## Site Improvement Plan 2014—McLaren Flat PS

### Attendance

<table>
<thead>
<tr>
<th>Strategic Actions</th>
<th>Targeted Outcomes</th>
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<tbody>
<tr>
<td>• Interrogation of attendance data—identification of students at risk</td>
<td>• Maintain/improve current attendance rate of 93%</td>
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<tr>
<td>• Regular communication &amp; education with Whole School community ie.. newsletter articles, assemblies</td>
<td>• Identified students at risk—improving attendance rate, making better connections with school</td>
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<td>• Clearly defined policy relating to student attendance</td>
<td>• Students understanding the importance of attending school regularly</td>
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<tr>
<td>• Access and communication with off site agencies - referrals to Attendance officer - Interagency Behaviour support - DECD Psychologist - CAMHS - Families SA</td>
<td>• Referrals &amp; Attendance Officer intervention</td>
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<tr>
<td>• Coordinated holistic approach to improve student attendance—teacher, site leader, parents, interagencies</td>
<td>• Parent education on the importance of regular attendance</td>
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<tr>
<td>• Continued school wellbeing focus</td>
<td>• Contact made with parent/carer each morning of any student with unexplained absence.</td>
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Australian Curriculum

Strengthening the Learning & Engagement / Strategic Actions

- Cluster facilitator available for consultation and planning in Australian Curriculum
- Requirements 2014: Familiarisation with A/C in Geography, Civics & Citizenship, Economics & Business, Arts
- Staff training & Development in:
  - Geography (content, planning, assessment)
  - Civics & Citizenship Yr 3 onward
  - Economics & Business Yr 5 onward
  - Arts (Dance, Drama, Music, Visual Arts, Media Arts)
- Use of Pupil Free Days

Targeted Outcomes

- Teachers familiar with the A/C in all areas
- Teacher professional learning undertaken in all four areas
- Teachers prepared for the teaching of Curriculum areas in 2015
- Students exposed to learning in these four areas
- Resourcing: funding and purchasing of required/identified resources to support the implementation of these curriculum areas
Literacy

Strengthening the Learning & Engagement

- Review changes to 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.
- Achievement data from variety of sources (PAT-R) to allow monitoring and tracking of student growth.
- Implementing Genre 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. (Reading and Writing)
- 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 2014 with allocated/training SSO coordinated by Deputy Principal — targeting WAVE 2 identified students R-7
- Students engaged in 300 minsinstruction 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 — 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 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)
- Staff training and development in Literacy e.g. Lisa Burman ‘Building a community of writers’. Sheena Cameron ‘Writing strategies’
- LLI 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 2014—McLaren Flat PS

**Numeracy**

- Staff will receive T&D on Australian Curriculum using 2 pupil free days.
- 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 2013 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. Implementation of PAT-M as an additional assessment tool.
- 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.
- Engagement with Mathematician in Residence ‘Ann Baker’ whole school and individual staff

**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 20% in top 2 bands
  - Yr5 20% in top 2 bands
  - Yr7 18% in top 2 bands
- Numeracy is embedded across the curriculum
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<th>Wellbeing</th>
<th>Strengthening the Learning &amp; Engagement</th>
<th>Targeted Outcomes</th>
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<tr>
<td>• Students are explicitly taught the school Values and gain an understanding of each</td>
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<td>• McLaren flat PS provides a safe environment built on – acceptance for all</td>
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<td>• Whole community is aware of the school values</td>
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<td>- seeing people as individuals</td>
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<td>• Recognition of values shared at assemblies (postcards)</td>
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<td>- School values, Resilience, Responsibility,</td>
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<td>• Students will be given rich, authentic feedback</td>
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<td>Pride, Respect, Honesty</td>
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<td>• 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.</td>
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<td>• McLaren Flat PS recognised as a safe and aesthetically appealing environment by local community</td>
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<td>• Special Programs will support personalised learning and school priorities including;</td>
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<td>• Students at risk—identified and supported</td>
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<td>Active After School Communities,</td>
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<td>• Positive recognition is given for positive behaviour and work ethic</td>
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<td>Student leadership</td>
<td>• Student leadership</td>
<td>• Students will demonstrate/live the school values</td>
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<td>Child Protection Curriculum/SMART training for staff, SWD data collection training for staff</td>
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<td>• Success is celebrated with the whole school community</td>
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<td>Sports day/ SAPSASA sports</td>
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<td>• Relationships are built on mutual respect</td>
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<td>Choir</td>
<td>• Choir</td>
<td>• Random acts of kindness</td>
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<tr>
<td>Chess</td>
<td>• Chess</td>
<td>• Consistent behaviour management (BM) across R-7</td>
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<tr>
<td>School/community garden</td>
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<td>• Re visit whole school focus on school values and restorative practice therefore: Common language used by staff/students and common understanding of Restorative Practice/BM processes</td>
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<td>Premier’s Be Active Challenge</td>
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<td>• Our Christian Pastoral Care Worker will support/develop/run programs to encourage the wellbeing of the whole school community. Eg Cybersafety/Harmony Day/Friendship Bench</td>
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<td>• Grounds development-improve outdoor learning environments</td>
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<tr>
<td>• Student Behaviour data will be recorded (EDSAS)</td>
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