



Marree Aboriginal School

Site Improvement Plan

2018- 2019

VISION

At Marree Aboriginal School we work together with the community to achieve excellence.

VALUES

COURAGE

The quality of mind that enables one to encounter difficulties and danger with firmness or without fear

INTEGRITY

The quality of being honest, upright in character and following your principles

STRENGTH

The quality or state of being strong- knowing your personal history and how you connect with others.

	Literacy	Numeracy	Community Engagement	Australian Curriculum (Reception- Year 10)	South Australian Certificate of Education (SACE) Years 10,11 & 12
Targets	<p><u>Reception to Year 2</u></p> <p>All Students will be reading at or above the appropriate Level standard. (Running Records).</p> <p>PASM (Phonological Awareness Skill Mapping)</p> <ul style="list-style-type: none"> Rhyme presentation, initial and final sound identification, blending and 3 sound segmentation (Reception). 4 sound segmentation and manipulation (Year 2) Oxford wordlist target <p><u>Years 3-7</u></p> <ul style="list-style-type: none"> All of our students in Years 3, 5 & 7 will achieve at or above the appropriate year level Proficiency band (NAPLAN). All our students will achieve scale scores which are at or above their appropriate year levels (PAT-R). <p><u>Years 8-10</u></p> <ul style="list-style-type: none"> All students will achieve scale scores which are at or above their appropriate year levels (PAT-R). Students in Year 9 will achieve at or above the appropriate year level proficiency band (NAPLAN). <p>All students will record a growth of 12 months or above in Literacy.</p>	<p><u>Years 3-7</u></p> <ul style="list-style-type: none"> All of our students in Years 3, 5 & 7 will achieve at or above the appropriate year level Proficiency band (NAPLAN). All our students will achieve scale scores which are at or above their appropriate year levels (PAT-M). <p><u>Years 8-10</u></p> <ul style="list-style-type: none"> All students will achieve scale scores which are at or above their appropriate year levels (PAT-M). Students in Year 9 will achieve at or above the appropriate year level proficiency band (NAPLAN). <p><u>Years 11-12(SACE)</u></p> <ul style="list-style-type: none"> All students will achieve their Numeracy requirement of the SACE. All the year 10's by the end of year will achieve their PLP. <p>All students will record a growth of 12 months or above in Numeracy.</p>	<p>To continue to engage parents/caregivers and the community in the planning and decision making processes at the school to promote student learning, growth and achievement.</p>	<p><u>Reception</u></p> <ul style="list-style-type: none"> All students will achieve at or above satisfactory Foundation achievement standard in each learning areas/subjects. <p>All our students will record a growth of 12 months in their learning.</p> <p><u>Years 1 -10</u></p> <ul style="list-style-type: none"> All students will achieve at 'C' or above in each of the Australian Curriculum learning areas/subjects. <p>All students will record a growth of 12 months in their learning. This applies to students who are above, at or below their respective year level achievement standard in each of the learning areas/subjects.</p>	<p><u>Years 10 & 11</u></p> <p><u>SACE Stage 1</u></p> <ul style="list-style-type: none"> All our students will achieve a grade of 'C' or above in their PLP, numeracy & literacy compulsory requirements. All our students will achieve a grade of 'C' or above in all their Stage 1 subjects. All our students will have at least 100 Stage 1 SACE credits at the end of 2018. <p><u>Years 12</u></p> <p><u>SACE Stage 2</u></p> <ul style="list-style-type: none"> All our students will achieve a grade of 'C-' or above in their Research Project. All our students will achieve a grade of 'C-' or above in all their Stage 2 subjects. All our students will have at least 200 SACE credits at the end of 2019.

