Murray Bridge South Primary School

Improvement Plan

2010
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<tr>
<th>Priorities</th>
<th>Goals</th>
<th>Key Strategies</th>
<th>Milestones (2010-2011)</th>
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| **1. Teaching and Learning – Literacy Improvement: Spelling and Reading** | Improve the Spelling and Reading outcomes for all students in the school. | 1. Provide T&D for teachers in relation to Spelling and Reading.  
2. Use the SILA Coaches with staff to share, model and develop teaching practices.  
3. Monitor student progress in Spelling and Reading. Use data collection tests such as the following:  
4. Test and provide feedback to teachers on ALL new enrolments in the school.  
5. Provide T&D based on data evaluation for the staff with a focus on the tests listed above and a strong focus on NAPLAN.  
6. Build working relationships amongst staff and share effective teaching practices, including the moderation of student work.  
7. Implement whole school approaches to Spelling and Reading including the SILA recommendation of ‘each student reads aloud every day.’  
8. Promote reading at home via the newsletter and discussions with parents and carers.  
9. Continue to support the Premier’s Reading Challenge. | **1.** Additional and purposeful T&D provided to the whole staff. SILA Coaches used in the school for T&D with a focus on Spelling and Reading.  
**2.** Provide T&D for teachers in relation to Reading and Emerging Literacy for JR Primary students.  
**Data Improvement:**  
3. A reduction in the percentage of students represented in the lower band levels and an improvement in the percentage of students represented in the highest band NAPLAN in all year levels.  
4. Seek a ‘significant’ improvement in the outcomes recorded in the testing across the school.  
   - Increase by 20%+ the percentage of students improving beyond their chronological development in Spelling and Reading.  
   - Increase by 20%+ the percentage of students achieving beyond the critical score for their age in the Westwood Spelling test.  
   - Decrease by 20% the percentage of students achieving at Stanine 3 or less in the Torch test.  
   - Increase the Percentage of students achieving at the appropriate level = Rec (level 5), Year 1 (level 15) and Year 2 (level 25+) in Running Records.  
5. Increase the percentage of students achieving higher awards in the Premier’s Reading Challenge. |
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| 2. Build positive and supportive relationships with parents, carers and the community. | ‘Encourage’ members of the school community to value teaching and learning and value the school and education. Reduce the number of students who are arriving at school late and reduce the number of absences Improve communication with parents, carers and the community and increase the participation of parents and carers in the school. | 1. Implement Learning Conversations in partnership with the ACEOs. Use the data from these conversations to inform teachers and the community and improve learning outcomes for aboriginal students.  
2. Junior Primary teachers to initiate conversations with parents and carers, for reasons other than discipline.  
3. Primary teachers ensure students in Year 3 - Year 7 use their school diary as a means of communication and to provide constructive feedback.  
   - Ensure the diary is used to record homework and immediate progress in tests and assignments.  
   - Ensure the diary is checked by parents, regularly.  
5. Share with parents and carers key data about their child(ren)s learning – focus on the teaching and learning.  
6. Provide opportunities for parents and carers to participate in the school. Monitor and record this participation. | Complete Learning Conversations and evaluate the data each term.  
Note the frequency of conversations with parents and carers initiated by Junior Primary teachers.  
Increase the participation rate for parents / carers completing the Annual Parent Opinion Survey.  
Using the ‘Statement of the Week’ concept, Benchmark key indicators in ‘relationships and communication’ with parents and caregivers.  
> Analyse the results in discussion with parents, council and staff, and seek to improve the outcomes.  
Provide opportunities and monitor parent participation in the school. Seek to increase the percentage of parents / carers participating in the school.  
Reduce ‘unexplained’ student absenteeism to a level equivalent to the region. Reduce ‘lateness by 25% of the 2009 total.'