



JAMESTOWN COMMUNITY SCHOOL
 SITE LEARNING IMPROVEMENT PLAN **2017**

Focus: UPPER MID NORTH PARTNERSHIP

Strategic Priority	Outcome to be achieved	Strategies (including how we will know.)
<p>To support student learning through a close and meaningful relationship with nearby schools</p>	<p><u>Outcome 1:</u> To develop quality teaching in the area of Writing across all Partnership schools</p> <p><u>Outcome 2:</u></p> <ul style="list-style-type: none"> To examine MDI and AEDI Well Being data to look at trends across the Partnership (building resilience and persistence at Jamestown Community School) 	<p>A. To avail ourselves of opportunities presented through the Partnership focus on quality teaching in Writing.</p> <p>B. To adopt the Partnership Statement on quality teaching of Writing and to work with on site staff to ensure that aspects are incorporated into practice. This will be a regular segment in Staff Meetings in Terms 2 – 4.</p> <p>C. To follow the work of other Partnership schools engaged in the Bright Path project in 2017.</p> <p>D. Examine evaluation feedback from our SFD (Term 1) and plan a range of ‘just in time’ support sessions to address areas of further development.</p> <p>A. Student Well Being Team to explore MDI data and identify any concerns or issues that are site specific. (resilience and persistence)</p> <p>B. Student Well Being Team to determine a plan to address any issues identified.</p> <p>C. Consider the impact of the classes structure for 2017 with Year 7 and 8 combined. Look at transition implications for the Year 6 students coming from the Junior School into this structure.</p>

To support student learning through a close and meaningful relationship with nearby schools

Outcome 3:

- **To address attendance issues in general and identified co-horts of students**

- D. Review and enhance the transition processes for students joining JCS from the Kindy and from St James Catholic school. Examine possibility of transition program extension to span all of second semester.
 - E. Explore joint projects with the Kindy based around Agriculture and STEM to further develop a seamless transition.
 - F. Investigate **problem solving approaches** for students to supplement the Behaviour Management processes. Focus on **pro active whole class** strategies in addition to specific co-horts who have not developed appropriate skills to date.
-
- A. To establish a 5 week review process to determine any attendance issues/ patterns that are arising across the school. Leadership and Admin staff to conduct this review.
 - B. Provide constant reminders to staff re our attendance policy to ensure that all unexplained absences are followed up. Any absence identified as unexplained in the 5 week reviews will be followed up by Admin staff.
 - C. Students on identified medical or well being plans to be monitored by the Well Being Co-ordinator and adjustments made to reflect the agreed attendance plan.
 - D. Caregivers of students with regular attendance concerns will be contacted on a regular basis to see what support the school can provide to increase attendance rates. Well Being Co-ordinator to manage contacts.
 - E. Where no improvement in attendance is noted, referrals to Portfolio Attendance Officers will be initiated to set up formal intervention programs.

<p style="text-align: center;">To support student learning through a close and meaningful relationship with nearby schools</p>	<p><u>Outcome 4:</u> To work with Partnership and Portfolio schools to deliver the Learning Design, Assessment and Moderation requirements.</p>	<p>F. Regular communication with all parents explaining the impact that absence has on learning and the connection between attendance and achievement for students. (Newsletter, Electronic media)</p> <p>A. Develop a school based roll out plan for the LDAM project based on the 4 years cycle. Plan will need to be fluid to take into account any Partnership / Portfolio joint activities.</p> <p>B. Work collaboratively with the Partnership in relation to the allocated Student Free Days set aside in 2017. (9 June and 4 September)</p> <p>C. Jointly plan and liaise with the Partnership SLLIP (R-7) to identify any opportunities that are available to support staff during 2017. Explore any opportunities from the secondary Curriculum Support Person based in Adelaide.</p> <p>D. Use a LDAM survey tool to establish baseline data on staff perceptions and understandings early in 2017 prior to the first SFD.</p> <p>E. Conduct pre and post SFD awareness raising with staff to ensure that staff are aware of the various aspects of the project. (Short staff meeting sessions on a regular basis that share work done across the school.)</p>
---	--	---