



## 2017 Site Improvement Plan

**School Purpose:** To provide a safe and diverse learning environment in which to educate and empower children to be successful in the community and in the future.

**2016 Priority Areas:** Literacy - Numeracy - Student Engagement and Wellbeing

- *Whole school strategies and agreements*
- *Strengthen pedagogical and content knowledge*
- *Embed data analysis processes*
- *Strengthen professional learning communities*
- *Engage with the community*



**Government of South Australia**  
Department for Education and  
Child Development

*Effort – Respect – Honesty – Co-operation*

## LITERACY

School Priorities	Actions/Strategies	Targets																																																				
Whole school strategies and agreements <ul style="list-style-type: none"> <li>➤ Review whole school Literacy Agreement</li> <li>➤ Pupil Free Day – Accelerated Literacy (AL) Refresher</li> </ul>	<ul style="list-style-type: none"> <li>➤ Literacy targets at the beginning of the year and the end of the term reviewed.</li> <li>➤ All staff to review the Literacy Agreement at the beginning of term one – in teams</li> <li>➤ Update AL text cycles (are there new books staff have used). Check with staff what AL books people are using</li> <li>➤ Share with staff AL texts which have been created by staff</li> <li>➤ Review transforming tasks- how are we using it? (Coordinator)</li> </ul>	<p><b>RUNNING RECORDS-</b> Increase the number of students achieving Running Records Achievement Standard of:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Year Level</i></th> <th style="text-align: left;"><i>DECD SEA</i></th> <th style="text-align: left;"><i>% students working at or above SEA in 2016</i></th> <th style="text-align: left;"><i>2017 Target % -Number of students</i></th> </tr> </thead> <tbody> <tr> <td>R</td> <td>5 or above</td> <td>-</td> <td>55% - 21/38</td> </tr> <tr> <td>1</td> <td>13 or above</td> <td>59%</td> <td>65% - 27/41</td> </tr> <tr> <td>2</td> <td>21 or above</td> <td>77%</td> <td>80% - 28/35</td> </tr> </tbody> </table> <p><b>PAT R-</b> Increase the number of students achieving at or above the Standard of Achievement:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Year Level</i></th> <th style="text-align: left;"><i>% students working at or above SEA/mean 2016</i></th> <th style="text-align: left;"><i>Target % in 2017</i></th> <th style="text-align: left;"><i>Number of students</i></th> </tr> </thead> <tbody> <tr> <td>3</td> <td>83%</td> <td>85%</td> <td>39/46</td> </tr> <tr> <td>4</td> <td>77%</td> <td>80%</td> <td>42/52</td> </tr> <tr> <td>5</td> <td>78%</td> <td>80%</td> <td>29/36</td> </tr> <tr> <td>6</td> <td>74%</td> <td>75%</td> <td>32/42</td> </tr> <tr> <td>7</td> <td>90%</td> <td>95%</td> <td>45/47</td> </tr> </tbody> </table> <p><b>NAPLAN READING-</b> Increase the number of students achieving in the higher proficiency band levels</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>School 2016 mean</i></th> <th style="text-align: left;"><i>Partnership Target</i></th> <th style="text-align: left;"><i>School Target</i></th> </tr> </thead> <tbody> <tr> <td><b>Yr7-</b> 533.6(Band 7)</td> <td>Band 6-7</td> <td>Stay at or in higher band (26.7% in 2016)</td> </tr> <tr> <td><b>Yr5-</b> 475.5 (Band 6)</td> <td>Band 5-6</td> <td>Stay at or in higher band (29% in 2016)</td> </tr> <tr> <td><b>Yr3-</b> 422.8 (Band 4)</td> <td>Band 4-5</td> <td>Stay at or in