SITE IMPROVEMENT PLAN 2014

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 ……………………………………………………

Governing Council Chairperson …………………………………………………….

Date ……………………………………………………

Principals of Education
## WHOLE SCHOOL GOALS

We value: Respect, Responsibility, Integrity, Honesty and Personal Excellence

<table>
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<tr>
<th>GOALS</th>
<th>STRATEGIES</th>
<th>DATA SOURCES</th>
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</table>
| - To develop a community of committed staff, students and parents, working as one to provide a quality, supportive, responsive, inclusive, small school learning environment for every student at Keyneton Primary School | - Continue to involve parents in school activities as much as possible – family barbecue, personal learning, reading, SAPSASA, excursions, fundraising etc  
  - SRC has suggested that we focus on two school values per term, with students and staff acknowledging positive behaviour at assemblies and in newsletters  
  - Teachers continue to plan and programme together using a whole school cross-curricular theme, based on Science Connection topics  
  - Continue to fund extra TRT days to provide time for teachers to plan together  
  - Provide funding for NIT teacher, increased enrolment in 2014 means combining classes is not ideal  
  - Indonesian lessons to be provided to individual classes, allowing for more specific language teaching for Primary students. | - Staff, student and parent survey feedback  
  - Students’ end of term review of their personal goals  
  - Our annual self review against the 9 DIAf Principles will provide important evidence about our progress towards achieving these priorities |
| - To deliver quality teaching programmes across the curriculum in order to develop and increase student engagement | | |
| - To develop student and teacher enthusiasm in learning programmes and thereby encourage students to strive for personal excellence | | |
| - To ensure the well-being of all students - an essential element for learner development | | |
### SCHOOL LEARNING PLAN 2014 (incorporating Early Years Literacy and Numeracy)

**What is the best way we can collect data and evidence of student engagement and achievement in our priority areas?**

**Improved student engagement and achievement in Literacy**

<table>
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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  
  □ 17 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  
| ▪ Identifed students work with SSOs using MultiLit Reading Tutor activities 4 days per week  
| ▪ SSOs provide classroom support for small groups in Literacy lessons  
| ▪ All SSOs, Amanda and Cathy trained to deliver MultiLit programme  
| ▪ Primary class to focus on teaching and practising morphemic ‘rules’  
| ▪ Develop a range of assessment strategies eg: cloze activities to test spelling; editing and correcting pieces of text  
| ▪ Link spelling, reading and writing through the whole school cross curricular theme where appropriate  
| ▪ Focus on improvements in writing: Narratives and Persuasive texts in Term 1  
| ▪ Provide adequate funding to support literacy programmes - SSOs, readers, big books  
| ▪ Collect and monitor data  
| ▪ Cathy to lead staff professional development as KPS Literacy focus teacher:  
  □ Teachers complete and utilise English ‘Concept Quilts’ to increase knowledge of Australian Curriculum and assist planning and assessment  
  □ Staff attend appropriate out of school 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 – Westwood spelling; TORCH Reading, 4 Spelling Knowledges  
| ▪ Teacher data – objective & anecdotal |

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### EARLY YEARS RESOURCES

<table>
<thead>
<tr>
<th>RESOURCE</th>
<th>AMOUNT</th>
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<tbody>
<tr>
<td>PD for R-3 teachers</td>
<td>$2,368</td>
</tr>
<tr>
<td>Talking &amp; Reading</td>
<td></td>
</tr>
<tr>
<td>General Support Grant</td>
<td>$ 962</td>
</tr>
<tr>
<td>Early Assistance Grant</td>
<td>$1,409</td>
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<tr>
<td>Total</td>
<td>$4,739</td>
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</tbody>
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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
- Year 4s achieve ‘average’ in PAT Maths test
- Previously tested primary students not achieving ‘average’ in PAT Maths test in 2013, improve to at least ‘average’ in November 2014
- Students with ‘low’ scores in the Basic Processes test in November 2013 improve to ‘normal range’ by November 2014

### 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
- Specifically teach Ann Baker’s *Mental Computation Strategies* to all students
- Utilise these in problem solving activities – focus on teaching students ‘how to learn’ in the Primary Class
- 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
- Provide adequate funding to support Numeracy programmes - renew Maths300 and Mathletics membership, Year 3s join Mathletics, purchase appropriate classroom equipment
- Utilise Australian Curriculum Maths ‘Concept Quilts’ developed in 2012 to assist planning and assessment
- Collect and monitor data
- Kate identified as KPS Maths focus teacher
  - Teachers attend professional development workshops – Partnership meetings, apply for ‘Ann Baker Mathematician in Residence’ etc

### 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 Maths test
- Teacher data – objective & anecdotal