# Site Improvement Plan 2013—McLaren Flat PS

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Strategic Actions</th>
<th>Targeted Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interrogation of attendance data—identification of students at risk</td>
<td></td>
<td>Maintain/improve current attendance rate 93.8%</td>
</tr>
<tr>
<td>Communication &amp; education with Whole School community</td>
<td></td>
<td>Identified students at risk—improving attendance rate, making better connections with school</td>
</tr>
<tr>
<td>Clearly defined policy relating to student attendance</td>
<td></td>
<td>Students understanding the importance of attending school regularly</td>
</tr>
</tbody>
</table>
| Access and communication with off site agencies  
  - referrals to Attendance officer  
  - Interagency Behaviour support  
  - DECD Psychologist  
  - CAMHS  
  - Families SA |                   | Referrals & Attendance Officer intervention |
| Coordinated holistic approach to improve student attendance—teacher, site leader, parents, interagencies |                   | Parent education on the importance of regular attendance |
| Continued school wellbeing focus |                   | Contact made with parent/carer each morning of any student with unexplained absence. |
**Literacy**

**Strengthening the Learning & Engagement**

- Review of the Lexile Reading 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. Reading recovery program used with Year 2 & 3 students.
- Achievement data from variety of sources (PAT-R) to allow monitoring and tracking of student growth.
- Implementing Genres skills continuum R-7 linked to the Australian curriculum.
- Appointment of a shared Literacy coach to engage staff in improving Literacy practice and assisting in data collection and analysis.
- Staff establish and participate in Professional Learning communities to improve knowledge and classroom practice, consistency across year levels, collaborative approach to literacy development and support and promote professional dialogue.
- NAPLAN data of 2012 used for planning—to identify and address areas of need
- Intervention through employment of Spec. Education Teacher and SSO classroom support
- Students engaged in 300min instruction per week (Australian Curriculum)
- Whole school Reading and Writing improvement focus—daily 20 minutes
- Continued staff engagement in TfEL framework—implications for classroom practice

**Targeted Outcomes**

- All students above national minimum standard for Yr 3,5,7 NAPLAN testing
- School NAPLAN means scores in all areas of Literacy i) Above Region ii) Above or on par with like schools.
- Whole School Approach to the Improvement of Literacy
- Student’s Achievement/progress in Spelling Age & reading Age matching or above chronological age change
- Staff are using Student Achievement data—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)
- Staff training and development in Literacy e.g. “How Language Works—success in literacy and learning”
- Reading recovery program run for identified students
- Running records targets:
  - Above 30% of Yr 1 student level 21-26
  - Above 70% 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
### Site Improvement Plan 2013—McLaren Flat PS

#### Mathematics

- Staff will receive T&D on Australian curriculum using 2 pupil free days. Cluster facilitator available for consultation and planning time for Year level teachers to look at Australian Curriculum/moderation for assessment.
- 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: review of Mathletics, Study Ladder, Maths On-line.
- NAPLAN data for 2012 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. Investigation of PAT-M as an assessment tool.
- Students engaged in 300 mins of Numeracy & Mathematics instruction per week (teaching cycle)
- Staff investigate the relationship between 3 maths strands and proficiencies (assessment implications)
- Continued staff engagement in the TfEL framework—implications for classroom practice.
- Teaching problem solving strategies—creating a Thinking Classroom.

#### Strengthening the Learning & Engagement

- Teachers plan, teach, assess and report using the Australian Curriculum. Staff Programs reflects 300 minutes of Numeracy per week.
- There is a common understanding of Year level expectations R-7.
- All students above national minimum standard in 3,5,7 NAPLAN testing
- NAPLAN means scores in Numeracy i) Above Region ii) Above or on par with like schools.
- Numeracy knowledge transferred to other areas of the curriculum
- 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 20% in top 2 bands
  - Yr5 20% in top 2 bands
  - Yr7 18% in top 2 bands
Wellbeing

- Students are explicitly taught the school Values and gain an understanding of each
- 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 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; Active After School Communities, Student leadership Child Protection Curriculum Sports day/ SAPSASA sports Choir Chess School/community garden Premier’s Active Challenge
- Our Christian Pastoral care Worker will support/develop/run programs to encourage the wellbeing of the whole school community. Eg Cybersafety
- Grounds development-improve outdoor learning environments
- Student Behaviour data will be recorded (EDSAS)
- Restorative practice principles implemented

Strengthening the Learning & Engagement

Targeted Outcomes

- 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
- Consistent BM across R-7
- Common language used by staff/students and common understanding of Restorative Practice/BM processes