GUMERACHA PRIMARY SCHOOL ~ SITE IMPROVEMENT PLAN 2015

Positive Relationships
Quality teaching
What - Curriculum

Links: home & school
High Expectations
Positive Relationships
Quality teaching

How - Pedagogy

How will we know - Assessment

-Ed Standards - A4L - Pat - NAPLAN - A-E grading - Audits

- Spelling focus
- Problem solving
- Multi-year level classes
- Integrated learning
- Arts & SAKG

- TFEL
- Multi-age learning
- C.O.I/philosophy
- Differentiation
- Collaboration
- rich questions

Rights & Responsibilities

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## Priority # 1
### HIGH QUALITY
### NUMERACY AND LITERACY LEARNING

**ACTIONS (We will...)**
- Use evidence to inform teaching practice and identify students at risk
- Provide rich questioning and multi-layered problem solving to develop high order thinking in mathematics
- Integrate Numeracy and Literacy across the curriculum and make links visible for learners
- Build automaticity in phonics and number
- Develop a learning meta-language to support seamlessness across classrooms
- Communicate regularly and effectively with families
- Skill staff in analysing PAT data
- Support deep analysis of Running Record data by providing release time each term

**TARGETS**
- Measurable improvement of students in Read Up and QuickSmart programs (individual targets)
- 80% Achieve standards in Running Records/Pat-R/Pat-M and NAPLAN as per DECD Standard of Educational Achievement
- 75% students achieve middle to higher growth in NAPLAN 2015/2016
- 100% parents report an increase in communication through online/paper surveys
- SWD and SWAN meet individual targets set through the ongoing One Plan processes

## Priority # 2
### THINKING AND LEARNING

**ACTIONS (We will...)**
- Staff are introduced to and explore Philosophy/Community of Inquiry and Executive Functions
- Staff are given the opportunity to attend Partnership Learning opportunities in relation to 21C Learning
- Staff meetings will set aside 3:40-4:00 for admin and 4:00-5:10pm for Staff Learning

**TARGETS**
- All students and staff participate in a C.O.I unit in 2015
- All staff and students can articulate how “stop & think” skills support learners by end of term 4
### Priority # 3  
**SUSTAINABLE FUTURES**

- **Environmental**  
- **Small School**  
- **Culture and Community**

#### ACTIONS (We will...)
- Fund and develop the SAKG areas of the school
- Monitor and reinvigorate existing Environmental Education Programs (compost, worms, water and power use)
- Redevelop SEMP in align with SAKG Principles
- Ensure future viability of GPS through strong relationships with families/local community and actively promoting the school at community events
- Ensure school website and parent info packs are up to date and informative
- Increase communication with families re: learning & introduce new communication tools

#### TARGETS
- Deliver 4 full terms of SAKG garden lessons and 3 full terms of kitchen lessons
- SEMP sits alongside SIP and informs decision making across the school
- Increase % of enrolments coming across from TVCC compared to 2015
- Families confirm that they feel more informed about their child’s learning in online survey

### Priority # 4  
**POSITIVE HEALTH AND WELLBEING**

#### ACTIONS (We will...)
- KTS/Positive Education– classroom program will be taught R-7
- Intrinsic reinforcement is preferred over extrinsic motivations
- Peer recognition is facilitated in all year levels
- Risk taking is seen a beneficial to learning and is modelled by staff

#### TARGETS
- 93% attendance rate achieved
- 100% of children report increased wellbeing in surveys