

## Attendance

## Strategic Actions

## Targeted Outcomes

- Interrogation of attendance data—identification of students at risk
- Regular communication & education with Whole School community ie.. newsletter articles, assemblies
- Clearly defined policy relating to student attendance—displayed on website, copy sent home each year
- Access and communication with off site agencies
  - referrals to Engagement & Attendance officer
  - Interagency Behaviour support
  - DECD Psychologist
  - CAMHS
  - Families SA

- Target improvement (current attendance rate of 93.4%) Target 95%
- Identified students at risk—improving attendance rate, making better connections with school
- Students understanding the importance of attending school regularly
- Referrals Engagement & Attendance Officer intervention
- Parent education on the importance of regular attendance

## Literacy

### Strengthening the Learning & Engagement

- 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. ( Jolly Grammar agreed practice R-7)
- Maintain sufficient resources to support agreed programs, e.g. Jolly Phonics, Jolly Grammar
- T&D for all early years staff in Jolly Phonics/Grammar
- T&D for teachers 3/4 in Jolly Grammar –implement program 2017
- 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.
- Intervention through employment of Spec. Education Teacher and SSO classroom support
- Targeted intervention program (LLI) Levelled Literacy Intervention funded for 2016 with allocated/training SSO coordinated by Deputy Principal—targeting WAVE 2 identified students R-7
- Students engaged in 300 mins instruction per week

### 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 /Louise Dempsey ‘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
- NAPLAN– Reading growth:

# Site Improvement Plan 2016—McLaren Flat PS

## Numeracy

## Strengthening the Learning & Engagement

## Targeted Outcomes

- 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 2015 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) including –mental computation, explicit teaching, class/group activities, individual practice , reflection/feedback
- Continued staff engagement in the TfEL framework – implications for classroom practice. (staff meetings, day book)
- Teaching problem solving strategies—creating a thinking classroom.
- Leadership T&D (Leading Numeracy Improvement with Sea & Vines Partnership) module 4 ??
- Whole school focus—number, automaticity & under-

- 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 25% in top 2 bands
  - Yr7 20% in top 2 bands

## Wellbeing

## Strengthening the Learning & Engagement

## 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 /certificates)
- Students will be given rich, authentic feedback
- A social skills program 'Play is the Way' will have it's 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;  
Student leadership/voice  
Child Protection Curriculum  
Sports day/ SAPSASA sports  
Choir  
Lego Club  
School/community garden/cooking  
Premier's Be Active Challenge

- 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