Site Attend to Culture Priority
Develop a Positive School Community where all students demonstrate a willingness to engage with teaching and learning.

Targets

- Increase positive perceptions of the school community through parent, student and staff opinion surveys.
- **93% Attendance for 2014**
- Decrease of 5% in SBM incidents
- Increase of 20% parents involved in the school
- Decrease the number of students identified as bullies in an audit
- Decrease the number of victims identified in bully audit

Key Strategies

- Better inform parents/caregivers of dates, events etc. through ICT (e.g. text message, emailing newsletter and Facebook page).
- Regular communication with community by placing a section in the Jamestown Journal and Flinders News promoting JCS.
- Information ‘sharing’ from opinion surveys- so teachers have the knowledge to implement change.
- Development of whole school agreements, procedures
- Improve Student, Parent, Staff Voice
- Feedback for students and teachers
- Use SMS system to communicate attendance
- Review attendance policy including referrals
- New process to identify attendance concerns (DayMap).
- Review the effect of timetabling on attendance (e.g. practical lessons in the afternoon and spread across the week- core subjects in the mornings.
- Activities for students at break time (e.g. Games Club, round robin competitions)
- SBM policy review (whole staff) learning off other schools.
- Differentiation engaging and relevant programming for all students
- Across all sub-schools assign two parent reps (parent/teacher liaison helper) - e.g. Arts Evening helper, listening to reading, camp helpers.
- More ‘meet and greet’ off site locations (e.g. pool/BBQ night/continental).
- Implement KidsMatter framework
- Better educate in what bullying is (cyber-bullying)
- Ensure all ‘bullying’ incidences are followed up using the correct procedures.
- Implementation of resilience programs (e.g. Play is the Way).
- IT Development – increased network and internet performance
### Site Literacy Priority
All Students demonstrate high level literacy skills through engaging teaching and learning practices with a focus on reading

#### Targets
- Improvement in the number of students achieving Stanine 4 and above in PAT Rc.
- Raise the number of readers who are 5% or more, at or above, the PAT Rc National average.
- Aim for student progress between 2012 and 2014 in Reading to reflect the NAPLAN bell curve or to maintain previous growth data.
- An increase of 20% of students achieving in the Higher Bands in NAPLAN (growth based on previous year’s %)
- In Years 3-9 have no greater than -5 points difference between our school and national average in questions requiring inference in NAPLAN.
- All students at JCS will achieve level 30 in running records or a minimum reading age of 10.
- Literacy is taught as a cross-curriculum priority

#### Evidence
- Evidence of meeting our targets in NAPLAN and PAT-Rc.
  - PAT R data to measure growth from Nov 2013- Nov 2014- All students from Yr 2 to Yr 10
  - Running records are ongoing until a reading age of ten is reached or level 30 is achieved.
  - Literacy programming is evident in programming as a cross-curriculum priority
  - Literacy is evident throughout all classrooms and subject areas by use of word walls, vocabulary books, sections of metalanguage in each learning area and witnessed during classroom observations

Why is year 9 our best year for reading data?

#### Key Strategies
- PAT-Rc testing is undertaken twice in 2014
- Teaching test and assessment literacy including unpacking questions and assessment criteria
- Running records occur at least once a term
- Upskill our SSO cohort to undertake Running Record trainings and assessments.
- Provide funds to support Running Records training and implementation.
- All Primary students have a minimum of 300 minutes of uninterrupted Literacy learning time each week
- Development of a whole school agreement in approaches to teaching and learning in Literacy includes: mental actions, programmed reading opportunities, precis writing, incorporate strategies to consider and reinforce inferential thinking
- Teachers to commit to teaching the language of their subject area across R-12
- A focus on student engagement and alternative teaching strategies to improve student learning outcomes and attitudes to Reading- Reception to Yr 12 using authentic learning environments
- All classroom programming is embedded with the data that has been collected and the learning outcomes outlined in the Australian Curriculum
2014 Site Numeracy Priority
All Students demonstrate high level numeracy skills through engaging teaching and learning practices

**Targets**

- Improvement in the number of students achieving the minimum scale score in PAT-M by 10% (Years 3-10)
- Maintain the number of students achieving above the NMS at 90% and higher in NAPLAN Yr 3, 5, 7 & 9
- Numeracy Continuum being used across the site by all teachers
- An increase of 20% of students achieving in the Higher Bands in Numeracy in NAPLAN (growth based on previous year’s %)

**Key Strategies**

- A focus on student engagement and alternative teaching strategies to improve student learning outcomes and attitudes to Maths - Reception to Yr 12 using authentic learning environments.
- Build comprehension skills in Numeracy and confidence and persistence in taking part in assessments
- Improving the conditions in which test is completed
- ‘Choosing which maths’ questions and teaching test procedures.
- All Primary students have a minimum of 300 minutes of uninterrupted Numeracy learning time each week
- Parent workshops/information sessions before and after NAPLAN
- Developing consistency in language and pedagogy across the Junior and Senior school.
- mapping task of numeracy continuum across the yr levels and all learning areas
- T & D around the numeracy continuum
- Development of a whole school agreement in approaches to teaching and learning against the Numeracy Continuum.