



The 2015 outcomes targets demonstrated improvement in some of the identified areas. With small cohorts of students

### **“Partnerships in Learning - A way to the future”**

at each year level the improvement focus is on improvement over time for individual students.

**We are committed to ensure a learning environment that improves learning outcomes for all students by**

- providing quality teaching
- challenging students to meet higher expectations
- teaching skills which are transferable across all areas of learning, impacting on student lives and their future
- meeting individual needs through differentiated curriculum
- using a range of assessment strategies to monitor student progress and determine best learning
- working in partnership with families, the community, Southern Yorke Peninsula Partnership and small schools cluster (PLC)

**so impacting on their lives and futures.**

#### **Focus areas**

**English – to engage students with READING to develop a full understanding of all written texts**

#### **Strategies**

- Staff will focus on developing / building reading and comprehension strategies of students so they
  - become competent and fluent readers
  - are able to understand what they are reading in all areas of the curriculum
  - build their vocab in all areas of the curriculum
- teachers will explicitly
  - provide guidance on correct pronunciation of words
  - discuss, explore and implement guided reading

#### **Building capacity**

- Teacher
  - utilise Sheena Cameron comprehension strategies – share PD and discuss strategies (what’s working, what else can we employ?)
- Students
  - Become competent readers, enjoy

#### **Targets**

- All students R-2 to read at appropriate level (as determined by Running Records) by the end of
- R – level 5 or above
  - Year 1 – level 15 or above
  - Year 2 – level 21 or above
- Pat R Scores by end of year level to be at or above
- Year 3 – 100
  - Year 4 – 110
  - Year 5 – 115

- provide comprehension tasks in all areas of learning i.e. maths, reading. HASS)
- to build their confidence and skills students will
  - read daily – group and individual
  - have their individual reading strategies monitored and addressed
- parents/caregivers will be
  - provided with PD so they understand the reading process and how to listen to their chn read
  - encouraged to listen to their children read out loud for at least 10 minutes a day
- Students will
  - Read on a regular basis at school aloud to an adult who is monitoring what they are reading
  - Read regularly to an adult who is monitoring what they are reading
  - Discuss text meaning utilising cues e.g. key words, pictures, title
  - Understand reading is for enjoyment as well as exploring their lives/world

reading and gain meaning from what they read

- Year 6 – 120
- Year 7 - 124

## Mathematics – to improve mathematics outcomes for all students

- Staff
  - participate in Professional Learning Communities to share learning and ideas
  - use range of site based assessments to determine required learning and interventions
  - design assessment tasks that require deep knowledge and understanding
  - use strategies to develop automaticity
  - use DECD Standards to monitor progress
  - develop mathematics agreement
- Students will
  - engage with and learn mathematical vocab and language to support understanding
  - engage in problem solving, rehearse range

Staff supported in increasing their base knowledge in the area of mathematics in conjunction with Teaching for Effective Learning (pedagogy framework)

Teachers

- Effectively plan and assess to cater for range of student needs
- Monitor progress
- Identify and provide individual intervention requirements

All students achieve DECD standards as outline in Educational Achievement Standard document

- NAPLAN:
  - All year 3 students achieve above NMS
  - All year 5 students show medium to upper progress from Year 3
  - All year 7 students show medium to upper progress from Year 5
- Pat Maths scale scores to be at or above

- of problem solving strategies and select appropriate strategy
- o articulate their learning with additional time added to lessons

Students become

- confident in using and utilising mathematical processes
- develop an understanding of problem solving strategies to become confident with problem solvers

- o Year 3 – 110
- o Year 4 - 115
- o Year 5 - 120
- o Year 6 - 124
- o Year 7 - 125

### Focus area

### Strategies

### Outcomes

- Well Being**
- **Building resilience**
  - **Develop a positive school culture**

- Build positive school culture through
  - o School community group – Pastoral Care Worker to work with students in conjunction with teachers on 'Have you filled my bucket today?' and 'What's the buzz?'
  - o Student voice
  - o Play is the Way program
  - o Individual learning plans (set learning and social goals) for each child (ILP) to promote focus on individual learning
- Continue 'Eat well, be active' philosophy
  - o Promote healthy eating options in newsletter
- promote healthy eating site guidelines
- Healthy eating a curriculum focus
- Promote physical activity through daily fitness and other opportunities
- Link to neighbouring sites for collaborative activities

- Students using site values
- Students strive to meet identified goals
- Students choose healthy food options
- Students engage in physical activities
- Students supporting and interacting with each other in a positive way

### Attendance

- Document and promote strategies for school attendance – school policy
- Absences must be accompanied by a written explanation

95% attendance