Strategies	<ul style="list-style-type: none"> • Multilit (intervention) • Jolly phonics • Jolly grammar • Intentional Teaching • Explicit Teaching • Targeted reading • Targeted SSO Support • Use of Assessment data to identify gaps • Spelling activities • Continually monitoring of student progress • Continual feedback to students. • Intentional Teaching of the big '6' of reading across all learning areas. • Professional development and support for all teaching staff in the teaching of the big '6' of reading. 	<ul style="list-style-type: none"> • Quicksmart (Intervention/automaticity) • Intentional teaching • Explicit teaching • Targeted SSO Support • Mathematics • Use of Assessment data to identify gaps • Continual feedback to students • Continually monitoring of student progress 	<ul style="list-style-type: none"> • Regular communication with Parents/caregivers on both positives and negatives. • Regular parent nights • Regular parents/community meetings • Parent-Teacher interviews. 	<ul style="list-style-type: none"> • Use of Australian Curriculum data to respond to and offer individualised programmes for all students. • Intentional teaching. • Use of Student Assessment to provide tailored feedback. 	<ul style="list-style-type: none"> • Use of a combination of explicit teaching and enquiry based teaching and learning. • The use of the traffic light systems to track student progress in their SACE subjects. • Continuous monitoring of students to ensure that students are continuously meeting set SACE deadlines across all learning areas. • Continuously provide feedback to parents/caregivers and to seek their support where necessary. • Continuous curriculum and administrative support for all SACE teachers by their line manager.
-------------------	--	---	---	---	---

	Strategies	HOW	WHO	WHEN	INDICATORS
Quality Teaching	<ul style="list-style-type: none"> - TfEL - AC capabilities - Planning (LDAM) - Big Six of Reading - Explicit teaching (60%) - Inquiry-Based Teaching (40%) 	<ul style="list-style-type: none"> - Support for Staff Professional Development in the Budget to enable every teacher to access PD opportunities in Adelaide and interstate. - Professional Development conversations (Hattie, Big Six of Reading, Growth Mindset & Agile learners) - Partnership Professional Development - System professional Development opportunities. - Instructional Rounds 	<ul style="list-style-type: none"> - Whole Teaching staff - Principal - Learning Improvement Division - Partnership Colleagues - SLLIP - Principal Consultant - Early Childhood Leader - Support Services 	<ul style="list-style-type: none"> - Ongoing - Aligned to Performance Development Meetings 	Feedback from <ul style="list-style-type: none"> - Teachers - Students - Parents/Caregivers - Support Staff
Evidence Based decision Making	<ul style="list-style-type: none"> - Use of Data to inform Practice 	<ul style="list-style-type: none"> - Site Data Collection Schedule - Analysis of the Data - Identification of key areas for focus 	<ul style="list-style-type: none"> - Whole Teaching staff - 	<ul style="list-style-type: none"> - 5- Week Cycle - Term Cycle 	Lift in Student Achievement data outcomes

Evaluation: Continuous evaluation of strategies, targets and data as per our Teaching and Learning agreement.

Literacy Standards

RUNNING RECORDS

Broadband Levels (instructional reading levels)

Reception: 5 or above
Year 1: 13 or above
Year 2: 21 or above

NAPLAN Literacy (Proficiency Bands)

Year 3: Band 3 or above
Year 5 : Band 5 or above
Year 7: Band 6 or above
Year 9: Band 7 or above

PAT-R (Scale Scores)

Year 3: 95 or above
Year 4: 106 or above
Year 5: 112 or above
Year 6: 118 or above
Year 7: 120 or above
Year 8: 121 or above
Year 9: 126 or above
Year 10: 131 or above

SACE (Grade)

'C' or better

Numeracy Standards

NAPLAN (Proficiency Bands)

Year 3: Band 3 or above
Year 5: Band 5 or above
Year 7: Band 6 or above
Year 9: Band 7 or above

PAT-M (Scale Scores)

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
Year 8: 122 or above
Year 9: 123 or above
Year 10: 127 or above

SACE Standards

Stage 1 (Years 10 &11)

Achievement of grade 'C' or above in all subjects.

Successful completion or credit for all SACE Board recognised learning

Stage 2 (Years 12)

Achievement of grade 'C-' or above in all subjects.

Successful completion or credit for all SACE Board recognised learning

Australian Curriculum Standards

Reception

Satisfactory achievement of the Foundation achievement standard in each learning area/subject.

Years 1-10

Achievement of 'C' or above in each of the Australian Curriculum learning areas/subjects

