Site Improvement Plan 2011

Purpose: To provide quality learning for the Swan Reach and Area Community

Vision: Swan Reach Area School is a school where people work together with the wider community to develop all students as successful, resilient, lifelong learners, with respect for themselves, others and the environment.

We Value: Respect, Success, Participation, Care, Integrity

Context: Swan Reach Area School endeavours to produce graduates with the abilities and confidence to make a difference, work independently and with others, and connect with the world around them. Swan Reach is a rural community two hours north-east of Adelaide. The R-12 school services a community employed in diverse agri-businesses including dry-land farming, irrigation and horticulture. Programs are tailored to an individual student’s needs and include a broad range of subject choices including university pathways, vocational education and training options and school-based apprenticeships or traineeships. The school owns and operates an agri-enterprise of 4 hectares, including a vineyard and citrus grove, propagation shed/greenhouse, fowl run and market gardens. This permits exposure to hands-on agricultural education and enterprise.

Rationale: The Site Priorities have been developed through analysis of available data (eg NAPLAN, ICAS NSW Results, various other measures of literacy and numeracy achievement, and Opinion Surveys) and link to the State and System Plans that direct the school. In particular it takes account of the DECS 2011 Strategic Objectives of Access, Focus on Learning and Future Opportunity along with the Strategic Priorities of working towards a whole-of-school approach to literacy, making mathematics more relevant to future pathways and student voice.

DIAF Self Review Principles Identified:

Focus on Learning- Ensuring student improvement is capability driven, based on students’ previous individual achievements, interests and learning preferences

Setting Directions – Setting optimistic yet realistic goals to ensure each student’s success

Listen & Respond- Enhancing Student Voice

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<tr>
<th>Intended Outcomes</th>
<th>Key Strategies</th>
<th>Targets</th>
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<td>Literacy</td>
<td>Implementation of PALL Wave 1,2&amp;3 Intervention Strategies.</td>
<td>Whole school literacy agreement in place and part of the Performance Management process.</td>
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<td>Whole School Literacy Agreement: Develop coherence and shared assumptions about literacy and alignment in pedagogy across the school which explicitly identify expectations of teachers in each of the sub-schools and in every learning area.</td>
<td>Literacy programs are in place that are evaluated, relevant, site and Subschool specific.</td>
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<td>Reading: review approaches to reading including how to explicitly teach and monitor strategies for comprehension across the learning areas.</td>
<td>All writing genres are consistently defined and applied across learning areas and Subschools and Kindergarten.</td>
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<td>Review the spelling program; evaluate its effectiveness; and ensure the learning of spelling is connected with students’ writing across the curriculum.</td>
<td>85% of 4-12 students agree that they know how they are doing and how they can improve (75% in 2010) and that their teachers regularly discuss their progress with them (38% in 2010) in the 2011 DECS Opinion Survey.</td>
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<td>Audit the amount and forms of writing students do R-12 in each learning area and ensure that all genres are covered and appropriately spread.</td>
<td>80% of K-2 parents attend the Junior School Literacy &amp; Numeracy Strategies Night.</td>
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<td>Explore practice in providing feedback to students.</td>
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<td>Information session for Kindergarten and Junior School parents regarding Literacy and Numeracy strategies at home.</td>
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<td>Specific time is set aside for the Kindergarten Director and Junior School Coordinator to discuss transitioning students and literacy practices engaged in the sites.</td>
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Swan Reach AREA SCHOOL
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<th>Numeracy</th>
<th>Student Voice</th>
<th>Staff Progress</th>
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| - The staff, student and community language of numeracy is consistent across the school and with external testing regimes.  
- Numeracy is consistently related to real world applications. | - K-MS staff attend “Primary Connections Strategy A & B” and “Big Ideas In Number” training and plan for implementation in 2012 with some units being trialled in 2011.  
- Emphasis on application and hands-on learning by evaluating and incorporating programs such as Mathletics, Maths300, Scootle, Wall Displays, excursions, Mathematicians in schools etc  
- Inquiry into language of mathematics; this will involve a comparison and analysis of written and oral language in numeracy across the school with recommendations for whole school adjustments. | - All relevant staff are trained and feel confident in the implementation of the mathematics strategies.  
- The Investigation is successful in that the results depict areas for growth and directs the common language of numeracy at SRAS.  
- Student Maths Opinion Surveys indicate an increased engagement in Mathematics over the year. |
| | - Year 9-12 SRC and School Captains attend Impact Leadership training day.  
- The role of the SRC as student advocate is promoted through the student population and newsletter eg minutes posted in foyer.  
- SRC led survey of activities and rules they would like to affect.  
- SRC to meet with Principal regularly to discuss issues raised.  
- Teachers make a concerted effort to explicitly detail the many opportunities that students have in their choice of education eg subject and topic selection, presentation methods, time allocations etc. | - Delegated students will attend at least 70% of committee meetings in 2010- Governing Council, Finance, Grounds & Facilities, Community Library and Canteen (<30% in 2010).  
- 60% of R-12 students agree that they get to help make decisions about things like school rules and student activities in the 2010 DECS Opinion Survey (43% in 2010).  
- 70% of R-12 students agree that they are involved in making decisions about their education in the 2010 DECS Opinion Survey (48% in 2010).  
- 60% of R-12 students agree that there are a number of different ways that they can be involved in making decisions about the school in the 2010 DECS Opinion Survey (47% in 2009). |
| | - Revisit, strengthen and formalise the performance management processes of all staff (teachers, leaders, support staff and volunteers); ensure they incorporate expectations in relation to the site improvement plan and provide staff with feedback about their performance.  
- Review processes around in-school and off-campus professional learning, to ensure a comprehensive and focused learning program supports the achievement of the Site Improvement Plan’s targets and core business. | - PMP and Induction policies are reviewed and adjustments implemented. Staff report through the opinion survey that they are effective.  
- T&D is readily accessible; staff feel encouraged to extend their PD.  
- >60% Staff agree that their professional needs and interests are met by the professional development provided by SRAS. |
| | - Teachers are encouraged to independently develop a cluster or join a regional cluster for their subject area where necessary to generate their own clarifying and confirming sessions.  
- Teachers and leaders source relevant T&D, are given time, utilise the Moderation Services team to assist with L&A plans and task design. | - Research Project students pass and reflect that the RP process has developed valuable skills linked to the ILS.  
- Stage 2 L&A plans are all approved early in the semester and tasks are deemed appropriate by the SACE board. |
| - Staff given additional time to learn and observe ICT strategies in other class and on other sites.  
- Staff share, prepare and implement Inquiry Learning Strategies R-12. | | - Each student R-12 will experience at least 1 scaffolded and 1 independent Learning Inquiry.  
- Staff reflect that they have been suitably trained and given the necessary time and resources to implement ICTs effectively. |