SITE IMPROVEMENT PLAN 2015

respects & responsibility honesty & trustworthiness care & compassion

Improved student engagement and achievement in numeracy and mathematics.
Improved reading, comprehension, spelling and grammar.

Principal:
Lissa Hutter
Deputy Principal:
Robyn Holla

Phone: 8261 2845
dl.0665.info@schools.sa.edu.au
## Priorities:

- **Targets:** Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate.

## Strategies:

The major actions that staff – teachers, SSOs, leaders, students – commit to do so learners are supported at classroom level to achieve the Targets.

## Evaluation Measures:

The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies.

### Improve student reading levels and comprehension

| End of Reception: 75% of students independently reading on RR level 7 - 10 (61% in 2014) |
| End of Year 1: 75% of students independently reading on RR level 16 - 20 (39% in 2014) |
| End of Year 2: 75% of students independently reading on RR level 23 - 26+ (69% in 2014) |
| End of Year 3: 75% of students independently reading at RR level 30+ (56% in 2014) |
| All students will show improvement in their scale score on PAT-R assessments. |

- **RESOURCING:**
  - Mini-Lit & Multi-lit programs
  - More take home readers in lower levels (1 – 8.)
  - Speech Pathologist working one day per week.
  - All staff to access training in Read, Write, Inc. in Term 1
  - Read Write Inc. resources for all JP classes.
  - Fresh Start synthetic phonics for program for 8-13 year olds

- **ACTIONS OF TEACHERS AND LEARNERS:**
  - R – 2 students not on track to meet targets screened for Mini-lit using placement assessment.
  - 3 – 7 reading below RR level 30 independently screened for Multi-lit using placement assessment.
  - Guided Reading (GR) programs in all classes with explicit teaching of reading and comprehension strategies. Teachers to use and analyse PAT-R diagnostic test results in comprehension to determine teaching focus.
  - Minimum 100 minutes per day literacy agreement.
  - 50% non-fiction texts used in explicit teaching & GR.
  - Early Years teacher teams established for sharing of RWI programming, comprehension strategies, intervention strategies, concerns, work samples - twice per term.
  - Individual student Literacy folders and Markit online assessment recording used to track students’ progress individually and by year level.
  - Progress report of RR levels collected, collated and disseminated in Term 1.

