Site Improvement Plan 2016

**Australian Perspective**

*Melbourne Declaration:*

**Goal 1:** Australian schooling promotes equity and excellence

**Goal 2:** All young Australians become:

– successful learners
– confident and creative individuals
– active and informed citizens

*Access Melbourne Declaration here*

**South Australian Perspective**

South Australia will have a strong public education system, characterised by high achievement, growth, challenge, engagement, and equity.

**DECD Strategic Plan**

*Access DECD Strategic Plan here*

**Keyneton Primary School Perspective**

We share the vision of the Barossa Valley Partnership:

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

*We value: Respect – for others, ourselves, our school and our community*
*Responsibility • Integrity • Honesty • Personal Excellence*

*We believe: “OK Isn’t Excellent”*

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Catherine Hull - Principal

Giles Bartram – Governing Council
### SCHOOL LEARNING PLAN 2016 (incorporating Early Years Literacy and Numeracy)

**Focus Area 1 – To develop powerful learners in Literacy**

<table>
<thead>
<tr>
<th>TARGETS</th>
<th>STRATEGIES</th>
<th>EVIDENCE AND DATA</th>
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</table>
| • Students will be at Reading Recovery Level:  
  - 6 by the end of Reception  
  - 15 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 R-2, 3-5 and 6-7 class groups for Literacy lessons 3 days/week  
| □ Identified students work with SSOs 4 days per week - use MultiLit Reading Tutor activities and incorporate relevant dyslexic-specific strategies  
| □ JPs use Jolly Phonics and introduce SSP (Speech, Sound, Pics) program |
| Evidence will be collected and data analysed to demonstrate improvement in learning outcomes of individual students through:  
  ▪ Running Records  
  ▪ PM Benchmarks  
  ▪ MultiLit  
  ▪ NAPLAN  
  ▪ Australian Curriculum outcomes  
  ▪ School data – SA Spelling; PAT-R, Grammar & Punctuation and Vocab, 4 Spelling Knowledges, Scope & Sequence Spelling  
  ▪ Teacher data – objective & anecdotal  
  ▪ Powerful Learner, Teacher & Student Audits  |
| • JP students who did not reach reading targets in 2015 move closer to targets by end of 2016 |
| □ Link spelling, reading and writing through the whole school cross curricular theme where appropriate.  
| □ Specific teaching of ‘Literal’, ‘Inferred’, ‘Personal’ meanings - focus on ‘Inferred’ as data indicates this to be an area for improvement |
| • Students with a Spelling age 6 months or more below chronological age in Nov 2015 (SA Spelling) move at least 3 months closer to chronological age by Nov 2016 |
| □ Develop a Whole School Writing Genre Plan for the year, beginning with Persuasive and Narratives in Term 1  
| □ Provide opportunities to practise a range of strategies, eg: previous NAPLAN questions, cloze activities to test spelling and comprehension; editing and correcting pieces of text  
| □ Explore new ways to utilise iPads in literacy lessons – work with Digital Technologies Coordinator to increase teacher knowledge & confidence |
| • Students who did not achieve appropriate level in Scope & Sequence Spelling test in Nov 2015, improve to 85% correct for year level in Nov 2016 |
| □ Provide adequate funding to support literacy programmes - SSOs, readers, big books, iPad apps  
| □ Collect and monitor data - Analyse PAT-R, Grammar & Punctuation, NAPLAN, Reading & Spelling data and specifically adjust learning programmes  
| □ Staff attend appropriate professional development opportunities, including Partnership “Growth Mindset” and Dyslexic workshops, utilise strategies |
| • Students who scored below DECD Benchmark in PAT-R test in Sept 2015 move closer to Benchmark according to scale score by Sept 2016 |
| □ Teachers identify “Powerful Learner” pedagogical strategies as personal learning goals, implement in classrooms and discuss at PM meetings  
| □ Teachers identify “Powerful Learner” pedagogical strategies as personal learning goals, implement in classrooms and discuss at PM meetings |
| • Yr 3, 5, 7 students reach National Average in all components of NAPLAN test |
| □ Uninterrupted Literacy block in both classes 5 days/week with students divided into R-2, 3-5 and 6-7 class groups for Literacy lessons 3 days/week  
| □ Identified students work with SSOs 4 days per week - use MultiLit Reading Tutor activities and incorporate relevant dyslexic-specific strategies  
| □ JPs use Jolly Phonics and introduce SSP (Speech, Sound, Pics) program |
| □ Link spelling, reading and writing through the whole school cross curricular theme where appropriate.  
| □ Specific teaching of ‘Literal’, ‘Inferred’, ‘Personal’ meanings - focus on ‘Inferred’ as data indicates this to be an area for improvement |
| • Year 5 and 7 students show middle to upper progression in NAPLAN test |
| □ Develop a Whole School Writing Genre Plan for the year, beginning with Persuasive and Narratives in Term 1  
| □ Provide opportunities to practise a range of strategies, eg: previous NAPLAN questions, cloze activities to test spelling and comprehension; editing and correcting pieces of text  
| □ Explore new ways to utilise iPads in literacy lessons – work with Digital Technologies Coordinator to increase teacher knowledge & confidence |
| • Improve the number of students achieving the higher bands in NAPLAN |
| □ Provide adequate funding to support literacy programmes - SSOs, readers, big books, iPad apps  
| □ Collect and monitor data - Analyse PAT-R, Grammar & Punctuation, NAPLAN, Reading & Spelling data and specifically adjust learning programmes  
| □ Staff attend appropriate professional development opportunities, including Partnership “Growth Mindset” and Dyslexic workshops, utilise strategies |

