



Lyrup Primary School

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Government of South Australia
 Department of Education and
 Children's Services

2010 Site Improvement Plan

Top Priorities 2010 <i>(What do we specifically want to concentrate on this year?)</i>	Intended Outcomes <i>(What are we aiming to achieve exactly)</i>	Key Strategies <i>(What will we do to get there?)</i>	Targets <i>(What are our key indicators for success?)</i>
<p>Literacy</p>	<p>For each student consolidate learning and achievement in all areas of Literacy.</p> <ul style="list-style-type: none"> • Reading • Writing • Speaking and Listening • Spelling and Language Conventions 	<ul style="list-style-type: none"> • All staff have an involvement and commitment in achieving agreed / shared goals. • Whole school writing program to address various forms of writing through modeling, explicit teaching, practice and review and improve methodology. • Students apply various genres to meaningful purpose and audiences. • Allocated priority class time for writing. • Staff assessment of student writing through objective analysis (eg NAPLAN Narrative) <p>Assessment rubric. Longitudinal study T2 and T4 measure student progress in writing skill achievement</p> <ul style="list-style-type: none"> • Continued Accelerated Literacy <p>Methodology in classrooms</p> <ul style="list-style-type: none"> • Spelling program based on words from AL texts, students own writing and sight words. <p>Lists</p> <ul style="list-style-type: none"> • Staff engage in professional practice <p>Discussions on agreed teaching practices and methodologies for teaching writing.</p> <ul style="list-style-type: none"> • Explicit teaching of Grammar and Language Conventions with regular follow-up and clear directions for students. 	<p>Students complete examples of various writing genres.</p> <p>Student work is dated, assessed and kept for future analysis.</p> <p>Students able to record writing strengths and areas for future improvement.</p> <p>All students have recorded 12 months or better improvement in spelling age.</p>

		<ul style="list-style-type: none"> • Consistent and clear expectations across all staff. • Explicit teaching of handwriting and word processing for all year levels. • Maintain classroom protocol conducive for practicing high stands speaking and listening. • Promote and engineer opportunities to provide audience and purpose for public speaking and involvement. • Active teaching, practice and assessment of student listening and speaking skills. • Whole school involvement in the Premier’s Reading Challenge. • Whole school involvement in Read Every Day Program. <p>Junior Class : Each student reads to an adult each day. Senior Class : Lexile Reading Program is used with “coupons” to track students reading.</p> <ul style="list-style-type: none"> • Explicit and direct teaching and practice of comprehension skills and approaches with senior class. <p><i>Running records taken twice / year</i></p> <p><i>Westwood, Waddington test administered in December.</i></p> <p><i>Student Reading Lexiles measured 2 * year.</i></p> <p><i>Staff involved in reviewing plans, progress and sustainability during the year and into the future.</i></p> <p><i>Staff analyse data including NAPLAN results and professional teacher judgment to monitor progress and drive further improvement.</i></p>	<p>100% of students complete PRC. 100% of students Read Every Day at home.</p> <p>Each student achieves equivalent to 12 months growth or better in spelling age and reading age.</p>
<h2>Science</h2>	<p>Improved staff capacity for teaching science.</p> <p>Students involved in quality science curriculum.</p>	<p>All staff involved in region wide training and development program for “Primary Connections” science curriculum.</p> <p>Staff implement Primary Connections units in classrooms.</p> <p>Staff review Primary Connections and science teaching and learning.</p> <p>Student science work featured in school displays and newsletters.</p>	<p>All staff trained.</p> <p>All students complete 60 minutes or more science per week.</p>

<h2>Build and extend student's learning skills</h2>	<p>1. Students understand the skills and attributes :</p> <ul style="list-style-type: none"> • Personal organisation • Self-esteem • Independence • Persistence • Resilience <p>2. Students respond to challenges by drawing from these.</p>	<ul style="list-style-type: none"> • Across all areas these skills / attributes identified, extended, promoted, recognized, valued and celebrated. • Specific whole school programs identified and implemented to highlight, teach and practice these. • Staff to model these and set high expectations. • Promotion of importance of these through school displays / school newsletter. 	<p>Student, staff and parent opinion survey show improvement.</p>
<h2>Build Student Health and Fitness</h2>	<p>Culture the school to create a supportive and encouraging environment in promoting:</p> <ol style="list-style-type: none"> 1. Student activity and fitness. 2. Student safety and wellbeing and healthy eating. 	<ul style="list-style-type: none"> • Teaching of Child Protection curriculum. • Constant awareness for opportunities to program for student activity in day to day events eg: walk to school, Be Active, coaching clinics and different sports. • Teach concepts on healthy eating in classes. • Incorporate school garden program into wider school curriculum. • Plan – sow – grow – cook – eat items for school garden. • Lift expectations for student effort in school fitness program. Look for ways to further engage students. • Continued Crunch 'N' Sip program. 	<p>Positive teacher, parents, student survey responses.</p> <p>100% students engaged in Crunch 'N' Sip. I.e: comfortable in eating a variety of items.</p> <p>100% fully engaged in daily fitness.</p>
<h2>Refocus On School Values</h2>	<p>Students and staff able to list our agreed school values and live accordingly.</p>	<ul style="list-style-type: none"> • Staff work with parents and students to revisit current school values. • Reaffirm and identify agreed values to go forward. • Establish whole of school programs and approaches to teach and reinforce agreed values. • Publicly acknowledge examples of school values in action. • Use vocabulary framed from school values in day to day transactions and conflict resolution. 	<p>School values widely displayed in classroom and around school.</p> <p>Students able to explain and demonstrate school values in day to day dealings.</p>