- **Evaluation Measures:**
  - Running Records taken for all students below RR level 30 and independent reading level assigned a minimum of twice per term or more often as required.
  - Results recorded at end of each term in Markit and Literacy folders.
  - Year 1 & 2 results recorded in EDSAS Term 1 & 3 (Instructional level i.e. 1/2 levels above Independent level).
  - PAT R comprehension testing in week 4, Term 4 each year.
  - 100% of students in Mini-lit and Multi-lit at age-appropriate Phon. Awareness and reading levels after completion & post-assessment.
  - All staff trained and JP/MP programming using Read, Write, Inc by Term 2 2015.
<table>
<thead>
<tr>
<th>Priorities:</th>
<th>Targets:</th>
<th>Strategies:</th>
<th>Evaluation Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</td>
<td>The major actions that staff – teachers, SSOs, leaders, students – commit to do so learners are supported at classroom level to achieve the Targets</td>
<td>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</td>
</tr>
</tbody>
</table>
| Spelling and Grammar: Increase students' recognition, correct use, spelling and understanding of an increased bank of words | **90% of Year 3, 5 and 7 students** achieve at the DECD Standard of Educational Achievement in NAPLAN Spelling: Year 3: band 3 or above (83% in 2014) Year 5: band 5 or above (90% in 2014) Year 7: band 6 or above (90% in 2014) | RESOURCING:  
- Read Write Inc.  
- Speech Pathologist working one day per week. | PAT Spelling testing annually in Term 4  
NAPLAN results for students in Years 3, 5 & 7  
R-7 grammar, vocabulary & punctuation scope & sequence |
|            | **90% of Year 3 and 7 students & 95% of Year 5 students** achieve at the DECD Standard of Educational Achievement in NAPLAN Grammar: Year 3: band 3 or above (78% in 2014) Year 5: band 5 or above (95% in 2014) Year 7: band 6 or above (85% in 2014) | ACTIONS OF TEACHERS AND LEARNERS  
- Explicit teaching of synthetic phonics using Read Write Inc, vocabulary-guided word study, technical words of each learning area, Tier 1, 2 & 3 words  
- Staff sharing of phonics, punctuation, grammar and spelling activities  
- Explicit teaching of red words (Read, Write Inc) and Oxford high frequency words, regular assessment and achievement recorded in Markit.  
- Develop a R-7 grammar, vocabulary & punctuation scope & sequence |  |
<table>
<thead>
<tr>
<th>Priorities:</th>
<th>Targets:</th>
<th>Strategies:</th>
<th>Evaluation Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved student engagement &amp; achievement in Numeracy and mathematics</td>
<td>Whole site agreement on Numeracy and Mathematics developed through whole school community consultation by Term 3 2015. 85% of Year 3, 5 and 7 students achieve at the DECD Standard of Educational Achievement: Year 3: band 3 or above (74% in 2014) Year 5: band 5 or above (81% in 2014) Year 7: band 6 or above (70% in 2014) All students will show improvement in their scale score on PAT-Maths assessments.</td>
<td>The major actions that staff – teachers, SSOs, leaders, students – commit to do so learners are supported at classroom level to achieve the Targets</td>
<td>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</td>
</tr>
<tr>
<td><strong>RESOURCING:</strong></td>
<td></td>
<td>iMaths resources purchased for new teaching staff. Quicksmart training for selected SSOs, Special and Senior Leader (Inclusion and Numeracy)</td>
<td><strong>NAPLan data analysed for Year 3, 5, 7</strong> PAT-Maths Base line data collected in Term 1 2015 and then annually in Term 4 of each year. Document: Whole Site Agreement - Maths &amp; Numeracy to be used by teachers to guide teaching, learning and assessment in maths.</td>
</tr>
<tr>
<td><strong>ACTIONS OF TEACHERS AND LEARNERS</strong></td>
<td></td>
<td>All student tested for in PAT-Maths Term 3 Weeks 7 - 10 Uninterrupted maths blocks Participation in Partnerships Numeracy initiative – Mike Chartres to improve teacher pedagogy. Students below Stanine 4 or NMS will be identified and Quicksmart program implemented. Teachers trained in Natural Maths in 2014 to model, team teach and lead pedagogy with colleagues through PLC meetings and class observation release in 2015. Three different teachers to access Anne Baker – Natural Maths PD at Wandana PS</td>
<td></td>
</tr>
<tr>
<td>Priorities:</td>
<td>Targets:</td>
<td>Strategies:</td>
<td>Evaluation Measures:</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>-------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Improved student attendance</td>
<td>Exceed the DECD Attendance target of 93% in all classes – site target of 95%</td>
<td>The major actions that staff – teachers, SSOs, leaders, students – commit to do so learners are supported at classroom level to achieve the Targets</td>
<td>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</td>
</tr>
</tbody>
</table>

**RESOURCING:**
- Certificates for 100% at the end of each term and a special award for 100 Percenters at the end of each school year.
- Deputy Principal role to include attendance focus.
- Develop a graph to show the annual growth of 100 Percenters since the inception of the recognition program in 2012.

**ACTIONS OF TEACHERS AND LEARNERS**
- Attendance Plan, flow chart and documentation disseminated to all staff.
- Regular dissemination of attendance information and school achievement data in school newsletter and at staff meetings.
- Certificate recipients acknowledged in school newsletter each term and at the beginning of the year (100 Percenters).

**Evaluation Measures:**
- Twice per term – Datamart report relayed at staff meetings using the Attendance percentage rate.
- Once per term – attendance data advertised in school newsletter.
- Attendance Improvement Graph: trend to show improvement from 2013 to 2015.