Blanchetown Primary School
SITE IMPROVEMENT PLAN
2013

Statement of Purpose:

Our purpose is to provide students with a comprehensive educational program within a supportive and equitable environment. We will strive for continuing improvement.

Vision:

The vision of our school is to provide an accessible, inclusive, caring, quality learning environment for students and their families which empowers all members of the school community to continue their life long learning with confidence. We are committed to supporting the individual needs of the students, their families and the community in a positive success orientated culture whilst upholding the values of our school.

Context:

Blanchetown Primary School is located 130km from Adelaide in a small isolated community. It has always been a small school with a family atmosphere. Students come from the town and immediate surrounding area. The school has one class with students from reception to year 7. Although we are a small school, we all work collaboratively together to maintain a happy and supportive environment to ensure the students reach their highest potential. We are well equipped with facilities and resources, including a swimming pool, basketball court, tennis courts, computing suite, 1:1 iPads and a large oval. We offer a comprehensive and enjoyable curriculum in a supportive and safe learning environment.

We Value:

Respect                         Resilience                       Responsibility

Priorities:

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
<th>Attendance</th>
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<tbody>
<tr>
<td>We want our students to be highly competent and confident literate learners. In 2013 we will improve comprehension and writing skills by implementing a whole school agreement focussed on the continuous improvement of student literacy achievement.</td>
<td>We want our students to be highly confident and competent numerate learners. In 2013 we will plan and teach with the Australian Curriculum incorporating a whole school approach to the continuous improvement of student numeracy achievement.</td>
<td>We want our students to be present, organised and engaged with their learning. In 2013 we will monitor and encourage regular and on time attendance for all students.</td>
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<tr>
<td>Priorities: To improve reading and writing achievement levels of students from Reception to Year 7.</td>
<td>Targets: Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</td>
<td>Strategies: The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets</td>
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| Running Records:  
- 100% of Receptions to reach level 9-11  
- 100% of year 1 to reach level 17-20  
- 100% of year 2 to reach level 21-24  
NAPLAN Reading:  
- 100% of students in year 3 will achieve at or above Band 3  
- 100% of students in year 5 will achieve at or above Band 5  
- 100% of students in year 7 will achieve at or above Band 6  
PAT-R  
- 100% of students in years 3-7 to improve their results in PAT-R by at least 10% by term 4.  
NAPLAN Writing:  
- 100% of students in year 3 will achieve at or above Band 3  
- 100% of students in year 5 will achieve at or above Band 5  
- 100% of students in year 7 will achieve at or above Band 6  
*excluding NEP students who are assessed against own learning outcomes. | P+D PALL intervention for all staff  
P+D in the big 6 in PALL for all staff  
Use a common reading assessment tool for reading comprehension-PAT-R in term 2 and 4.  
running records to level 30 Test R-7  
Student intervention: Multi-Lit program for students with NEPs and students at risk.  
Management and review of Data  
Regular running records for R-2 and students at risk.  
Staff analyse data and discuss at staff meetings specific areas detected where students are underperforming.  
Scaffold persuasive writing.  
Use NAPLAN marking rubric to moderate student work.  
Program daily writing opportunities for students  
Teachers learn new classroom practices/methodologies through collaborating with peers through RWSSN  
Engage students with new technologies to assist their learning (eg iPads)  
Relevant training and development  
Teachers to plan teach and assess against the Australian Curriculum | System Reporting in Running Records for Term 1 and 3.  
NAPLAN results in 2014 with interim report in 2013.  
PAT-R results  
Moderated student work (against NAPLAN rubric and cluster rubrics).  
Performance management  
Meeting to review individual student progress each term.  
Teachers to report progress against site improvement plan.  
Student Review  
Evaluate intervention success using data. |
<table>
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<tr>
<th>Priorities:</th>
<th>Targets:</th>
<th>Strategies:</th>
<th>Evaluation Measures:</th>
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</table>
| To improve Mathematics achievement levels of students from reception to year 7 | NAPLAN:  
- 100% of students in year 3 will achieve at or above Band 3  
- 100% of students in year 5 will achieve at or above Band 5  
- 100% of students in year 7 will achieve at or above Band 6  
Pat-M  
- 100% of students in years 3-7 to improve their results in PAT-M by at least 10% by term 4.  
I Can Do Maths  
- 100% of students in years 1-2 to improve by 10% I Can Do Maths  *excluding NEP students who are assessed against own learning outcomes. | Scaffolding numeracy throughout the implementation of explicit concepts of Trusting the Count and Subitising that strengthen knowledge of number in all classes.  
Use consistent assessment processes and collection of data in Maths (PAT M term 2 and 4).  
Identify students needing extra support, provide intervention  
Quicksmart training for teachers and SSO  
Pat M testing  
Staff analyse data and discuss at staff meetings specific areas detected where students are underperforming.  
Using iPads to support student learning  
Teachers to plan teach and assess against the Australian Curriculum  
A learning focus on problem solving  
Teachers learn new classroom practices/methodologies through collaborating with peers through RWSSN | The concepts of Trusting the Count and Subitising are embedded in classroom teachers planning and programming.  
Student improvement in achievement data (PAT-M and I Can Do Math).  
Consistency of teachers practice as measured by observed evidence from leadership observations and walk throughs  
Performance planning conversations that include review of student data.  
NAPLAN results in 2013 with interim report in 2012. |
| To Improve attendance of students reception to year 7. | 94% attendance for all year levels. | Teacher/SSO follow up unexplained absences.  
Teachers/SSO contact parents after 3 days if unexplained.  
Specific students targeted when concerns arise  
Inform attendance officer if necessary  
Newsletter articles to highlight importance of attendance  
Attendance awards at assemblies  
Accurate documentation in roll books and EDSAS  
Attendance survey  
Positive re-entry from absences  
Monitor strategies/plan for improvement  
Convene family meetings as required | 2013 attendance data  
Attendance patterns are known and monitored for 100% of students.  
Absences are within acceptable limits. |