SITE IMPROVEMENT PLAN 2015

The Site Improvement Plan identifies key improvements in learning and wellbeing of students as well as whole school goals and priorities that this site is committed to achieving.

The school will report annually on progress towards learning targets and whole school goals.
Where relevant, subsequent learning targets may be adjusted in consultation with the Governing Council.

Principal  Catherine Hull

Date  February 2015

Governing Council Chairperson  Giles Bartram
WHOLE SCHOOL VALUES, VISION AND PRIORITIES

We value:

**Respect** – for others, for ourselves, our school and our community

**Responsibility, Integrity, Honesty** and **Personal Excellence**

We share the vision of the Barossa Valley Partnership:

Every child at Keyneton Primary School will be engaged in high quality, relevant learning programmes

Our Priorities are to:

- Continue to develop and promote a community of committed staff, students and parents, working together to provide the best educational opportunities for every child in the small school environment

- Ensure good communication and relationships between all stakeholders

- Foster community involvement and utilise community links (eg: Mid Murray Council, NRM, Foundation Barossa) and continue to collaborate with the BV Partnership and nearby schools for performances, sport, Year 7 transition, camps, staff PD etc

- Deliver high quality, relevant learning programmes, incorporating up to date information technology across the curriculum, in order to develop and increase student engagement

- Ensure the well-being of every student by focusing on strengths and developing each child’s confidence and social skills

- Promote the school in the wider community to encourage future enrolments (through Playgroup, BV Partnership, newspaper articles, participation in local events)
# SCHOOL LEARNING PLAN 2015 (incorporating Early Years Literacy and Numeracy)

**Improved student engagement and achievement in Literacy**

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<tr>
<th>TARGETS</th>
<th>STRATEGIES</th>
<th>EVIDENCE AND DATA</th>
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| ▪ Students will be at Reading Recovery Level:  
  □ 9 by the end of Reception  
  □ 18 by the end of Year 1  
  □ 25 by the end of Year 2  

  ▪ Uninterrupted Literacy block in both classes 5 days/week with students divided into JP, MP and UP class groups for Literacy lessons 3 days/week  

  ▪ Identified students work with SSOs using MultiLit Reading Tutor activities 4 days per week  

  ▪ SSOs provide classroom support for small groups in Literacy lessons  

  ▪ Link spelling, reading and writing through the whole school cross curricular theme where appropriate  

  ▪ Primary class to focus on teaching and practising morphemic ‘rules’  

  ▪ Focus on improvements in writing: Narratives and Persuasive texts in Term 1  
    □ Use “VCOP” (vocab, connectives, openers, punctuation) to improve narrative writing  
    □ UP focus on adding ‘weight’ to expositions, MP learn genre structure  

  ▪ Provide opportunities to practise a range of strategies, eg: cloze activities to test spelling and comprehension; editing and correcting pieces of text  

  ▪ Incorporate iPads into literacy lessons with apps such as Book Creator and Spelling Eggs  

  ▪ Provide adequate funding to support literacy programmes - SSOs, readers, big books, iPad apps  

  ▪ Utilise Australian Curriculum English ‘Concept Quilts’ developed in 2013-4 to assist planning and assessment  

  ▪ Collect and monitor data  
    □ Analyse PAT-R data and specifically adjust learning programmes  

  ▪ Staff attend appropriate professional development opportunities  

  ● Evidence will be collected and data analysed to demonstrate improvement in learning outcomes of individual students through:
  
    ▪ School Entry Assessment  
    ▪ Running Records  
    ▪ PM Benchmarks  
    ▪ MultiLit  
    ▪ NAPLAN  
    ▪ Australian Curriculum outcomes  
    ▪ School data – SA Spelling; TORCH, PAT- R, 4 Spelling Knowledges, Scope & Sequence Spelling  
    ▪ Teacher data – objective & anecdotal

<table>
<thead>
<tr>
<th>EARLY YEARS RESOURCES</th>
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<tbody>
<tr>
<td>PD for R-3 teachers</td>
<td>$2,502</td>
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<tr>
<td>Talking &amp; Reading</td>
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</tr>
<tr>
<td>General Support Grant</td>
<td>$1,525</td>
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<tr>
<td>Early Assistance Grant</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$5,582</strong></td>
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### TARGETS

- All Junior Primary Students successfully complete Learning Inclusion Number Assessment Folder 3 by the end of Year 2
- Yr 3, 5, 7 students reach National Average NAPLAN test
- All Year 5 and 7 students, not previously scoring in top bands, show middle to upper progression in NAPLAN test
- Improve the number of students achieving the higher bands in NAPLAN
- Students who scored below average in PAT-M test in Nov 2014 improve by 2 stanine levels by Sept 2015
- Students with ‘low’ scores in the Basic Processes test in November 2014 improve to ‘normal range’ by November 2015

### STRATEGIES

- Uninterrupted Maths block in both classes 4 days/week with students divided into JP, MP and UP class groups for Maths lessons 2 days/week
- SSOs utilise the Learning Inclusion Number Assessment folders to monitor student progress and provide intervention activities for targeted students
- Teachers and Classroom SSOs attend Ann Baker Pupil Free Day
  - Raelene and Cathy complete 3 day course with Ann during the year
  - Share learning with staff
  - Implement strategies in classes:
    - Mental Routine
    - Short, focused learning sessions
    - Real-life problems – Natural Maths
    - Maths vocab wall
  - Develop Whole School Maths Agreement
- Primary Class focus on a key learning concept to allow for continuity of programme and student movement between classes
- Continue to provide open-ended, investigative and computer-based maths activities which encourage student engagement - Maths300, Mathletics, Maths for All games etc
- Incorporate iPads into numeracy lessons
  - Investigate and download best apps (eg: recommended by Ann Baker)
- Provide adequate funding to support Numeracy programmes - renew Maths300 and Mathletics membership, purchase classroom equipment, Mathletics ‘Problem Solving’ books, iPad apps, Ann Baker resources
- Utilise Australian Curriculum Maths ‘Concept Quilts’ developed in 2012 to assist planning and assessment
- Collect and monitor data
- Analyse PAT-M data and specifically adjust learning programmes

### EVIDENCE AND DATA

Evidence will be collected and data analysed to demonstrate improvement in learning outcomes of individual students through:

- Learning Inclusion Number Assessment
- NAPLAN
- Australian Curriculum outcomes
- School data – Westwood Basic Processes, PAT-M test
- Teacher data – objective & anecdotal