

Tintinara Area
School

2014

As a school community we seek to improve student achievement in literacy, numeracy, scientific literacy and creativity/ wellbeing.

Site Improvement Plan

Targets:

Running Records:

| Year Level | Benchmark |
|---------------------|-----------|
| Reception (4 Terms) | 9-11 |
| Year 1 | 17-20 |
| Year 2 | 21-24 |

NAPLAN

95% of students achieve at or above Proficiency Band

| | |
|--------|--------|
| | |
| Year 3 | Band 3 |
| Year 5 | Band 5 |
| Year 7 | Band 6 |
| Year 9 | Band 7 |

65% of students achieve in the highest quartile for growth

PAT-R, PAT-Science and PAT-Maths

100% of students achieve scale scores that demonstrate greater than 12 months normal growth.

Attendance

<1% Unexplained Absence Rate

93% Average Attendance across the school.

| Literacy | <i>Target</i> | <i>Strategies</i> | <i>Resources</i> |
|-----------------|--|---|------------------|
| Junior Primary | 95% of students meet the DECD Running Record Benchmark Target | Multilit Jolly Phonics Collaborative Planning and assessment | |
| Primary | 95% of students achieve at or above appropriate NAPLAN Proficiency Band | Strong beginnings – Multilit Jolly Phonics Targeted SSO Support Collaborative Planning and assessment Targeted use of data to identify gaps in learning | |
| | 50% of students achieve in the highest NAPLAN Quartile for growth | | |
| Secondary | 95% of students achieve at or above appropriate NAPLAN Proficiency Band | Targeted student support Collaborative Planning and assessment Targeted use of data to identify gaps in learning | |
| | 50% of students achieve in the highest NAPLAN Quartile for growth | | |
| Whole School | 100% of students achieve scale scores that demonstrate greater than 12 months normal growth in PAT-R | | |
| | 100% of students achieve scale scores that demonstrate greater than 12 months normal growth in PAT-SPG | | |
| | 100% of students achieve scale scores that demonstrate greater than 12 months normal growth in TORCH | | |
| | Increase in percentage of students gaining Credits and Distinctions in ICAS Tests | | |
| | 95% of students receiving C grade or better in Australian Curriculum - English | | |

| Numeracy | <i>Target</i> | <i>Strategies</i> | <i>Resources</i> |
|-----------------|--|--|------------------|
| Junior Primary | | | |
| Primary | 95% of students achieve at or above appropriate NAPLAN Proficiency Band | Strong beginnings – explore QuickSmart Maths Targeted SSO Support Collaborative Planning and assessment Targeted use of data to identify gaps in learning | |
| | 50% of students achieve in the highest NAPLAN Quartile for growth | | |
| Secondary | 95% of students achieve at or above appropriate NAPLAN Proficiency Band | Targeted student support Collaborative Planning and assessment Targeted use of data to identify gaps in learning | |
| | 50% of students achieve in the highest NAPLAN Quartile for growth | | |
| Whole School | 100% of students achieve scale scores that demonstrate greater than 12 months normal growth in PAT-Maths | | |
| | Increase in percentage of students gaining Credits and Distinctions in ICAS Tests | | |
| | 95% of students receiving C grade or better in Australian Curriculum - Maths | | |

| Scientific Literacy | <i>Target</i> | <i>Strategies</i> | <i>Resources</i> |
|----------------------------|--|---|------------------|
| Junior Primary | | Collaborative Planning and assessment | |
| Primary | | Collaborative Planning and assessment Targeted use of data to identify gaps in learning | |
| | 100% of primary teachers work with secondary science staff on Science planning and delivery | | |
| Secondary | | Targetted SSO Support Collaborative Planning and assessment Targeted use of data to identify gaps in learning | |
| | | | |
| Whole School | 100% of students achieve scale scores that demonstrate greater than 12 months normal growth in PAT-Science | | |
| | Increase in percentage of students gaining Credits and Distinctions in ICAS Tests | | |
| | 95% of students receiving C grade or better in Australian Curriculum - Science | | |
| | 100% of students participate in Science Focus Days | | |
| | Process Target: Develop TAS Scope and Sequence of Scientific Language | | |

| Creativity/ Wellbeing | <i>Target</i> | <i>Strategies</i> | <i>Resources</i> |
|----------------------------------|--|---------------------------------------|------------------|
| Junior Primary | | Collaborative Planning and assessment | |
| Primary | | Collaborative Planning and assessment | |
| | | | |
| Secondary | Increase retention at Senior Secondary Level (as evidence of Student Wellbeing at Tintinara) | Collaborative Planning and assessment | |
| | | | |
| Whole School | 100% of students will participate in Artist in Residence Program | | |
| | Less than 1% Unexplained Absence | | |
| | 93% Student Attendance Rate | | |
| | All staff trained in Play is the Way | | |
| | | | |