

VISION:

Keller Road provides a safe & supportive learning environment in a well-maintained environment which supports, develops and acknowledges personal growth and achievement.

We are committed to working in partnership with our community to provide quality learning programs which promote the development of life long skills.

VALUES:

- Knowledge
- Respect
- Excellence

PROFESSIONAL LEARNING

- Professional learning that builds staff capacity to explicitly teach Literacy and Numeracy across the curriculum.
- Opportunities for staff to work highly collaboratively in the design and delivery of quality teaching and learning programs.
- Embed effective Professional Development that develops the skills confidence and abilities of all our educators into effective classroom practice.

Keller Road Primary SITE IMPROVEMENT PLAN 2016-2018

Keller Road School



BELIEFS about QUALITY Teaching & Learning

- Effective Literacy / Numeracy teaching needs to be intentional, explicit & systematic across the curriculum.
- All students can learn, therefore high expectations for ALL students.
- Data is required to monitor & measure effectiveness & improvement of programs & student learning.
- Positive relationships with peers, staff & families are central to children's learning.
- Differentiating learning experiences which value student interests, needs & abilities enhance student engagement.

ASSESSMENT, MONITORING AND EVALUATION

- Consistent R-7 approaches to assessing & reporting student learning are implemented.
- Developing a strong evidence base, using a range of Literacy & Numeracy student achievement data to inform practice and ensure systematic monitoring of student progress.
- Processes which support continuous review of programs and improvement in student learning.

PLANNING & IMPLEMENTATION

- A whole school approach to implementing Numeracy & Literacy programs.
- Teachers collaboratively designing and implementing engaging learning experiences that are responsive to ALL student needs and interests.
- Implementation of the Australian Curriculum in accordance with Federal Government requirements.



Government of South Australia

Department for Education and
Child Development

**Keller Road Primary School
Site Improvement Plan 2016 – 2018
Strategic Priority – Literacy**

Targets	Strategies	Evidence/ Evaluation
<p>Reduce the number of students who did not meet DECD SEA standard</p> <p>Increase the % of students achieving in the top 2 NAPLAN proficiency bands in reading, writing, spelling, grammar and punctuation.</p>	<p>Establish a Literacy Block structured across the school R -7. Literacy Teaching in all classes R – 7 reflects a balanced implementation of the 6 Essential Components of Reading Instruction – BIG SIX (Literacy block time) Guided Reading sessions are implemented daily during Literacy block time</p>	<p>Classroom Walkthroughs & observations are conducted by leadership and peers and feedback provided. Opportunities for teachers to observe colleagues ‘Guided Reading’ session and provide feedback. Use of whole school assessment document and genre scope and sequence. Formative Assessment practices are implemented R-7 during & beyond the Literacy block time.</p>
<p>Improve % of students remaining in higher bands.</p> <p>Increase Running record % SEA standard achievement from R - 2</p>	<p>Track progress and improvement of identified STAR, ATSI, NEP and EALD students and provide targeted intervention.</p>	<p>Data shows growth through Intervention and attainment of Individual Learning Plans / NEP goals. SSOs document progress with their identified Intervention Support Students, and participate in review & development of individual student goals.</p>
<p>Self-review processes provide evidence of effective practice and inform future direction</p>	<p>Performance Management processes linked to student achievement and planning.</p> <p>Staff use Learning Teams to evaluate aspects of their Literacy Programs with particular attention to Balance, Differentiation, Pedagogy and Learner Improvement Data</p>	<p>Class walkthroughs and observations are conducted with a specific focus eg. Guided reading, oral language, to facilitate rich conversations and improve practice</p> <p>PAT Reading is implemented in years 3-7 with data imputed into Scorelink ,NAPLAN data is analysed annually and both are used to inform school direction and practice. Running Records Data collected and analysed to support planning for all students R-7 until Level 30.</p>
	<p>Site Self review processes are implemented annually to analyse Literacy outcomes & review practices.</p>	<p>Communicate clear learning achievement standards and outcomes in line with DECD SEA</p>

