

VALUES:

Respect
Honesty
Trust



Woomera Area School

Site Improvement Plan:

MISSION:

WAS aims to provide quality teaching and learning in a supportive environment that enables students to reach their full potential.

Woomera Area School: SIP Focus Areas 2017

Literacy	Numeracy	Integrated Learning
<p>We aim to develop literate, creative thinkers who value literacy skills to understand their world and effectively communicate their thoughts, ideas and feelings.</p>	<p>We aim to develop mathematical thinkers who value mathematics and can use numeracy skills to solve problems with a range of efficient strategies and be numerate in society.</p>	<p>We aim to provide an inclusive curriculum to cater for students with mixed abilities and a multi-year level class.</p>
Strategies	Strategies	Strategies
<ul style="list-style-type: none"> - Explicit teaching that focuses on the development of stronger core literacy skills for all students. - Explicit teaching and skills coaching to improve comprehension skills. - SSO support to assist students integrated literacy intervention plans across the school. - Use of Partnership Support Services to support staff with developing appropriate support and intervention programs. 	<ul style="list-style-type: none"> - Focus on explicit teaching with Ann Baker 'Natural Maths'. - Teachers explicitly teach and provide regular practice in mental routines and problematized situations. - Teachers to work with Helen Booth (Choose Maths) and use Numeracy Continuum to develop individual learning programs for Year 10 students. - Teachers work with CPAC and peers from their schools in Far North Partnership, in transforming tasks and moderation. 	<ul style="list-style-type: none"> - Encourage teachers to plan and work together. - Challenging learners to use and develop their thinking as they work to make connections with the real world. - Catering for different learning styles. - Structuring a meaningful context for the teaching and assessment of outcomes across key learning areas. - Enriching understanding, enjoyment and reflection in teaching and learning. - Incorporate the skills that underpin the STEAM philosophy. - Rubrics to explicitly state learning outcomes.
Targets	Targets	Targets
<ul style="list-style-type: none"> - All students to achieve a 'C' grade, or higher. - All students achieve the DECD Standard of Educational Achievement in their NAPLAN and PAT R testing. - All students on a Negotiated Education Plan (NEP) to make at least 1.5 years growth in twelve months, on relation to their identified goals. 	<ul style="list-style-type: none"> - All students to achieve a 'C' grade, or higher. - All students achieve the DECD Standard of Educational Achievement in their NAPLAN and PAT M testing. - All students on a Negotiated Education Plan (NEP) to make at least 1.5 years growth in twelve months, on relation to their identified goals. 	<ul style="list-style-type: none"> - Programs are developed, including assessment rubrics, for each unit. - Links between curriculum areas, AC and IL program are clearly evident. - Assessment criteria are determined as per AC and Assessment Plan is available which details assessment criteria, due dates and task details.

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IT	STEM	Well-Being
<ul style="list-style-type: none"> - Enable an effective IT infrastructure that allows ease of access to networking, internet, curriculum and admin networks. - Develop a system that works effectively for our needs. Implement key components of the USG Infrastructure Review – November 2016 - Improve the current effectiveness of site network and IT services. 	<p>We aim to develop creative and logical problem-solvers who value forward thinking and innovation. To begin the approach to achievement of this a STEM play initiative featuring basic coding and operation of BeeBots will be introduced with lower primary students. As capability is developed focus will shift to more advanced operations with robotics using Lego kits.</p> <p>School leader to support teaching staff with resources and training opportunities.</p>	<p>We value student well-being and acknowledge that student health, safety and well-being directly impacts on their ability to learn effectively.</p> <p>We believe that a healthy mind and body plays an integral role in student learning.</p> <p>Our school will have a 'well-being week' with specific focus on looking after all aspects of our development. Students will be given access to anti-bullying strategies, safe online behaviours and dealing with harassment.</p>
Strategies	Strategies	Strategies
<ul style="list-style-type: none"> - Replace outdated servers to curriculum and admin networks. - Install, configure and optimise core switches. - Repatch to one switch cabinet and use colour-coded cabling to enable easy ID between networks. - Undertake 'backbone' cabling restoration. - Implement Windows device management system. - Ensure effective wireless infrastructure is in place and site operates under new NBN. - Update hardware as necessary - Ensure access to basic maintenance service for all IT - Build a new curriculum computer image to provide common operating environment. 	<ul style="list-style-type: none"> - Implement STEM strategies in the Primary school initially, expanding to include secondary students. - Develop and build systemic capacity to provide up-to-date technology and educational resources for STEM students. - Provide appropriate STEM training and development opportunities for teachers. - Gain understanding of new approaches to learning design, assessment, and moderation for STEM education from 2017. - Incorporate the skills that underpin the STEM philosophy. 	<ul style="list-style-type: none"> - Engage students with specific well-being activities. - Use rest and relaxation strategies to help students learn how to look after their own mental well being.. - Introduce to students the concept of 'Healthy Mind, Healthy Body through engagement with the Stephanie Alexander Healthy Kitchen Program. - Develop a 'healthy eating garden program'. - Ensure that students have opportunity for physical activities on a daily basis. - Promote school as a safe, caring and structured learning environment. - Display School Values and SBM code – classroom rules.
Targets	Targets	Targets
<ul style="list-style-type: none"> - Network services are accessed effectively as needed. - Staff and students have equipment suitable for their needs. - IT assists with learning improvement. - All IT equipment works as intended. 	<ul style="list-style-type: none"> - All primary students to be exposed to STEM educational concepts in Term 1, 2017 - All students to achieve a 'C' grade, or higher in 'STEM' related subjects. - STEM programs developed with consistency across year levels R-6 in 2017 	<ul style="list-style-type: none"> - Student behaviour is acceptable for a classroom learning environment. - Students are relaxed and feel safe whilst at school. - Students have opportunity to explore physical, mental, social and emotional development.