### EARLY YEARS RESOURCES

- Building teacher capacity $2,297
- Focus on building literacy $490
- Early Assistance Grant $1,329
- Total $4,116
## Focus Area 2 - To develop powerful learners in Numeracy

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<thead>
<tr>
<th>TARGETS</th>
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<tbody>
<tr>
<td>- All Junior Primary Students successfully complete Learning Inclusion Number Assessment Folder 3 by the end of Year 2</td>
<td>- Uninterrupted Maths block in both classes 4 days/week with students divided into R-2, 3-5 and 6-7 class groups for Maths lessons 2 days/week</td>
<td>Evidence will be collected and data analysed to demonstrate improvement in learning outcomes of individual students through:</td>
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<td>- Yr 3, 5, 7 students reach National Average NAPLAN test</td>
<td>- Implement Numeracy Agreement developed in 2015:</td>
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<tr>
<td>- Year 5 and 7 students show middle to upper progression in NAPLAN test</td>
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<td>- Learning Inclusion Number Assessment</td>
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<tr>
<td>- Improve the number of students achieving the higher bands in NAPLAN</td>
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<td>- NAPLAN</td>
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<td>- Students who scored below average in PAT-M test in Sept 2015 move closer to Benchmark according to scale score by Sept 2016</td>
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<td>- Australian Curriculum outcomes</td>
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<td>- Students with ‘low’ scores in the Basic Processes test in November 2015 improve to ‘normal range’ by November 2016</td>
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<td>- School data – Westwood Basic Processes, PAT-M test</td>
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### STRATEGIES

- Natural Maths strategies will be embedded in lessons, including:
  - Mental Routines
  - Problematised Situations
  - Explicit Teaching
  - Reflection
  - Maths Vocab Walls

- Teachers work with other small schools to: improve knowledge of Australian Curriculum standards; transform tasks so they **provide challenge**; and develop moderation skills

- **Provide challenge** through engaging, open-ended tasks, to move students from “fluency”, through “understanding”, to “reasoning” and “problem solving” stages

- Utilise resources from “Leaders Numeracy Plus” and “Powerful Learners” workshops to measure and improve student engagement and develop **Powerful Learners in numeracy**

- Focus on teaching multi-step problem solving strategies, as data indicates this to be an area for improvement, use NAPLAN examples for familiarisation

- Utilise open-ended, investigative and computer-based maths activities which encourage student engagement, incorporating Natural Maths, Maths300, Mathletics

- SSOs use teacher selected Studyladder activities and work with identified Primary students to improve automaticity of basic processes

- Utilise iPad apps recommended by Ann Baker to improve recall and develop skills

- Collect and monitor data: survey students and community using **‘Powerful Learner’** audits, analyse audits and achievement data and specifically adjust teaching and learning programmes