

Whyalla Stuart Campus R-7 Site Improvement Plan 2018

PRIORITY	KEY STRATEGIES TO ACHIEVE OUTCOMES	PROGRESS MEASURES
<p>Growth for Every Learner in Literacy (Reading)</p>	<p>Review Whole School Literacy Agreement</p> <p>Students experience a 'Read Aloud' every day</p> <p>Targeted Reading Intervention of identified Wave 2 students using Levelled Literacy Intervention program (see attached Reading Intervention Plan)</p> <p>Staff professional learning focussed on each element of the Big 6 as well as structure of an effective Literacy Block</p> <p>Project Officer – Learning Improvement Division visiting fortnightly to:</p> <ul style="list-style-type: none"> - Model - Co-teach/assist with planning - Observe - Provide feedback <p>Regular analysis of Running Record data to inform teaching and learning</p> <p>Visible Learning Strategies used in Literacy including but not limited to:</p> <ul style="list-style-type: none"> - Learning Intentions and Success Criteria - Student goal setting - Feedback – student to teacher, teacher to student 	<p>Running Records:</p> <p>% of Yr 1 and 2 students achieving DFE SEA exceed baseline Upper Bound (as per School Performance Report 2017)</p> <p>Year 1 – 36.4% - 2017 result 0.0%</p> <p>Year 2 - 24.3% - 2017 result 7.7%</p> <p>RR taken at 5 weekly intervals for Wave 2 students Yrs 1-7</p> <p>Wave 2 students to be at or above year level Reading Benchmark by end of Term 4 2018</p> <p>NAPLAN Reading:</p> <p>% of students achieving the DFE SEA exceeds baseline Upper Bound (as per School Performance Report 2017)</p> <p>Yr 3 – 39.1% - 2017 result 50.0%</p> <p>Yr 5 – 48.5% - 2017 result 40.0%</p> <p>Yr 7 – 58.4% - 2017 result 20.0%</p> <p>PAT-R</p> <p>Increase % of students achieving DFE SEA at end Term 4 2018</p> <p>2017 Results 'At or Above'</p> <p>Yr 3 – 45%</p> <p>Yr 4 – 60%</p> <p>Yr 5 – 80%</p> <p>Yr 6 – 25%</p> <p>Yr 7 – 10%</p>
<p>Improvement in Attendance rates</p>	<p>Review Attendance policy and procedures</p> <p>Attendance data communicated to families with Terms 2 & 4 Reports (as per Data Dashboard)</p> <p>Class attendance acknowledged at each Assembly and published in fortnightly newsletters</p> <p>Data displayed in Office area</p> <p>Individual students achieving 95% (DFE Target) acknowledged at end of each Term</p> <p>Explicit teaching of Play is the Way activities</p> <p>Professional learning for all staff in Play is the Way with Wilson McCaskill</p> <p>Play is the Way timetabled R-7</p> <p>Anchor charts displayed in each learning space</p> <p>Language of Play is the Way evident in classrooms and the school yard used by staff and students</p> <p>Interception activities used in all learning spaces by staff with students</p> <p>Training provided for new staff</p> <p>Students lead Interception where/when appropriate</p> <p>Whole School Agreement developed</p> <p>Establishment of an Interception room for students unable to self-regulate</p>	<p>Increase % average Attendance rates to 85% or above by end Term 4 2018 (as per Data Dashboard)</p> <p>2016 – 70.6%</p> <p>2017 – 73.9%</p> <p>Decrease Behaviour incidents (Suspensions & Take Homes)</p> <p>2017 – 78 Suspensions – T1 37 T2 17 T3 14 T4 10</p> <p>138 Take Homes - T1 42 T2 38 T3 37 T4 21</p> <p>2018 – Suspensions - T1 13</p> <p>Take Homes - T1 24</p>