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SIP – 2017: In Progress

PRIORITY OUTCOMES	STRATEGIC ACTIONS	SMART A TARGETS
<p>1 Learn</p>	<ul style="list-style-type: none"> Implement common agreements in relation to the collection and use of 'learning' data. Develop teacher networks within and beyond the partnership, building capacity and expertise. Development of 21st Century Information skills, with a particular focus on literacy, numeracy and STE(A)M. 	<ul style="list-style-type: none"> All students show a growth rate of 0.4 or greater (effect size) for PAT R and PAT M. Increase in the % of students meeting the DECD NAPLAN standard in Year 3/5/7/9 for literacy and numeracy. Increases in the % of students that achieve SACE, and the number of students who attain grades of A, B or C. Teachers attend observation visits and t&d opportunities at other sites. Site has a developed approach to STE(A)M which is reflected in programs.
<p>2 Lead</p>	<ul style="list-style-type: none"> Base performance development on the Professional Standards for Teachers, using the TfEL Framework and performance data to enhance teaching and learning. Provide authentic opportunities for all staff to become leaders in Teaching & Learning. Focus on building quality learners, through the development of higher order thinking skills' and executive function skills. 	<ul style="list-style-type: none"> Teaching staff participate in self-review, observation and feedback, as they progress through AITSL Professional Teacher Standards. All teachers to be proficient in the collection of data (peer and learner feedback) and the analysis to further meet the needs of learners.
<p>3 Connect</p>	<ul style="list-style-type: none"> Develop respectful relationships between the school, families and the community, building pride and a strong connection between the school and the community. Connect parents further to student learning through initiatives such as 'Presentation of Learning', 'Student Profiles' and 'Acquaintance Night' Maintain current and develop new lines of communication 	<ul style="list-style-type: none"> Regular attendance of all students, with a site attendance rate of 91%. Community perception data indicates continued growth in the connection with the school. Familiarisation and observance to DECD Code of Conduct.
<p>4 Improve</p>	<ul style="list-style-type: none"> Share student learning data each term to identify achievement and areas for growth. Document agreements around 'code of conduct' and what constitutes a quality lesson and programme. Whole school agreement around social education, the pastoral care role of the teacher, mentoring and student accountability. Focus on student and staff well-being through targeting attendance, engagement and 	<ul style="list-style-type: none"> All students 3-12 have a personal profile that allows them to focus on self-improvement and set improvement goals. Whole school agreements on quality lesson planning and programming. Data charts are in evidence in classrooms and staff rooms, where data is discussed and actioned. All parents attend, or are contacted in relation to Parent / Teacher / Student interviews.