	<p>Consistent intervention approach for students</p> <p>Teachers are documenting differentiation in Learning for students in Wave 2 & 3.</p>	<p>All R-3 classes are implementing daily Jolly Phonics lessons. All Yr 1-3 class are implementing Jolly Grammar lessons.</p> <p>All Yr 3-7 classes are implementing aspects of Jolly Phonics & Jolly Grammar for students 'at risk'</p> <p>Implement a focused Early Intervention Reading program for students at risk R-2. Mimilit</p> <p>Implement a focused Intervention Reading program for students at risk 3-7 Multilit</p> <p>Use PLC meetings effectively to plan review share and target learning needs of students</p> <p>Use Running Records to support teachers to differentiate within classroom practice.</p> <p>.</p>
	<p>Opportunities for parents to engage with Literacy program through annual Parent Workshops on 'Reading', Open Mornings.</p> <p>Annual training for all volunteers in Reading skills.</p>	<p>Guide the development of a common understanding of what partnerships with parents look like through school surveys.</p>

Keller Road Primary School
Site Improvement Plan 2016 – 2018
Strategic Priority – Numeracy

Targets	Strategies	Evidence/ Evaluation
<p>Increase in the number of students achieving the year level standards in fluency and computation R-2.</p> <p>Increase % of students achieving DECD SEA standards in Numeracy.</p> <p>Increase in the number of students working in the top 2 bands for NAPLAN proficiency bands in the area of Numeracy</p> <p>2% annual increase in the percentage of students achieving at / above national average for NAPLAN Numeracy</p> <ul style="list-style-type: none"> ➤ Year 3 from 88% to 94% ➤ Year 5 from 76% to 82% ➤ Year 7 from 95 % to 100% <p>Improve % of students remaining in higher bands</p> <p>PAT PAT-Maths results improve: 2016 Year level targets: All Year level average Stanines to show growth. Average scale scores to reach: Year 3: 101 or above Year 4: 110 or above Year 5: 112 or above Year 6: 120 or above Year 7: 121 or above</p>	<p>Establish a Numeracy Block structured across the school R -7 based on Natural Maths.</p> <p>Rich learning environments are provided that promotes vocabulary development and students access problem solving experiences to promote the use and development of their skills.</p> <p>3/5 of mathematics learning time to be spent on the learning of Number. Minimum of 300 minutes per week dedicated to mathematics learning.</p> <p>Performance Development processes linked to student achievement and planning.</p> <p>Staff use Learning Teams to make decisions regarding assessment tools, successes and future directions.</p> <p>Accommodations for Special Education, GOM EALD & Aboriginal students (all students at risk) are documented and monitored through NEPs and ILPs.</p>	<p>Numeracy Teaching in all classes R – 7 reflects a balanced program through the numeracy block. The numeracy block comprises of opportunities to build fluency, skill development and time for practise in the use of these during problem solving. Whole school assessment Agreements and consistent methodology R – 2 and 3 -7 are documented.</p> <p>Common language is used by both staff and students to clearly explain strategies and processes used.</p> <p>Classroom displays reflect agreed strategies. Scope and Sequence is established for the teaching of computation strategies.</p> <p>Class improvement data from individual staff Documentation from performance discussions Teachers are provided with opportunities for reflection regarding their own learning for Mathematics teaching.</p> <p>PAT Maths is implemented in years 3-7 with data imputed into Scorelink ,NAPLAN data is analysed annually and both are used to inform school direction and practice.</p> <p>Data shows growth through Intervention and attainment of Individual Learning Plans / NEP goals. SSOs document progress with their identified Intervention Support Students, and participate in review & development of individual student goals.</p>

