leading Numeracy Improvement with

### Strengthening the Learning & Engagement

### Targeted Outcomes

- Teachers plan, teach, assess and report using the Australian Curriculum. Staff Programs reflects 300 minutes of Mathematics per week.
- All students above national minimum standard in 3,5,7 NAPLAN testing
- NAPLAN means scores in Numeracy—Above or on par with like schools.
- NAPLAN—Numeracy growth
  - Target: Yr3-yr5 25% upper growth
  - Less than 15% lower growth
  - Yr5-yr7 25% upper growth
  - Less than 15% lower growth
- NAPLAN—Proficiency bands
  - Target: Yr 3 25% in top 2 bands
  - Yr5 20% in top 2 bands
  - Yr7 20% in top 2 bands
## Literacy

### Strengthening the Learning & Engagement

- Implement Literacy Pro program 3-7
  - providing feedback & data to staff and students
- Early years team continue to develop use of Jolly Phonics and Jolly Grammar.
- Maintain sufficient resources to support agreed programs, e.g. Jolly Phonics, Jolly Grammar
- Identification of resource needs, review and monitoring of existing resources continues and is reflected in the budget.
- Running Records data R-2 is collected and used to identify students at risk for targeted intervention.
- Achievement data from variety of sources (PAT-R), NAPLAN, Literacy Pro) to allow monitoring and tracking of student growth.
- Re-visit Genre Skills Continuum R-7 linked to the Australian curriculum.
- Appointment of a shared Literacy coach to engage staff
- NAPLAN data of 2014 used for planning— to identify and address areas of need
- Intervention through employment of Spec. Education Teacher and SSO classroom support
- Targeted intervention program (LLI) Levelled Literacy Intervention funded for 2015 with allocated/training SSO coordinated by Deputy Principal—targeting WAVE 2 identified students R-7
- Students engaged in 300 mins instruction per week (Australian Curriculum)

### Targeted Outcomes

- All students above national minimum standard for Yr 3,5,7 NAPLAN testing
- School NAPLAN means scores in all areas of Literacy—above or on par with like schools.
- Whole school approach, commitment and agreement to the Improvement of Literacy
- Student’s achievement/progress in spelling age & reading age matching or above chronological age change
- Staff are using formative & summative information—to improve student outcomes
- Staff programmes reflect 300 + mins Literacy per week
- Staff explicitly teaching reading and writing every day (Reading and Writing for Improvement focus)
- Sheena Cameron ‘Writing strategies’ ”Reading Comprehension strategies’ used R-7 with consistent language
- LLI program run for identified students
- Running records targets:
  - Above 40% of Yr 1 student level 21-26
  - Above 75% of Yr 2 students level 21-26
### Wellbeing

#### Targeted Outcomes

- Students are explicitly taught the school values and gain an understanding of each (beginning each year)
- Whole community is aware of the school values
- Recognition of values shared at assemblies (postcards)
- Students will be given rich, authentic feedback
- A social skills program ‘Play is the Way’ will have its philosophy “We Do the Right Thing because It Is the Right Thing to Do” embedded in the school/student vocab.
- Special Programs will support personalised learning and school priorities including:
  - Active After School Communities
  - Student leadership/voice
  - Child Protection Curriculum
  - Sports day/ SAPSASA sports
  - Choir
  - Chess
  - School/community garden/cooking

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### Strengthening the Learning & Engagement

- McLaren Flat PS provides a safe environment built on—acceptance for all
  - seeing people as individuals
  - School values, Resilience, Responsibility, Pride, Respect, Honesty
- McLaren Flat PS recognised as a safe and aesthetically appealing environment by local community
- Students at risk—identified and supported
- Positive recognition is given for positive behaviour and work ethic
- Students will demonstrate/live the school values
- Success is celebrated with the whole school community
- Relationships are built on mutual respect
- Random acts of kindness
<table>
<thead>
<tr>
<th>Attendance</th>
<th>Strategic Actions</th>
<th>Targeted Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Interrogation of attendance data—identification of students at risk</td>
<td>- Regular communication &amp; education with Whole School community i.e. newsletter articles, assemblies</td>
<td></td>
</tr>
<tr>
<td>- Clearly defined policy relating to student attendance—displayed on website, copy sent home each year</td>
<td>- Access and communication with off site agencies - referrals to Attendance officer - Interagency Behaviour support - DECD Psychologist - CAMHS - Families SA</td>
<td>- Target improvement (current attendance rate of 93.8%) Target 95%</td>
</tr>
<tr>
<td>- Identified students at risk—improving attendance rate, making better connections with school</td>
<td>- Referrals &amp; Attendance Officer intervention</td>
<td>- Students understanding the importance of attending school regularly</td>
</tr>
<tr>
<td>- Students understanding the importance of attending school regularly</td>
<td>- Parent education on the importance of regular attendance</td>
<td>- Contact made with parent/carer each morning of</td>
</tr>
</tbody>
</table>