KAURNA PLAINS SCHOOL
SITE IMPROVEMENT PLAN
2015
“Strength through learning”

VISION
Kaurna Plains is a community school united to empower our students to be culturally strong, confident and successful, where parents and community members are an active part of the school.

CORKA VALUES
Cooperation, organisation, respect, kindness, acceptance

ABORIGINAL CULTURAL FRAMEWORK FOR ENGAGEMENT AND WELLBEING
Focus on culture and pride of students and their individual pathways. Consistent monitoring of students to attend school and experiential learning hands on, our management and focus on culture and pride of students will lift achievement and satisfaction through:

- Embedding Aboriginal Perspectives and Kaurna culture into the curriculum and engaging students in their learning
- Work towards closer links between families and the school
- Individually case manage students for future pathways
- School Community Partnership Agreement
- Implementing agreed policy and practices in regard to behaviour and attendance
- Student wellbeing
- Stephanie Alexander Kitchen Garden

NUMERACY
- Improve teaching and learning through the implementation of the Australian Curriculum
- Use data and assessment to program, plan, develop and action Individual Learning Plan (ILP’s) within routine classroom practices
- Apply Mike Chartres Mathematics in Action training into programming and teaching
- Apply Ann Baker Mathematician in Residence training into programming and teaching
- Continue to connect with Math Hub groups for ongoing development

LITERACY
Whole school approach to improve student achievement in literacy by:

- Improve teaching and learning through reading comprehension strategies linked with the implementation of the Australian Curriculum
- Use data and assessment to program, plan, develop and action Individual Learning Plan (ILP’s) within routine classroom practices
- Apply Reading Comprehension and Language professional development into programming and teaching
- Literacy Coach working with teachers for effective teaching
- Cue Learning – reading comprehension
- Australian Curriculum – oral language

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<table>
<thead>
<tr>
<th>Priorities:</th>
<th>Key Strategies:</th>
<th>Implementation/Evaluation:</th>
<th>Targets:</th>
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</table>
| Implementing agreed policy and practices in regard to behaviour and attendance. | Attendance strategy/policy  
Home group/class teachers contact families regularly to follow up attendance  
Late arrivals?  
Whole school form/slip as for absence – Post home-email  
Restorative Practices implemented and successful behaviour management practices shared  
Girls/Boys Groups  
Journey to Respect Model  
Anti Bullying Policy                                                                 | Weekly home visits including regular contact with families  
Enter daily data into EDSAS  
Bell times lunch early break  
Record all SBM incidents into EDSAS                                                                 | 100% attendance  
All staff review data regularly and make all necessary follow ups including mandated notifications  
Improvement in SBM issues – zero tolerance for bullying and violence |
| Kaurna Language  
Planned sequence R-12                                                                 |                                                                                |                                                                                                 |                                                                                                |
| Aboriginal Studies integrated into HASS Year 11 & 12 SACE  
Case manage individual students including pathways and destinations                                                                                                                 |                                                                                                 |                                                                                                |
|                                |                                                                                |                                                                                                 |                                                                                                |
| Embedding Aboriginal Culture perspectives across the curriculum and increasing students voice in their learning | Regular class meetings supported by class Teachers  
SRC meetings held  
Incentives and rewards used student input valued  
Induction for new staff, students and parents in CORKA values  
Kaurna language teaching in all classrooms  
Parents involvement at all levels  
Kaurna signage | SRC meetings recorded  
Class meeting held regularly  
Principal award yearly = CORKA values  
Weekly Class CORKA Awards  
School community partnership agreement | 100% of classes hold class meetings regularly  
SRC established and maintained throughout the year  
CORKA values to reward and monitor wellbeing and behaviour being used by all staff and students |
## LITERACY IMPROVEMENT

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<thead>
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<tbody>
<tr>
<td>Data/Program and Planning ILP’s</td>
<td>- Use literacy agreement and assessment calendar for planning and monitoring progress</td>
<td>Induction book ILP’s NEP’s IEP’s Student Review Team (SRT) Guided Reading Running Records PAT R Early Years – SEA, Phonological Speech T &amp; D Action Plan Val Hunter Spelling Student data of RR, NAPLAN, PAT R &amp; M, Spelling, EALD Writing samples Relevant data on EDSAS and Data Warehouse NAPLAN Literacy Coach meetings &amp; Observations weekly. Variety of Text Types taught Functional grammar TEFEL Relevant/Professional training for Sharing practices Sharing Student success e.g. rubric Cue Learning Australian Curriculum PD ATSIL</td>
<td>1. Increase the number of children achieving age appropriate phonological awareness in the JP 2. NAPLAN – Increase percentage of students meeting the national minimum standard, in Yrs 3,5,7 by at least 3% 3. NAPLAN – The mean score as a proficiency band will be at or above as indicated in table below: Refer to attached table 4. Reading levels – JP By the end of Reception – level 10 By the end of year 1 – level 20 By the end of year 2 – level 30 Target Pat R levels Quicksmart All students to show growth in language and literacy levels Target to meet age appropriate level Fountas &amp; Pinnel 30 up</td>
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<td>Waves of Intervention</td>
<td>- Reading comprehension will be a goal in each students ILP and be actioned and monitored each term using a case management approach</td>
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<td>Improving teaching and learning in reading comprehension strategies linked with the Australian Curriculum</td>
<td>- Monitor and consolidate screening, programming and teaching of phonological awareness, phonics and alphabet</td>
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<td>Use Australian Curriculum language training to teach writing and explicit key elements of functional grammar</td>
<td>- Develop greater understanding of teaching comprehension strategies (Cue Learning) e.g. inferential, make connections summarising, synthesising, visualising, questioning</td>
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<td>Literacy Coach – working with staff on effective pedagogy.</td>
<td>- Develop greater understanding of literacy requirements in Australian Curriculum in learning areas through focus on Language</td>
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<td>- Big 6 – data &amp; reflection R-12</td>
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<td>Data/Program and Planning ILP’s</td>
<td>• Use assessment calendar for planning and monitoring progress&lt;br&gt; • Setting specific goals in each child’s ILP or NEP&lt;br&gt; • Monitor and consolidate screening, programming and teaching of number skills&lt;br&gt; • Use strategies provided in training by Mike Chartres and Ann Baker in planning and programming&lt;br&gt; • Plan and monitor progress in Maths programs&lt;br&gt; • Use Australian Curriculum to understand Maths skills required for each year level</td>
<td>Induction book&lt;br&gt; ILP’s&lt;br&gt; NEP’s&lt;br&gt; IEP’s&lt;br&gt; PAT M&lt;br&gt; T &amp; D Action Plan&lt;br&gt; Student Data&lt;br&gt; Relevant data on EDSAS and Data Warehouse&lt;br&gt; NAPLAN&lt;br&gt; Tfel&lt;br&gt; AITSL&lt;br&gt; Relevant professional training for teachers – sharing practices&lt;br&gt; Sharing student success&lt;br&gt; Quicksmart&lt;br&gt; Australian Curriculum PD</td>
<td>1. NAPLAN – increase percentage of students meeting the national minimum standard in Years 3, 5, 7 and 9. 2. Target PAT M Levels – meeting age appropriate levels. 3. Quicksmart results – meeting age appropriate levels.</td>
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<td>Apply Mike Chartres <em>Mathematics in Action</em> training to improve teaching and learning</td>
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<td>Connecting with Maths Hub groups for ongoing professional development of teaching</td>
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<td>Mathletics practice</td>
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<td>Using Quicksmart program as a targeted intervention strategy for selected students</td>
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