



Site Improvement Plan 2015 – Literacy

Streaky Bay Area School

- Literacy and Numeracy Plus – a high level leader will be appointed to the Far West Partnership to work with site leaders on further developing their Literacy and Numeracy programs and sharing best practice.
- John Fleming – continuing to develop and refine Fleming’s methods across the school - Primary Staff all having three warm ups – Numeracy, Literacy and Writing, Explicit Teaching model being used across the school, Classroom environments focussed on supporting learning - second teacher in the room and Peer Observation/Coaching of staff.
- Literacy PLC established

Goal	Strategy/ Action	Who/timeline
<u>Primary</u> Continue to develop whole school literacy agreement Improve our use of multiple data sets - Data Collection Reading Comprehension	Develop a reading continuum/benchmarks Improve resources - Guided Readers (lower end) needed Guided reading process training provided to staff PAT tests – use/selection of other/additional tests Improve our interpretation of data from tests Two staff to access Sheena Cameron reading comprehension training – train the trainer model for whole staff training.	Whole staff Eliza & Tahla - Term 3, when T&D available
<u>Middle</u> Continue to improve staff skills in PAT-R data analysis Literacy Agreement modified to reflect current data and benchmarks Continue to develop Extended Learning program, incorporate the teaching of guided inquiry	Develop resource pack to support data use Release Literacy PLC to build resource pack & analyse data. Up skill staff in the comprehension strategies Release time provided for staff to develop analysis skills Support staff to implement agreement through PD and release time. Staff access Far West Primary Coordinator to support program development	Nyssa to coordinate with PLC Leadership team & Tim to release staff Ongoing - end 2015
<u>Senior</u> Students to develop skills in Professional Communication (eg letter writing/resumes) Continue to develop subject specific genre writing Supporting students to transfer prior knowledge across subject areas	Share with staff meeting & agree that it is correct Shared agreement of Extended Learning curriculum covered across subschools Resources for staff developed to support Extended Learning Investigate timetabling access to expert teachers for Extended Learning Teachers to strengthen knowledge and skills of teaching genre.	

<p>Teach guided enquiry to assist research, analyse, select, organise info .</p> <p>Further develop students skills in researching and use of the referencing system.</p>	<p>Use Senior School text types books</p> <p>Use Librarian's expertise to start this process at an early level</p> <p>Start with a SubSchool meeting – Staff learning snap shot.</p> <p>Extended Learning structure:</p> <p>Comprehension</p> <p>Cars & Starts</p> <p>Writing warm up</p> <p>Numeracy x 2 – timetables, problem solving</p> <p>Leadership to work together with Literacy PLC to ensure any change is supported through school.</p>	<p>Ongoing - end 2015</p>
---	--	---------------------------



Site Improvement Plan 2015 – Numeracy

Streaky Bay Area School

- Maths in Action with Mike Chartres – This is a Far West Partnership initiative, all Primary class teachers are involved in an intensive three day Primary maths development course which runs over the next three terms.
- Ann Baker – DECD Mathematician in Residence – staff are being provided access to Ann’s training days which will be run either in Whyalla or Cummins during this term. Staff may also be able to access the upcoming observational classroom work – which is very similar to what Ann demonstrated during her Mathematician in Residency work with us two years ago.
- Literacy and Numeracy Plus – a high level leader will be appointed to the Far West Partnership to work with site leaders on further developing their Literacy and Numeracy programs and sharing best practice.
- John Fleming – continuing to develop and refine Fleming’s methods across the school - Primary Staff all having three warm ups – Numeracy, Literacy and Writing, Explicit Teaching model being used across the school, Classroom environments focussed on supporting learning - second teacher in the room and Peer Observation/Coaching of staff.
- Numeracy PLC established

Goal	Strategy/ Action	Who/timeline
<u>Primary</u> Develop Whole School Numeracy Agreement	Numeracy Plus – strategies to be shared with staff through staff meetings, recommendations of program to be reflected in whole school numeracy agreement All primary staff to access Mike Chartres – Maths in Action T&D -> support and implement suggested actions from program. Ann Baker – ensure staff have access to T&D Re-checking/audit of maths resources, check enough resources for class sets ie pop sticks, different dice, etc. MAB blocks need more one’s & tens & hundreds Ann Baker - mental strategies, classes have laminated copy of strategies Timetables – move students to automaticity Nelson Maths program books to be investigated as class support (iMaths) Maths dictionary in each classrooms Picture books suitable for classroom maths Continue to access PD for staff with Far West AC coordinator, PACIO, SACIO	Leadership Team to coordinate Term 3 in consultation with Numeracy PLC.
<u>Middle</u> Investigate the number of numeracy lessons that R-7 classes access, analyse curriculum balance. Examine secondary maths/numeracy curriculum balance.	Examine number of timetabled lessons – year 8&9 have 2 lessons as part of Extended Learning – discuss allocation of lessons for English/Literacy and Maths/numeracy ensure balance achieved. Pat –M data to be disseminated, analysed and summarised for the different year levels.	Leadership and timetable committee – ready for semester 2.