	<p>Whole school Numeracy Agreements & assessment expectations are revisited and updated accordingly eg. Numeracy Block expectations.</p> <p>Information regarding Numeracy teaching and learning is communicated through the school newsletter. Information sessions are offered to the community.</p> <p>Staff recommend Maths resources to be purchased and/or made within the school on a regular basis.</p> <p>Training and development programs implemented reflect the needs of individual staff and whole school needs.</p> <p>Teachers share professional learning in team meetings and offer Professional Development sessions with the wider staff body.</p> <p>NAPLAN data used to guide structures, direct resourcing and inform teaching and learning programs.</p> <p>Participate in Partnership focus and T&D around Numeracy</p> <p>Engagement and awareness in the Leading Numeracy Improvement Modules.</p>	<p>Site Self review processes are implemented annually to analyse Numeracy outcomes & review practices.</p> <p>Parent and community feedback regarding the Numeracy Block is gathered through a questionnaire for all families conducted annually.</p> <p>Purchasing requests to be reviewed by Learning Teams in line with school needs.</p> <p>Results of staff audits are used to plan professional development activities for the year.</p> <p>Opportunities are provided during staff meetings and team meetings for staff to share professional learning. Regular PLC's form part of staff meeting structure.</p> <p>NAPLAN data results indicate growth. Teachers use NAPLAN data analysis to inform decisions relating to teaching and learning programs.</p> <p>NAPLAN Year 3 90% of Year 3 students achieving above the NMS. (2% improvement)</p> <p>NAPLAN Year 5 78% of Year 5 students achieving the NMS. +2%</p> <p>NAPLAN Year 7 97% of Year 7 students achieving above the NMS. +2%</p> <p>Partnership initiatives impact at site level.</p> <p>Information is shared with staff and opportunities provided to integrate new learning with established practices.</p>
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**Keller Road Primary School
Site Improvement Plan 2016 – 2018
Strategic Priority –Student Well Being**

Targets	Strategies	Evidence/Evaluation
<p>1 .Student Attendance Improve student attendance to equal or exceed DECD standard of 93%. 2014 School attendance rate 90.4%</p> <p>Decrease unexplained absenteeism from 2.4% to 1.5% Data collected from EDSAS each term</p>	<p>In term 2 review Site Attendance Plan to update current processes and implement new strategies where appropriate for students at risk.</p> <p>Review Attendance Plan with ACO and AET to focus on at risk.</p> <p>Student attendance is regularly monitored and procedures in place for identifying ‘students at risk’.</p> <p>Increase parent awareness of the effect of lateness and absenteeism on student learning through newsletter articles, Attendance Brochure in parent packs.</p> <p>Consistency in follow up process and maintaining follow up processes during the year.</p>	<p>Attendance data from Data Warehouse continues to improve and indicate a high level of student attendance when compared with Regional and State/DECD averages.</p> <p>Develop whole school flow chart for attendance and lateness procedures.</p> <p>Feedback collected from parents in online Parent Opinion Survey.</p>

<p>2. Student Voice and Youth Program. Maintain Student Voice as a viable and important part of the school student culture.</p>	<p>Kimochi program used consistently across R – 7. All classes have the opportunity to work with the James to implement the program</p> <p>Encourage interest from all students in Student Voice in order to participate in school decisions</p> <p>Profile of Student Voice is raised within the school.</p> <p>Involve students in decision making about their learning.</p>	<p>Active participation in class / school decisions.</p> <p>Data from Diaf/TfEL review</p> <p>Students identify individual learning goals Students involved in decisions about their learning ‘what, where, when’ Student responses review and adaptations made.</p>
<p>3. Child Protection and Student Well Being Implement Anti-bullying and Harassment programs to decrease incidents of bullying and harassment</p>	<p>Review Behaviour Management 1/2/3Strike Policy and inform parents and students of the policy.</p> <p>Leadership use the Safer DECD Schools document to guide implementation of policy requirements in bullying, harassment and child protection so they can maintain an environment where students feel safe and supported.</p> <p>All staff implement the school wide policies and programs consistently.</p> <p>Leadership provide the governing council updates in relation to school bullying related data and trends and any anti-bullying programs/initiatives in place.</p>	<p>Consistent use of language across R-7 and with parents. Posters displayed throughout school modelling definitions and resolution choices.</p> <p>Leaders provide familiarisation and support through the use of the Safer DECD schools document in staff meetings and training opportunities.</p> <p>Consistent use of language throughout the school when dealing with issues and resolution.</p> <p>Bullying Data collected through referral records.</p>