higher band (45.1% in 2016)</td> </tr> </tbody> </table> <p><b>NAPLAN READING HIGHER PROFICIENCY BAND LEVEL RETENTION-</b> Increase by 10% the number of students who have remained in the higher proficiency band levels</p>	<i>Year Level</i>	<i>DECD SEA</i>	<i>% students working at or above SEA in 2016</i>	<i>2017 Target % -Number of students</i>	R	5 or above	-	55% - 21/38	1	13 or above	59%	65% - 27/41	2	21 or above	77%	80% - 28/35	<i>Year Level</i>	<i>% students working at or above SEA/mean 2016</i>	<i>Target % in 2017</i>	<i>Number of students</i>	3	83%	85%	39/46	4	77%	80%	42/52	5	78%	80%	29/36	6	74%	75%	32/42	7	90%	95%	45/47	<i>School 2016 mean</i>	<i>Partnership Target</i>	<i>School Target</i>	<b>Yr7-</b> 533.6(Band 7)	Band 6-7	Stay at or in higher band (26.7% in 2016)	<b>Yr5-</b> 475.5 (Band 6)	Band 5-6	Stay at or in higher band (29% in 2016)	<b>Yr3-</b> 422.8 (Band 4)	Band 4-5	Stay at or in higher band (45.1% in 2016)
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Strengthen pedagogical and content knowledge <ul style="list-style-type: none"> <li>➤ AL – readdress whole school approach</li> </ul>	<ul style="list-style-type: none"> <li>➤ Integrating a variety of text types in both reading and writing</li> <li>➤ Use of Jolly Phonics as a base from Grammar – use other resources to expose students to different patterns</li> <li>➤ Staff refresher in AL – What do we need as we have a wide range of skills and understanding in this area</li> <li>➤ Planning day for individual staff for AL</li> <li>➤ Transform tasks &amp; differentiate curriculum. All students have the opportunity to provide feedback to teachers (formative assessment, learning design)</li> </ul>																																																					
Embed data analysis processes <ul style="list-style-type: none"> <li>➤ Review data collection cycle</li> <li>➤ Provide opportunities to analyse data</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explicit grammar targets (WSA). Use of writing indicators – Language and Literacy – everyone has it and is using it.</li> <li>➤ Need to review the data collection and the data collection cycle.(Coordinator)</li> <li>➤ Review of classroom data – what has worked over time (not one off) and why has it worked. Sharing at staff meetings or in teams.</li> <li>➤ Scorelink – is the information being – use of data to identify at risk students (student dashboard)</li> <li>➤ All students have individual goals for Literacy – review regularly and share at chat meetings</li> </ul>																																																					
Strengthen professional learning communities (PLC) <ul style="list-style-type: none"> <li>➤ Provide regular opportunities for staff to work collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff meeting agenda item</li> <li>➤ Observations with peers as part of the performance development process. Leadership directed with release time provided to do this</li> <li>➤ Planning times / release to support whole school strategies- AL, Jolly Phonics</li> </ul>																																																					
Engage with the community	<ul style="list-style-type: none"> <li>➤ Consistency of PAT data – how we test and how we share the information with parents and the community – If we collect the data – do we share it with the parents</li> <li>➤ Laptops for JP classes in preparation for NAPLAN online??</li> </ul>																																																					

