

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.

KAURNA PLAINS SCHOOL SITE IMPROVEMENT PLAN 2015

"Strength through learning"

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

ABORIGINAL CULTURAL FRAMEWORK FOR ENGAGEMENT AND WELLBEING

Priorities:	Key Strategies:	Implementation/Evaluation:	Targets:
<p>Implementing agreed policy and practices in regard to behaviour and attendance.</p> <p>Kaurna Language Planned sequence R-12</p> <p>Aboriginal Studies integrated into HASS</p> <p>Year 11 & 12 SACE</p> <p>Case manage individual students including pathways and destinations</p>	<p>Attendance strategy/policy Home group/class teachers contact families regularly to follow up attendance</p> <p>Late arrivals? Whole school form/slip as for absence – Post home-email</p> <p>Restorative Practices implemented and successful behaviour management practices shared</p> <p>Girls/Boys Groups</p> <p>Journey to Respect Model</p> <p>Anti Bullying Policy</p> <ul style="list-style-type: none"> • Time tabled Kaurna language • Continue links with Kaurna community • Aboriginal and Torres Strait Islander histories and cultures to enable cross curricula planning • Initiating, negotiating and monitoring students access to VET courses and supporting students succeed <p>Career/pathway counselling for families</p>	<p>Weekly home visits including regular contact with families Enter daily data into EDSAS</p> <p>Bell times lunch early break</p> <p>Record all SBM incidents into EDSAS</p> <p>SRC- student voice Uniform expectations Newsletter – use of photos to reflect learning Performance Management Teacher Observations</p> <ul style="list-style-type: none"> • Programs • Individual student needs and how they are addressing this • Anecdotal • Waves of intervention • PLC 	<p>100% attendance All staff review data regularly and make all necessary follow ups including mandated notifications</p> <p>Improvement in SBM issues – zero tolerance for bullying and violence</p> <p>Improved self esteem and pride in identity</p> <p>Maintain ILP's, NEP's and IEP's each term</p> <p>Students access VET courses</p> <p>100% of students complete VET courses</p>
<p>Embedding Aboriginal Culture perspectives across the curriculum and increasing students voice in their learning</p>	<p>Regular class meetings supported by class Teachers</p> <p>SRC meetings held</p> <p>Incentives and rewards used student input valued</p> <p>Induction for new staff, students and parents in CORKA values Kaurna language teaching in all classrooms Parents involvement at all levels Kaurna signage</p>	<p>SRC meetings recorded Class meeting held regularly</p> <p>Principal award yearly = CORKA values</p> <p>Weekly Class CORKA Awards</p> <p>School community partnership agreement</p>	<p>100% of classes hold class meetings regularly</p> <p>SRC established and maintained throughout the year</p> <p>CORKA values to reward and monitor wellbeing and behaviour being used by all staff and students</p>

LITERACY IMPROVEMENT

Priorities:	Key Strategies:	Implementation/Evaluation:	Targets:
<p>Data/Program and Planning ILP's</p> <p>Waves of Intervention</p> <p>Improving teaching and learning in reading comprehension strategies linked with the Australian Curriculum</p> <p>Use Australian Curriculum language training to teach writing and explicit key elements of functional grammar</p> <p>Literacy Coach – working with staff on effective pedagogy.</p>	<ul style="list-style-type: none"> • Use literacy agreement and assessment calendar for planning and monitoring progress • Reading comprehension will be a goal in each students ILP and be actioned and monitored each term using a case management approach • Monitor and consolidate screening, programming and teaching of phonological awareness, phonics and alphabet • Develop greater understanding of teaching comprehension strategies (Cue Learning) e.g. inferential, make connections summarising, synthesising, visualising, questioning • Develop greater understanding of literacy requirements in Australian Curriculum in learning areas through focus on Language • Big 6 – data & reflection R-12 	<p>Induction book ILP's NEP's IEP's Student Review Team (SRT) Guided Reading Running Records PAT R Early Years – SEA, Phonological Speech T & D Action Plan Val Hunter Spelling Student data of RR, NAPLAN, PAT R & M, Spelling, EALD Writing samples Relevant data on EDSAS and Data Warehouse NAPLAN Literacy Coach meetings & 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</p>	<ol style="list-style-type: none"> 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 <p>Target Pat R levels Quicksmart All students to show growth in language and literacy levels Target to meet age appropriate level Fountas & Pinnel 30 up</p>

NUMERACY IMPROVEMENT

Priorities:	Key Strategies:	Implementation/Evaluation:	Targets:
<p>Data/Program and Planning ILP's</p> <p>Waves of Intervention</p> <p>Apply Mike Chartres <i>Mathematics in Action</i> training to improve teaching and learning outcomes</p> <p>Apply Ann Baker <i>Mathematician in Residence</i> training to improve teaching and learning</p> <p>Connecting with Maths Hub groups for ongoing professional development of teaching</p> <p>Mathletics practice</p> <p>Using Quicksmart program as a targeted intervention strategy for selected students</p>	<ul style="list-style-type: none"> Use assessment calendar for planning and monitoring progress Setting specific goals in each child's ILP or NEP Monitor and consolidate screening, programming and teaching of number skills Use strategies provided in training by Mike Chartres and Ann Baker in planning and programming Plan and monitor progress in Maths programs Use Australian Curriculum to understand Maths skills required for each year level 	<p>Induction book</p> <p>ILP's</p> <p>NEP's</p> <p>IEP's</p> <p>PAT M</p> <p>T & D Action Plan</p> <p>Student Data</p> <p>Relevant data on EDSAS and Data Warehouse</p> <p>NAPLAN</p> <p>Tfel</p> <p>AITSL</p> <p>Relevant professional training for teachers – sharing practices</p> <p>Sharing student success</p> <p>Quicksmart</p> <p>Australian Curriculum PD</p>	<ol style="list-style-type: none"> 1. NAPLAN – Increase percentage of students meeting the national minimum standard in Years 3, 5, 7 and 9 2. 2. Target PAT M Levels – meeting age appropriate levels 3. Quicksmart results– meeting age appropriate levels <p>Quicksmart complete 100% successfully</p>