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Proposed Action Plan 2017

PRIORITY OUTCOMES	SMART A TARGETS	ACTIONS	WHO RESPONSIBLE	WHEN
1 Learn	- All students show a growth rate of 0.4 or greater (effect size) for PAT R and PAT M.	<ul style="list-style-type: none"> Teachers implement tests and assessment tasks regularly. Staff to analyse data and plan for effective teaching and learning PAT testing Analysis of previous PAT tests if available 	All Staff	Each Term
	- Increase in the % of students meeting the DECD NAPLAN standard in Year 3/5/7/9 for literacy and numeracy.	<ul style="list-style-type: none"> Leaders to provide feedback to teachers. NAPLAN Prep – revision of key skills and practice testing to become familiar with testing style Literacy focus – effort on proof reading, spelling skills (eg breaking down words etc) and text structure Numeracy Focus – Mental math and identifying the question 	Teachers	ONGOING
	- Increases in the % of students that achieve SACE, and the number of students who attain grades of A, B or C.	<ul style="list-style-type: none"> Data to be used to identify student intervention Leaders to support staff and discuss student reading and numeracy achievement/s. Structured support through SACE year levels. Supporting students subject selection so that they engage and want to complete work 	All Staff Principal	Ongoing
	- Teachers attend observation visits and t&d opportunities at other sites.	<ul style="list-style-type: none"> All staff will engage in professional learning run by schools within the partnership, based on literacy and numeracy as per the AC. Staff are alerted to PD opportunities Attend Results Plus training 	Teachers – Secondary and Principal	Ongoing
	- Site has a developed approach to STE(A)M which is reflected in programs.	<ul style="list-style-type: none"> Primary students exposed to explicit coding lessons e.g. Scratch, Bee Botts Access other STEM resources 	All staff Teaching staff and Principal	Ongoing
				Teachers – Primary Principal

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2 Lead	<ul style="list-style-type: none"> - Teaching staff participate in self-review, observation and feedback, as they progress through AITSL Professional Teacher Standards. 	<ul style="list-style-type: none"> - All staff receive performance feedback based on observation by performance managers. - All teachers engage with self-assessment and identify areas for development. - Complete graduate to proficient transition documentation/e-portfolio and get it signed off. - Complete AITSL check list and identify areas of need and areas of strength - Set up structure to film/record lessons for review. - Principal observation and feedback (formal and informal) - Teachers analyse student achievement data and investigate strategies for improvement. - Teachers use NAPLAN. PAT-M, R data and formative assessment to inform their improvement strategies. 	Principal Teachers Teachers Teachers Principal Principal All staff All staff	Ongoing
	<ul style="list-style-type: none"> - All teachers to be proficient in the collection of data (peer and learner feedback) and the analysis to further meet the needs of learners. 	<ul style="list-style-type: none"> - Identify how we are going to collect data (which tests etc.) - Be given time to familiarise with data collection methods and analysis processes (e.g. become familiar with PAT website) - As a team analyse data, identifying learning areas needing support. 	Principal All staff All staff	Ongoing
	<ul style="list-style-type: none"> - Familiarisation and observance to DECD Code of Conduct. 	<ul style="list-style-type: none"> - Place a copy of DECD COC on website. - Alert staff to the doc and provide website link - Work through COC and identify issues 	Principal All staff	Term 2 Term 2 - 3

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3 Connect	<ul style="list-style-type: none"> - Regular attendance of all students, with a site attendance rate of 91%. 	<ul style="list-style-type: none"> - Identify students at risk through connections with home. - All absences explained. - Acknowledge students with greater than 95% attendance. 	Teachers Parents SSOs	Ongoing
	<ul style="list-style-type: none"> - Community perception data indicates continued growth in the connection with the school. 	<ul style="list-style-type: none"> - Regular Perception Surveys as outlined through the Partnership Leader's Forum - Regular communication with parents and wider community through Governing Council, Newsletters, Gibba Gabba. - Establish connections and communicate with support agencies such as CAHMS, Families SA, Speech & Hearing Services 	Principal All staff All staff as needed	As per Partnership Guidelines – T2 Ongoing

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**4
Improve**

- All students 3-12 have a personal profile that allows them to focus on self-improvement and set improvement goals.
- Whole school agreements on quality lesson planning and programming.
- Data charts are in evidence in classrooms and staff rooms, where data is discussed and actioned.
- All parents attend, or are contacted in relation to Parent / Teacher / Student interviews – 3-way conversations

- Develop a profile and maintain one for every student
- Programs are prepared for management checks by week 4 of each Term/Semester
- A standardised set of programme expectations exist.
- Students are aware of expectations and work toward improvement
- Staff has high expectations.
- Support programs for improvement are in place.
- Students set goals as part of the 3-Way Conversation Program
- Organise parent/teacher/student interview dates
- Send a note home which allows for parents to identify three preferred time slots for meeting time including the option for phone interview or altered day (being flexible).
- Run parent teacher student interviews. Reflect on process of parent teacher interview.

Students
Teachers

Start of year – then ongoing maintenance

All staff

As needed

Principal

Term 1

Students
All staff
Principal and staff

Ongoing

Students
Principal
SSOs

Term 1
Term 1
Terms 1 and 3

Teachers

Terms 1 & 3