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## NUMERACY

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Whole school strategies and agreements ➤ Whole School Numeracy Agreement ➤ Identify and establish processes for numeracy intervention	➤ Use & embed Kapunda Primary Whole School Numeracy Agreements alongside partnership agreements ➤ Teachers work with students on setting individual SMARTA goals in mathematics ➤ Utilise some of the strategies from QuickSmart Numeracy ➤ Research and implement more numeracy intervention strategies	<p><b>PAT Maths 4<sup>th</sup> Edition-</b> Increase the number of students achieving at or above the Standard of Achievement:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Year Level</th> <th style="text-align: center;">% students working at or above SEA/mean 2016</th> <th style="text-align: center;">Target % in 2017</th> <th style="text-align: center;">Number of students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">39/46</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">79%</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">42/52</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">31/36</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">79%</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">34/42</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">40/47</td> </tr> </tbody> </table> <p><b>NAPLAN NUMERACY</b> Increase the number of students achieving in the higher proficiency band levels-</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">School</th> <th style="text-align: center;">Partnership Target</th> <th style="text-align: center;">School Target</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yr7- 545.2 (Band 6)</td> <td style="text-align: center;">Band 6-7</td> <td style="text-align: center;">Stay at or in higher band (23.3% in 2016)</td> </tr> <tr> <td style="text-align: center;">Yr5- 475.5 (Band 5)</td> <td style="text-align: center;">Band 5-6</td> <td style="text-align: center;">Stay at or in higher band (18.4% in 2016)</td> </tr> <tr> <td style="text-align: center;">Yr3- 395.4 (Band 4)</td> <td style="text-align: center;">Band 4-5</td> <td style="text-align: center;">Stay at or in higher band (13.7% in 2016)</td> </tr> </tbody> </table> <p><b>NAPLAN NUMERACY HIGHER PROFICIENCY BAND LEVEL RETENTION-</b> Increase by 10% the number of students who have remained in the higher proficiency band levels.</p>	Year Level	% students working at or above SEA/mean 2016	Target % in 2017	Number of students	3	83%	85%	39/46	4	79%	80%	42/52	5	83%	85%	31/36	6	79%	80%	34/42	7	83%	85%	40/47	School	Partnership Target	School Target	Yr7- 545.2 (Band 6)	Band 6-7	Stay at or in higher band (23.3% in 2016)	Yr5- 475.5 (Band 5)	Band 5-6	Stay at or in higher band (18.4% in 2016)	Yr3- 395.4 (Band 4)	Band 4-5	Stay at or in higher band (13.7% in 2016)
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Strengthen pedagogical and content knowledge	Teachers will: ➤ Participate in Professional Learning identified by the Coordinator ➤ Implement 3-4 part Maths lessons <ul style="list-style-type: none"> <li>• warm up could include PAT/NAPLAN examples</li> </ul> ➤ Participate in performance management meetings & reflect on numeracy practices ➤ Transform tasks & differentiate curriculum. All students have the opportunity to provide feedback to teachers (formative assessment, learning design) ➤ Integrate & highlight Maths in other curriculum areas ➤ Use STAR model & develop comprehension & problem solving strategies ➤ Use common agreed language of the Australian Curriculum ➤ Year level planning includes teacher strengths & expertise support																																					
Embed data analysis processes ➤ Review data collection cycle ➤ Provide opportunities to analyse data	➤ Review assessment timeline & strategies developed & implemented across year levels – to develop a clear cycle of numeracy data collection ➤ Analyse SENA, PAT-M, NAPLAN & classroom data for programming in year level cohorts ➤ Consistent data collection in Scorelink ➤ Review Tables Challenge practices																																					
Strengthen professional learning communities (PLC) ➤ Provide regular opportunities for staff to work collaboratively	➤ Develop an observation checklist with mentors in PL ➤ Training on how to do peer observations with focus on Maths pedagogy in Term 1 ➤ Teachers sharing & working collaboratively – ideas & teaching strategies																																					
Engage with the community	➤ Teachers to provide class newsletters home outlining classroom teaching & learning programs in Maths ➤ Data shared in school newsletters and at Governing Council meetings ➤ PAT-M information shared with parents/carers to enable an understanding of results for their child ➤ Student achievement shared through parent/teacher interviews/reports/student work samples/Maths Expo ➤ NEP/ILP/IEP meetings with parents discussing SMARTA targets in Maths																																					

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## STUDENT ENGAGEMENT AND WELLBEING

