

Site Improvement Plan 2017—McLaren Flat PS

Numeracy	Strengthening the Learning & Engagement	Who	Targeted Outcomes
<ul style="list-style-type: none"> • Identification of resourcing needs, review and monitoring of existing resources continues and is reflected in the budget. • NAPLAN data for 2016 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', one minute maths as assessment tools. • Whole school focus—number, automaticity & understanding, 20 mins per day terms 2&4 • Maths for Learning Inclusion—Intervention program targeting individual students (1-7), resourced , staffed • Identify and recognise the needs of high achievers • Implement the whole school numeracy agreement, including a common teaching cycle • Increase engagement through participation in external programs/competitions • Target yr 4 students—maintaining high achievers and intellectual stretch—technologies to engage, robotics, personal interest projects (resourcing, staff release) • Professional development for staff (stretching high achievers) in their class/care • T&D in Big Idea in Number –partnership, focussing on common misunderstandings and how to address this • Moderation in Maths Planning, Assessment, class practice PLCs—school year levels 2 x term (8 strategies) Partnership schools (term focus) 	<ul style="list-style-type: none"> • All staff • All staff /lead by leadership • All staff • DP/teachers/SSOs • All staff • All staff • Deputy Principal focus • Release individual staff with skills/passion • Leadership • Partnership • School Leaders • Staff • PLC teams 	<ul style="list-style-type: none"> • 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 or above Yr5 25% in top 2 bands or above Yr7 15% in top 2 bands or above • Numeracy is embedded across the curriculum • Consistent numeracy language R-7 (numeracy agreement) • Increased confidence and competence in mental strategies • No limit practice for high achievers • SEA for yrs 3,5,7—Increasing in percentage achieving (aim of all achieving SEA) including PAT M data • Growth Mindset in numeracy 	

Literacy

Strengthening the Learning & Engagement

Who

Targeted Outcomes

- Literacy Pro program 3-7 (tracking & monitoring growth - providing feedback & data to staff and students
- Primary years (yr 4) team continue to develop use of Jolly Phonics and Jolly Grammar.
- T&D for teachers 5/6 in Jolly Grammar –implement program 2018
- Running Records data R-2 is collected and used to identify students at risk for targeted intervention. (R-7 where needed)
- 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.
- Targeted intervention program (LLI) Levelled Literacy Intervention funded for 2017 with allocated/training SSO coordinated by Deputy Principal—targeting WAVE 2 identified students R-7
- Whole school Reading and Writing improvement focus—daily 20 minutes (terms 1&3)
- JP—support from Reading Support/strategyTeacher R-2
- Identify and recognise the needs of high achievers
- Better Schools /APAS funding targeting ATSI students
- Expand student knowledge of personal target setting (investigate CAFÉ approach) initially R-4
- Running Records—updated training (R-7)
- Data—PAT grammar term 1
- Tracking & Monitoring Writing Growth (moderating work samples against achievement standards)
- Expanding student vocabulary

- Principal /DP target conversations
- Primary teachers
- R-7 staff + Spec Ed teacher
- Whole school
- R-7 staff
- DP/SSOs
- All staff
- Reading strategy teacher
- Leadership/ R-4 staff
- R-7 staff
- DP/yr 2-7
- R-7 staff
- All teaching staff

- 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.
- Student’s achievement/progress in spelling age & reading age matching or above chronological age change
- 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 80% of Yr 2 students level 21-26
- NAPLAN– Reading growth:
Yr3 – Yr5 25% upper growth
Less than 15% lower growth
Yr5—Yr7 25% upper growth
Less than 15% lower growth
- Bands— Yr 3, 30% top two bands or above
Yr 5, 30% top two bands or above
Yr 7, 25% top two bands or above
- Writing Improvement target –Increase in means score (NAPLAN)for all year levels.
- All students achieve the current DECD –SEA for year level in Reading including PAT R data.
- No Limit practice for high achievers
- Students able to articulate their target for improvement in reading
- Individual growth in writing measurable

Attendance

Strategic Actions

Who

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
 - CAMHS
 - Department Child Protection
- Coordinated holistic approach to improve student attendance—teacher, site leader, parents, inter-agencies
- Continued school wellbeing focus
- Class teachers to acknowledge/celebrate ‘Full House’ days

Lead by Deputy Principal
Principal Leadership/
Governing Council

Leadership

Whole school community

Class teachers

- Target improvement (current attendance rate of 93%) 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
- Contact made with parent/carer each morning of any student with unexplained absence.

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 Curric. Sports day/ SAPSASA sports, table tennis, Choir, ukulele group, Swimming with Disabled, Lego Club, Autism SA school inclusion program, School/community garden/cooking, Premier's Be Active Challenge, Premier's Reading Challenge, community events
- Our Pastoral Care Worker and school counsellor will support/develop/run programs to encourage the wellbeing of the whole school community. Eg Cybersafety/Harmony Day/Friendship Bench, Refugee Week, What's the Buzz, self improvement programs
- Grounds development-improve outdoor learning environments
- Student Behaviour data will be recorded /analysed (EDSAS) - presented to Governing Council
- Restorative practice principles implemented

- 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
- Consistent positive behaviour across R-7
- Continuing whole school focus on school values and restorative practice therefore: Common language used by staff/students and common understanding that we restore relationships.
- Wellbeing is reflected in Attendance data.