Blyth Primary School
Site Improvement Plan 2011

Purpose
To provide as wide a range of opportunities as possible for members of the community to learn with and from each other.

Our Vision
CONFIDENT - ACTIVE AND INFORMED - SUCCESSFUL LEARNERS

We Value
QUALITY LEARNING - RESPECT - EQUITY - SAFE & FRIENDLY ENVIRONMENT

Context
In 2010 the school achieved most of the targets set in the Site Learning Plan 2008 –2010 in the areas of Literacy, Numeracy and Well-Being. All targets were met in the areas of Science, Music and Sustainable Futures.
Feedback form Review processes and the Site Validation undertaken on 8th Sep 2010 has been used in developing this plan

Rationale
ALL students can learn.
Schools DO make a difference.

DIAf Self Review Principles Identified
Focus on Learning
Shared Leadership
Set Direction
Think Systemically
Listen and Respond
Make Data Count
Attend to Culture
Target Resources
Continuously Improve

Priorities
1. Focus on Learning - Whole school effectiveness in teaching and learning, with a focus on the Australian Curriculum.
2. Set Direction - Active inclusion of more stakeholders, with a focus on those new to the community
3. Shared Leadership - Improved Student Voice, with a focus on healthy eating and physical activity
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| **1 – Focus on Learning** | • Trial school for the Australian Curriculum in 2010  
• Final Australian Curriculum late in being signed off by states  
• Whole school approaches to teaching Spelling lead to improved student literacy | • Spelling continuum researched and developed in 2010 to be introduced  
• Jolly Phonics to be taught in the Early Years  
• Teachers refine their practice in Domain 3 of the Teaching for Effective Learning Framework (TfEL) *Develop Expert Learners* while teaching the Australian Maths and Science Curricula  
• Continue the use of *Big Ideas in Number* (Mathematics) and *Primary Connections* (Science) | All students achieve Year Level outcomes (F-7 Australian Curriculum - Maths and Science; R-7 SACSA - English, SOSE, Design and Technology, Health & Physical Education, Languages, The Arts)  
The school meets YMN targets for literacy and numeracy  
All students who sit the NAPLAN tests show growth and achieve national benchmarks for literacy and numeracy |
| **2-Set Direction** | • The Review undertaken in 2010, as a part of the school’s Validation, indicated that several parents had little knowledge of how the school sets direction  
• School enrolment slowly but steadily increasing  
• New ethnic groups represented in the community | • Individualised student transition programs and student/caregiver induction programs  
• Governing Council, Parent Club and staff develop new ways of involving parents and the community in the life of the school  
• Build on Enterprise Education  
• Maintain links with community groups—Development Board, Progress Association, Sports Clubs | Parents and the community are more knowledgeable about decision making in the school.  
More parents contribute to the annual Opinion Survey  
High level of Parent Satisfaction with the school maintained |
| **3 - Shared Leadership** | • Involvement in Eat Well Be Active in 2010 has lead to the understanding that *Physical Activity* is a more desirable goal than *Fitness* in young people  
• Eat Well Be Active program in 2010  
• AASC Super Site nomination in 2010  
• SRC and class meetings not working as effectively as in the past | • Benchmark physical activity levels  
• Actively involve students using Danish (Bjarne Bruun Jensen) methodology (IVAC) to take action with respect to developing the large oval area  
• Maintain Active After School Communities program  
• Review role/function/effectiveness of SRC and class meetings  
• Develop new avenues for student leadership and responsibility | Improved physical activity as year progresses  
Students can replicate IVAC model in other aspects of their learning and social influence  
Appealing new equipment/activities for students  
Improved Student Opinion in annual survey |