

Site Improvement Plan 2018

Priorities	Targets	Strategies	Timelines/Responsibility		Outcomes/Monitoring	Resourcing
Digital Technology - To increase and to improve student efficiency in keyboard skills	- 20 words per minute for secondary students at 98% accuracy - 15 words per minute for upper primary students at 98% accuracy - 10 words per minute for middle primary students at 98% accuracy (minimal)	*Data collection needed for parameters - Pre-test Term 2 week 1 - Typing tournament program - Tux typing program to be used by students - Typing competitions (perhaps link to careers?) - Mouse skills - Visual aids/charts - Regular practice min 15mins per week per class - Progress charts - After initial pre-test, set individual targets - Text being typed should be relevant/contextual to learning	- Re - assessed at the end of each term	- Teaching staff Year 3-10	1. For students to operate efficiently and participate knowledgeably in a 21 st century digital world. 2. An increase in individual efficiency in composing typed written text within set time frames across all learning areas 3. Short term development of physical fine motor skills	Computer Software Data collection templates created
Oral Language - to provide more student oral language opportunities for a range of academic purposes	By the end of term 3 to increase the quality and frequency of student to student dialogic talk within R-12 classes as measured against data collected by week 5 term 2.	<ul style="list-style-type: none"> Audit of teacher talk /student dialogic talk ratio within classrooms in weeks 3 -5 term 2 using agreed upon criteria and using observation processes. Review oral language good practice from Sheena Cameron resource Use staff meeting time to present spotlights of good practice (link with measurement focus) Staff to trial an age- appropriate new strategy per week Recording of oral language with iPads Word walls, sentence starters, audience /purpose/form revisited to help revise the Literacy Register 	Complete the agreed upon audit criteria for staff to use by week 3 Term 2 Spotlight sessions 3 times per term Staff to trial weekly	Literacy committee Literacy committee to collaborate with the numeracy committee SLLIP led workshop	For all teaching staff to have objectively gathered base line data regarding the ratio of teacher talk to student dialogic talk in class which will offer the opportunity for pedagogical shift. Student talk will become more purposeful and comprehensive and thus provide them with the platform for learning outcomes to improve and to be measured. Individual staff to self -monitor progress but collect data according to agree- upon processes in order to share progress end term 3.	Literacy and Numeracy Funding for teacher class observation to occur.
Reading Intervention (mini-lit)	For the identified Year 1 and 2 students to enter and exit the MiniLit program according to the set diagnostic criteria and within the 80 session time frame and to have achieved the measurable reading level improvement.	<ul style="list-style-type: none"> Staff to test all year 1 and 2 students using the MiniLit diagnostic criteria to identify students in need of reading intervention. Staff to create student groups which contain 5 students of similar level. Staff trained in the program will be released to oversee the delivery of the program and train SSO staff to enable sustainability and consistency of the program. 	End of term 1 students to be identified Program commenced in early term 2	-Identification of students (JP staff) Susanne Neu, Tanielle Brooksby, Kylie Hales and Rachel McGregor	There will be Specific intervention for students not meeting the SEA in Year 1 and 2. A targeted and systematic approach to improving reading skill in the JP years will enable better student engagement and learning outcomes to be achieved and thus lessen the need for students to be placed on Multi Lit in subsequent years.	Literacy and Numeracy Funding - SSO time - Mini Lit program - Trained SSO's

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Numeracy	- Increase measurement skills of Years 4-8 students to at least a satisfactory level by teacher assessment against the Australian Curriculum by Term 4, week 5	- Authentic learning opportunities and tasks - All teachers of Years 4-8 to incorporate explicit teaching of measurement strand across the curriculum Di Siemen PD Focussed staff meeting sessions in term 2	- By Term 4, week 5	- Students - Teachers of all curriculum areas	- Relevant section of Australian Curriculum for students, with elaborations - Professional discussions at team meetings.	Time for team meeting discussions Student/teacher conferences
	- 100% Year 9 students to achieve medium or upper growth in Numeracy Naplan this year	- Targeted teaching based on PAT M data – identify gaps - Explicit teaching - Students to identify own gaps with (with support) and take ownership of their learning - Previous NAPLAN questions	- NAPLAN dates Term 2, week 3	- All Year 9 teachers - Students	- Outcome NAPLAN data 2018 - Checklists provided by attendance	Ann Baker problem solving strategies Old NAPLAN questions
	- Current Year 3 who were stanine 4 in PAT M 2017 to increase scaled score by 6 points this year	- Identify students and common gaps using ACER data - Explicitly teach misconceptions - Maths for inclusion intervention - Ann Baker mental commutation strategies	- Before tests in Term 3	- Year 3 teachers - Students - SSO's delivering intervention	- Outcome PAT M data 2018 - SSO feedback to teachers on student programs -Attendance - Checklist provided by teacher	Time for SSO's to run programs Ann Baker resources Maths for inclusion program toolkit

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Personal and Social Capability - Wellbeing	- 100% of Year 9/10 students achieve a B grade or above with The Youth Opportunities program by the end of 2018	- Youth Opportunities - Interoception Room - Kimochi - Wellbeing area Library - Differentiating teaching NEP	- By the end of 2018		- through each Term at our meetings - Term by term data collection
	- 90% increase in students identifying their emotional need to go to the Interoception room by the end of Term 2	- Connection with Headspace - Social Worker + Chaplain - Breakfast Club - Lunchtime activities - Food and Nutrition lessons - Interoception activities	- By the end of Term 2		Week 9 of each term through staff meeting
	- Increase the wellbeing of the Year 8 students (in the high band) by 40% in areas of social victimisation by the end of Term 2	- Whole school events <ul style="list-style-type: none"> • Harmony Day • Anti-Bullying Day • White Ribbon Day - Nature Play - Sports Equipment in classrooms - Art in the Community - Once child, one plan approach <ul style="list-style-type: none"> • VET • Mentoring - Case Management - Curriculum offering - Anti-Bullying reference group	- By the end of Term 2		

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SACE Improvement	Current year 12 cohort, percentage of potential completers is 100%	<ul style="list-style-type: none"> • Students to be case-managed by individual secondary teaching staff • Staff to be proactive by providing regular and timely communication with parents and students regarding progress over the year. • Learning programs to be flexible and adapt to the changing needs of students • Outside agencies such as <i>Head Space</i> to be included in ensuring there is a holistic approach to each students' educational journey. • AEAS youth worker to be actively included in staff discussion regarding student well – being. • Staff to use the SACE Special Provisions process as required to enable students to be successful. 	Twice per term or as required	All secondary staff	For all Stage 2 students enrolled at AEAS in 2018 to complete their SACE	Regular case management Open communication with parents	TRT release – SACE Improvement Budget
					For Stage 2 students to be empowered to pursue their first life choice of work/study/ career.		