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Strengthen pedagogical and content knowledge	<ul style="list-style-type: none"> <li>➤ A whole school commitment to embedding Growth Mindsets as a part of our school culture</li> <li>➤ Investigate Restorative Practice re-training and parent workshop Behaviour Management Practices and Strategies</li> <li>➤ Staff commitment to Social/Emotional Learning Program; Set Up for Success, You Can Do It Education, Bullying Prevention, Child Protection, Growth Mindset</li> </ul>	<b>ATTENDANCE DATA-</b> Increase the overall attendance rate to 95% or above <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">2015 %</th> <th style="text-align: center;">2016 %</th> <th colspan="2" style="text-align: center;">2017 Target %</th> </tr> </thead> <tbody> <tr> <td><b>Term 1</b></td> <td style="text-align: center;">94.1%</td> <td style="text-align: center;">93.7%</td> <td colspan="2" style="text-align: center;">95% or above</td> </tr> <tr> <td><b>Term 2</b></td> <td style="text-align: center;">90.9%</td> <td style="text-align: center;">92.1%</td> <td colspan="2" style="text-align: center;">95% or above</td> </tr> <tr> <td><b>Term 3</b></td> <td style="text-align: center;">91.1%</td> <td style="text-align: center;">92.7%</td> <td colspan="2" style="text-align: center;">95% or above</td> </tr> <tr> <td><b>Term 4</b></td> <td style="text-align: center;">92.4%</td> <td style="text-align: center;">90.8%</td> <td colspan="2" style="text-align: center;">95% or above</td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: center;"><b>92.1%</b></td> <td style="text-align: center;"><b>92.3%</b></td> <td colspan="2" style="text-align: center;">95% or above</td> </tr> </tbody> </table>					2015 %	2016 %	2017 Target %		<b>Term 1</b>	94.1%	93.7%	95% or above		<b>Term 2</b>	90.9%	92.1%	95% or above		<b>Term 3</b>	91.1%	92.7%	95% or above		<b>Term 4</b>	92.4%	90.8%	95% or above		<b>TOTAL</b>	<b>92.1%</b>	<b>92.3%</b>	95% or above	
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Whole school strategies and agreements  ➤ Class Teachers to have a greater degree of responsibility in formulating Learning Plans  ➤ Addressing factors that will impact on a child's wellbeing.  ➤ Maintenance and creation of support programs.	<ul style="list-style-type: none"> <li>➤ Development of KPS Social &amp; Emotional Learning Agreement</li> <li>➤ NEP/ILP/IEP-Class teachers to review at the commencement to the school year, teaching pedagogies to address social and learning needs of students. ie Differentiation/Curriculum Intervention Class teachers plan for annual review process Class teachers to conduct Review Meetings with Parents.</li> <li>➤ Strategic planning to address the medical, social and learning needs of our students. Particular reference to new students</li> <li>➤ To acknowledge the impact that trauma has on children's learning. Professional Learning for staff</li> <li>➤ Breakfast Club, Fruit Program, Play at Lunch times, Lunchtime Indoor Play, Christian Pastoral Support Worker, Aboriginal Community Education Officer, Make a Difference Foundation</li> </ul>	<b>BEHAVIOUR DATA-</b> decrease the number of incidents <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">2014</th> <th style="text-align: center;">2015</th> <th style="text-align: center;">2016</th> <th style="text-align: center;">2017 Target</th> </tr> </thead> <tbody> <tr> <td><b>TOTAL Incidents</b></td> <td style="text-align: center;">272</td> <td style="text-align: center;">253</td> <td style="text-align: center;">314</td> <td style="text-align: center;">Reduction by 10%</td> </tr> </tbody> </table>					2014	2015	2016	2017 Target	<b>TOTAL Incidents</b>	272	253	314	Reduction by 10%																				
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Embed data analysis processes ➤ Embed a clear cycle for wellbeing and attendance data collection ➤ Provide regular opportunities for staff to analyse data and monitor student engagement	<ul style="list-style-type: none"> <li>➤ Utilising available data in relation to developing strategies to address identified concerns. KPS Wellbeing Survey, DECD Wellbeing Survey Student Perception Survey, National Safe Schools Framework Audit</li> <li>➤ Develop survey tools to review authentic student engagement Attendance data to be monitored and concerns addressed Data to be publicised in school newsletter, along with implications relating to the impact that absenteeism has on academic performance Continued vigilance in relation to Unexplained absences</li> </ul>	<b>BULLYING SURVEY TARGETS-</b> <ul style="list-style-type: none"> <li>➤ <b>2015-</b> 74.7% children reported that they had not been bullied</li> <li>➤ <b>2016-</b> 69.5%: Increase target by 10% to 79% in 2017</li> </ul> DECD Middle Years Development Instrument <ul style="list-style-type: none"> <li>➤ Social and Emotional Wellbeing Survey</li> <li>➤ Review Summary Report (To schools late term 4) and prioritise areas that we need to address</li> </ul> Conduct ACER Wellbeing Survey Middle and Upper Primary Children term three 2017																																	
Strengthen professional learning communities ➤ Provide regular opportunities for staff to work collaboratively to use data to inform planning and improvement strategies	<ul style="list-style-type: none"> <li>➤ Two staff meetings per term to be allocated for staff to share strategies to increase engagement and reduce behaviour incidents You Can Do It Education, Bullying Prevention and Child Protection Programs, Growth Mindsets Sharing Teaching Practice</li> <li>➤ Relevant Professional Development be addressed as required on pupil free days.</li> </ul>	TfEL Growth Mindset Compass Survey in 2017																																	
Engage with the community ➤ Develop positive relationships with the community	<ul style="list-style-type: none"> <li>➤ Community data base of resource people that could assist with school based programs, Classes encouraged to be involved in community events, Greater visibility of Governing Council Representatives school promotion</li> </ul>																																		

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