## Priorities

- Continued implementation of the Australian Curriculum – History, English, Science, Maths, Humanities and Social Sciences and The Arts
- Implementation of Physical education and Technologies (mandated)
- The TfEL is used as vehicle to deliver the AC with a focus on Domain 3 – Develop expert learners

## Strategies

- Use of the Australian Curriculum Grants to access professional learning and resources to facilitate AC implementation.
- Combine with Local Partnership schools for Professional Learning in AC.
- Use CPAC to develop skills and knowledge of AC in teachers.
- Performance Management Meetings focussing on AC including showing evidence of implementation and long term planning.
- Weekly Programme required fortnightly from teachers – aligned to AC.
- Extra programme meeting a term with teachers to discuss long term plans.

## Targets

- Teachers are teaching according to the mandated time for areas of study (Data from Programmes and Teacher meetings).
- Teachers are familiar with and implementing the required areas of study (Data from PM mtgs and other evidence).
- Teachers are confident teaching and reporting in the required areas of study. (Staff Survey)
- Teachers are using the SA TfEL to guide how they teach the AC (Data from PM Mtgs, Programmes, Observation)

## Outcomes

- AC is fully implemented at Echunga Primary School in all areas of study.
- Teachers’ pedagogy is aligned with the DECD preferred Teaching for Effective Learning (TfEL) framework.
- Teaching and reporting in the AC at Echunga Primary School is aligned with the rest of the Nation.

## Numeracy

Incorporate the Literacy and Numeracy Plus direction of DECD by developing and/or improving:

- Practices in tracking and monitoring every learners growth in Numeracy – focus for 2016
- Practices in effective Numeracy improvement cycles
- Practices in enacting pedagogical changes
- Practices in responsive and differentiated intervention processes

Commit to Partnership PD involving the use of a consultant.

- Using data to track each student's growth and needs.
- Developing individual programmes for each student.

## Targets

- PAT scale score requirements, according to the 2015 DECD Standard of Educational Achievement (SEA).
- All students achieve “Satisfactory” or higher in AC school based achievement standards
- NAPLAN: as per DECD SEA and EPS Students’ progress between NAPLAN tests is over represented in the medium and high ranges.
- Students achieving in the high range in Yrs 3 and 7 in 2015, remain in the high range in 2017

## Outcomes

- Students across the whole school get a great start, build solid foundations and develop into powerful learners in numeracy as stipulated by the learning ambitions of the Literacy and Numeracy Strategy.
## ECHUNGA PRIMARY SCHOOL
### SITE IMPROVEMENT PLAN 2016

### Priorities
- Development of community wide understanding and practice of Pos Ed.
- Embed PERMA in the classroom/preschool.
- Further develop whole school focus on aspects of Pos Ed.
- Develop local, national and global citizenship of students (making connections with communities).

### Strategies
- Networking with other schools in Local Partnership.
- Repeat series of Pos Ed workshops for parents/caregivers.
- Focus on further implementation of PERMA strategies in the classroom (e.g. Mindsets, WWW, expressing gratitude, bucket filling, Flow, mindfulness)
- Continuation of fortnightly morning assemblies focussing on various aspects of Pos Ed.
- Use of inquiry approach to develop a sense of community and drive curriculum in this area.
- Involve the community with learning.

### Targets
- Positive Psychology strategies are being implemented Preschool – Yr 7 (Data from PM Mtgs, Programmes, Observation)
- 50% of parents/carers are engaging with the concept of Positive Psychology and with associated strategies (Parent Surveys)
- Student Surveys (MIDI, Student Opinion) indicate increase in PERMA, social/emotional indicators, improvement in Bully Audits and positive anecdotal data.
- Positive feedback from parents re: students (targeted questions during interviews)

### Outcomes
- Conditions for enabling students to flourish are being enabled and created.
- Students are developing their PERMA.
- There is a community approach to developing PERMA in students.
- Students’ wellbeing is increased.
- Students contribute to something that is bigger than just them (M- meaning in PERMA).
- The community is an integral part of students’ learning at Echung Primary School.

### Literacy
- Refocus on teaching and Learning “The Big Six” in Reading.

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<td>Ensure that Big 6 elements are an integral part of teaching reading Preschool-Yr7. - Oral Language/early literacy experiences (Preschool), Phonological Awareness (Preschool-Yr1), Phonics (R/Yr1)/Advanced Phonics (Yr2-Yr7), Vocabulary (Preschool – Yr7), Fluency (focus years 1-3) and Comprehension (R-Yr7).</td>
<td>• 100% of students reach SEA in Instructional Reading Levels: Rec – L5 or above, Yr1 - L15 or above, Yr2 - L21 or above.</td>
<td>All students are reading at or beyond their appropriate level for their age.</td>
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<td>• 70% of Year 3-7 children who are on Literacy Pro improve at least 100 points in a year.</td>
<td>Students with One Plans are achieving their goals within or ahead of their timelines.</td>
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