

YANKALILLA AREA SCHOOL SITE IMPROVEMENT PLAN 2012



<i>2012 Priorities</i>	<i>Key Strategies</i>	<i>Evidence</i>	<i>Targets</i>
<p>Key Direction 1: Literacy and numeracy is everyone's business</p> <p>1. A focus on pedagogy for improved outcomes in numeracy for all students.</p> <p>2. Data analysis improves the quality of teaching and learning in Numeracy R-9.</p> <p>3. Data analysis continues to drive the way we improve literacy outcomes</p>	<p>Targeted training through "Maths For All" project supports teachers to implement the National Curriculum in Mathematics.</p> <p>NAPLAN and PAT R administered at relevant year levels and data analysed at all levels to support teaching and learning</p> <p>Jolly Phonics and Jolly Grammar implemented R-2 Through a rigorous Accelerated Literacy program a focus will be on Persuasive Writing (T1), Narrative and Report Writing (T2,3,4)</p>	<p>Teachers attending training and development sessions.</p> <p>Teachers using the identified and agreed resources eg Nelson maths</p> <p>Teachers use NAP-LAN data, and PAT R results to determine key areas of focus in the teaching of numeracy Teachers' programs reflect the area that need to be taught as a result of data analysis.</p> <p>SPELD review and support during implementation phase. Performance management focussing on teacher's program and planning.</p> <p>TORCH test, RR and NAPLAN data, school data sets.</p>	<p>All teachers confidently using the national curriculum to deliver quality numeracy learning outcomes in classrooms</p> <p>To increase % of students in the middle and upper proficiency bands in NAPLAN. No child at Year 3, 5 ,7 and 9 below national minimum standard in numeracy. Focussed improvement in growth from Years 3-5 and 5-7.</p> <p>TORCH test analysis to measure literacy achievement/distance travelled in Reading Comprehension compared with 2011 data.</p> <p>Running Records data is on a par with like schools.</p>

<p>Key Direction 2: Yankalilla Area School provides a futures oriented learning environment for all students R-12.</p> <ol style="list-style-type: none"> 1. A focus on encouraging greater teacher and student participation in using the Virtual Learning Environment (VLA) 2. Develop a Community Skills Register. 3. Implement the revised PLP to include Beacon. 4. Implementation of the IPP (Industry Pathway Program). 	<ul style="list-style-type: none"> • T & D provided to staff. • Develop a partnership with School of the Future. • Raise awareness of skills available in the local community that can be used to support learning. • Plan and implement the course with appropriate T & D. • Identify opportunities within the PLP, Maths, Literacy and Research Projects that directly connect with VET and IPP. 	<ul style="list-style-type: none"> • Data collected to indicate increased utilisation of VLE by students. • Electronic data base of community contacts. • Revised PLP assessment plan incorporating Beacon. • Documentation of individual student case studies detailing curriculum connection in an Industry Pathway Program. 	<ul style="list-style-type: none"> • Increase in the number of students accessing on-line learning options. • Skills Register established. • 100% Of students achieve PLP. • Student participation in VET and IPP increased.
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	Key Strategies	Evidence	Targets
<p>Key Direction 3: Students are actively engaged in rigorous, relevant learning in a safe supportive environment.</p> <ol style="list-style-type: none"> 1. Create safe conditions for rigorous learning and teaching 2. Develop democratic relationships-through student voice in learning programs, school activities, directions and decisions. 3. Implementation of the school's Pastoral Care Program (driven by the DECS Well Being framework.) 	<p>PD that supports teachers to promote student voice in the development of learning programs. TfEL Domain 2</p> <p>Teachers embed collaborative activities that model and promote mutual support, respect and trust.</p> <p>Consistent implementation of the components of the pastoral care and Health programs.</p> <p>Through an enquiry question investigate the relevance and consistency of delivery of the pastoral care and Health programs</p> <p>“Is the school’s Pastoral Care Program reflective of student needs and is it being implemented throughout the school?”</p>	<p>Performance Management analysis of teachers programs.</p> <ul style="list-style-type: none"> • Teachers seek student feedback on teaching. • Teachers work in partnership to develop class routines and expectations and directions. • Teacher performance referenced against Tfel matrices <p>Student data (engagement data and / teacher assessment) TfEL Domain 2</p> <ul style="list-style-type: none"> • Documentation of a mapped Pastoral Program/ Health Curriculum • Evidence of Student awareness and outcomes in line with pastoral care and Health objectives. Student assessment of programs re effectiveness and relevance. • Approved and agreed policy documents dealing with health and well being. • Staff and student data support progress in the awareness and the outcomes of school policies. 	<p>100% students and teachers have the opportunity to participate in Student Voice initiatives.</p> <p>The establishment and maintenance of Student Action Teams. (Leo Club SRC etc).</p> <p>Data shows that:</p> <ul style="list-style-type: none"> • Students are more committed to their learning and are motivated to learn. Re Attitude grades and feedback data. Progress in academic achievement. • Students are willing to take on roles and develop shared ownership of routines and systems. • 100% of staff R-12 engage in addressing the learning programs and outcomes in the Pastoral Care program and reflect on its progress by addressing the posed enquiry question. • Data shows evidence of staff and students believing that the Yankalilla Area School worksite is a safe and supportive environment.