<p>PAT – M - what are the key areas that have been highlighted and how can we best address these issues in extended learning lessons.</p> <p>Australian Curriculum - Numeracy Continuum <u>Senior</u> Improving numeracy in extended learning Using PAT-M data to guide numeracy Using NAPLAN data to guide numeracy R-10</p>	<p>Staff provided T&D on target areas identified through data analysis.</p> <p>Use materials/resources provided t to teachers by Numeracy PLC Survey staff to identify needs of SS subschool Create sources to fit weaknesses identified by data</p>	<p>Numeracy PLC</p> <p>End of Year End of Year End of Year</p>
---	--	--

Site Improvement Plan 2015 – Implementing the Australian Curriculum

Streaky Bay Area School



- Far West Australian Curriculum Coordinator, Primary Implementation Officer and Secondary Implementation Officer appointed for 2015.
- Two combined student free days with Far West Schools – Professor Martin Westwell – developing executive function and intellectual stretch and challenge, Teaching for Effective Learning & Australian Curriculum – planning to develop intellectual stretch and challenge and implementing the required curriculum areas.

Goal	Strategy/ Action	Who/timeline
<p><u>Primary</u> Improving Resources - Geography Reporting</p> <p>Timetable structure - review Improving Science Connections resources Focus use of external AC resource people (PACIO)</p> <p><u>Middle</u> Improve students research, inquiry and digital literacy skills which are embedded in the AC. Guided Inquiry skill development</p> <p><u>Senior School</u> To identify minimum requirements of AC and implement this for 2016</p> <p>Further develop Executive Function, Intellectual Stretch and Challenge across the curriculum</p>	<p>Identify and increase required AC resources Want to revamp primary reports – more info for parents to be included (ie Middle School) Automation/efficiency of software package examined Use of growth mind set language “Not Yet” ensure all subjects fitting into timeframes audit/check Science Connection practical boxes and re-order provide site specific focus, all new staff to be given opportunity for training: Jolly Phonics, Big 6 Reading, Ann Baker etc</p> <p>Pull out relevant components across AC, develop general capabilities. Identify learning/skills for each year level – develop a sequence to be agreed upon across the school – Students will be able to engage in Research Project successfully. Provide release time for staff with skills to work with students.</p> <p>Prior to timetabling meetings at end of year – minimum requirements are identified Stage 1 Maths and English Teachers attend T&D in term3. Maths and English teachers read draft SACE papers and provide feedback to SACE Board.</p> <p>Link activities undertaken during Extended Learning Access and implement recommendations from Numeracy Plus strategy.</p>	<p>Ongoing – end 2015</p>

Other improvement strategies:

- Leading SACE Improvement Project - Senior School staff will continue to improve our SACE Programs and support mechanisms that we have in place for Senior School Students. We have won a \$20 000 grant to support this work.
- Career Development Strategy – Career awareness will be further developed across the Senior school and also down through the Middle and Primary school, by exploring links within the Australian Curriculum and exposing students more to the concept and world of work. We have won a \$20 000 grant to support this work.

Site Improvement Plan 2015 – John Fleming

Streaky Bay Area School



Goal	Strategy/ Action	Who/timeline
<p>Junior School - all staff have 3 warm ups:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Writing • Senior school subject specific <p>Three speeds- Steady – I do, We Do, You Do</p> <ul style="list-style-type: none"> - Quicker - increase pace of warmup - Fast – Automatisation Recite, Recall, Apply <p>Lesson planner Template completed – then taught to</p> <p>Coaching to be implemented across staff, across subschools</p> <p>Collaboration/Consistency continue to be developed across staff</p> <p>Expectations – lifted for each student, benchmarks established for all classes (three tiers)</p>	<p>John Fleming to be employed to continue to support change process with staff – terms 2 and 4 visits.</p> <p>Staff to develop warm ups – provided access to resource videos, peer observation, access to John Fleming for observation</p> <p>Staff to develop consolidation and automativity activities</p> <p>Further develop Lesson Planner Template</p> <p>Term 1- volunteers, Term 2 onwards – everyone coached formally, release time to be provided to requesting teacher and coach. Coaching and peer observation to be included on each staff member’s PDP.</p> <p>Fleming’s methods shared and further developed through the Fleming PLC and staff meetings.</p> <p>Benchmarks for each class identified and established:</p> <ul style="list-style-type: none"> - Students requiring support - Benchmark/on track students - Advanced Students 	<p>Chris to organise – week 1 2015.</p> <p>On going - end 2015</p>