Blyth Primary School
Site Improvement Plan 2013

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 2012 the school achieved the targets set in the Site Improvement Plan 2012 in the areas of Focus on Learning and Target Resources.
Feedback from Review processes including opinion surveys and data analysis 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
- Think Systemically
- Listen and Respond
- Make Data Count
- Target Resources
- Set Directions
- Continuously Improve

Attend to Culture

Priorities
1. Focus on Learning - Whole school effectiveness in teaching and learning, with a focus on the Australian Literacy, History and Geography Curriculum.

2. Attend to Culture - working intentionally to maintain a positive learning and workplace culture.
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| **1 – Focus on Learning** | Whole school effectiveness in teaching and learning, with a focus on the Australian History and Geography Curricula | • Teachers now confident in teaching the Australian Maths and Science Curriculum  
• Jolly Phonics in the Early Years and a focus on the Big Six in Reading has led to improved student progress in the Early Years  
• Year 5 and Year 7 student mean scores in 2012 NAPLAN tests above the Australian mean in all but Year 5 Numeracy. (8 Year 5 students, 7 Year 7 students)  
• Students do less well in Writing than other areas of English in NAPLAN tests  
• The average attendance of students in 2012 was 94.55% | • Introduce Jolly Phonics Grammar to students in Year 2, Year 3 and Year 4 (with teacher training to support)  
• Teachers refine their practice in planning for learning with a focus on differentiation to meet the needs of students  
• Teachers assist in the development and implementation of the Primary Australian Curriculum Strategy cluster plan  
• Maintain school participation in the SPELD longitudinal study of the impact of the Jolly Phonics program  
• Teacher training in Grammar and Punctuation  
• Teachers program for teaching in the strands of Language, Literature and Literacy making connections to other learning areas in the Australian Curriculum  
• Teachers trial the Australian Geography Curriculum  
• Teachers teach Historical Knowledge and Understandings and History Skills as outlined in the Australian History Curriculum  
• School Camp to develop students’ Historical and Geographical Skills and Knowledge  
• Maintain current communication with families to maintain high student attendance | Student mean scores in National Literacy Tests at national mean scores or better in all year levels for Grammar and Punctuation and Writing  
All teachers confident to teach Geography in 2014  
Teachers report student progress against the Achievement Standards in the Australian History Curriculum to parents twice during the year.  
Student attendance averages 95% for the school year. |
| **2- Attending to Culture** | working intentionally to maintain a positive learning and workplace culture that supports learners, staff and the community to experience success and work with enthusiasm, commitment and energy. | • New staff and new families at the school in 2012  
• New members of Governing Council  
• High satisfaction levels in perceptions about the quality of Teaching and Learning, the Support of Learning, Leadership and Decision-making and Relationships and Communication in the school but quite a few “Neutral” responses in 2012 opinion surveys  
• The school works with and in community & the community uses the school as a resource from time to time  
• Parent Club has submitted a PIE grant application for Parent Welcome evening | • Improve induction processes for staff and families  
• Further develop the role of SRC as a voice for social/community action  
• Ensure that parents/community receive information/communication that is clear, timely and explains class and school operations as well as roles and responsibilities  
• Maintain and further develop the Enterprise Program-Involve more community members  
• Maintain Professional Development, Training and Performance Management Processes for staff including the sharing of practice at staff meetings and hubgroups  
• Provide training and workshops for parents  
• Promote and share successes of students, staff and community members within and beyond the school community | Fewer “Neutral” responses in Parent Opinion Surveys  
SRC more active in the life of the school and community  
More parents/community members supporting school programs and student learning  
Teachers maintain high levels of Professional Knowledge, Practice and Engagement as Highly Accomplished and Lead Teachers |