Airdale Primary School

2016

SITE IMPROVEMENT PLAN
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ABOUT OUR SCHOOL

Airdale Primary School is situated in Port Pirie in the Mid North of South Australia approximately 240 kms from Adelaide. Port Pirie is a large regional centre and there is a large variety of employment opportunities within the Government and service agencies. The main public employer in the town is the Nyrstar Smelters.

The school develops and maintains contacts with a variety of government departments and agencies, independent organisations and other primary and secondary schools and preschools to achieve its objectives.

Students come from a mix of socio-economic and cultural backgrounds. This includes students with English as a second language, Aboriginal students and students with disabilities.

Airdale Primary School is committed to developing essential skills in Literacy, Numeracy and Science in a safe and caring environment as well as developing and fostering Community Partnerships.
Our Vision:

Airdale Primary School works in partnership with the local community to provide opportunities for all students to reach their full potential by encouraging powerful learners and having a growth mindset.

ABOUT VISION

OUR SCHOOL IS A PLACE WHERE.

Parents/Caregivers, staff, students and the community work together in a friendly environment where visitors are welcome and we all feel safe, valued and have a sense of belonging.

Students display the Qualities of Respect, Responsibility, Persistence and Confidence both in the school, academically and socially, and the broader community.

We develop a community of powerful learners who foster and practise a growth mindset in all areas of their life.

Staff are committed to providing quality learning by providing opportunities for personal, social and cultural growth.

Parents/Caregivers are encouraged to be actively involved in the school’s learning programmes and are regularly informed of student progress and the school’s activities.

We aim for academic, social and emotional growth to create powerful learners who believe they are capable, with effort, of learning and achieving.
ABOUT LEARNING AND CARE IN THE PRIMARY YEARS

KEY FOCUS AREAS:

MATHS

Targets: (excluding NEP)

1. S.E.A. Achievement P.A.T. Maths
   Year 3 – 45%
   Year 4 – 75%
   Year 5 – 60%
   Year 6 – 35%
   Year 7 – 85%

2. NAPLAN - NMS
   Year 3 – 45%
   Year 5 – 40%
   Year 7 – 70%

LEARNING AREAS

MATHS

Goal: To improve students’ confidence, ability and knowledge in all areas of Maths.

Strategies:

1. Build student confidence in completing tests by practising regular test environments online and on paper.
2. Staff will be familiar with and implement the Whole School Maths Agreement.
3. Monitor student progress to formally provide specific, individual feedback on student achievement, incorporating formal reporting language in the discussion.
4. Staff will analyse and identify areas of mathematic content and question style that need to be focussed on from NAPLAN and PAT results and all other assessment.
5. Upgrade IT and use regularly to stay in touch with new Maths Resources.

Monitoring and review:

Review NAPLAN/School Data annually to establish students in need. Teachers to continually monitor student goals and reset as needed.
KEY FOCUS AREAS:

**English**

**Targets:**

**OXFORD WORD LIST**
60% of students (except NEP) will read and 50% spell 404 words in the Oxford Word List by the end of Year 3.

**NAPLAN - NMS**
- Reading – 80%
- Writing – 50%
- Spelling – 60%
- Grammar/Punctuation – 55%
- Running Records (ex NEP)

**S.E.A. ACHIEVEMENT**
- Reception (L5) – 55%
- Year 1 (L15) – 55%
- Year 2 (L21) – 50%
- Year 3 (L24) – 50%
- Year 4 (L27) – 90%
- Year 5 (L29) – 90%
- Year 6 (L30) – 85%
- Year 7 (L30) – 100%

**PHONEMIC AWARENESS**
- 50% Reception students will achieve a score of 26
- 50% Yr 2 will achieve a score of 31.

ABOUT LEARNING AND CARE IN THE PRIMARY YEARS

**LEARNING AREAS**

**ENGLISH**

**Goal:** To improve students’ confidence, ability and knowledge in all areas of Literacy.

**Strategies:**

1. All teachers will be familiar with and implement the Whole School Literacy Agreement.
2. Teachers will investigate and share common resources, assessment and language for Writing.
3. Staff will participate in the ‘Explicit Teaching of Writing’ training with Stephen Graham.
4. Moderate student writing at least twice per year at staff meetings.
5. Whole staff to review writing section in WSLA.

**Monitoring and review:**

- Review NAPLAN/School Data annually to establish students in need
- Teachers to continually monitor student goals and reset as needed.
- Teacher/Student conferences twice a year.
KEY FOCUS AREAS:
STUDENT WELLBEING

Targets:
1. School Facebook Page established.
2. Social Skills Programme for targeted students has led to a reduction in behaviour issues.
3. 70% of Year 3 – 7 students participate in after school activities.
4. Attendance Target 93%.

STUDENT WELLBEING

GOAL: To improve students’ social and emotional wellbeing through education and promotion of health and safety in all areas of their life.

STRATEGIES:

1. Consistent awareness and use of strategies to support the learning of students with disabilities.
2. All staff to use Wilson McCaskill strategies, develop a social skills program for targeted students (Term 1, Weeks 1-4) and provide individual counselling sessions for specific students.
3. Staff to participate in Growth Mindset training and implement in classroom programs.
4. The qualities of the Pirie Partnership are explicitly taught and recognised and the language used becomes automatic.
5. Wellbeing is to be regularly included in the school Newsletter.
6. Staff to investigate ways to improve Behaviour Management processes, including Bully Audits, Re-think and regular, positive communication with parents.
7. Ensure that the Child Protection Curriculum is taught across the school.
8. Encourage students to participate in extra-curricular activities, After School Sports, Drama Club, Choir as well as specialised programs, swimming, gymnastics, Bike Ed. and outside school activities.