INTRODUCTION
This plan will assist the school community to maximise the learning for all students.

CONTEXT
Noarlunga Downs is a preschool to year 7 site with a current enrolment of 153 students in the primary and 21 students in the Preschool. It has an index of disadvantage level 2. There are 19 Indigenous students and 7 English as a Second Language Students. Historically the school had been experiencing a decline in enrolments but anticipates that new housing in the area will reverse this trend. We have a district special class for primary aged children with disabilities. There are 30 children with disabilities in the school.
The school prides itself on its culture of care and friendliness underpinning expectations of high achievement in learning. The school provides rigorous learning for all students across the spectrum of abilities and talents.

OUR VISION:
Aim High
Achieve Together
At Noarlunga Downs P-7

OUR PURPOSE:
To create a culture of rigorous learning where:
• All students achieve success.
• Student initiated learning is embedded in learning processes.
• Everyone works within positive learning partnerships.
• The school is connected to the community.
• Diversity is valued and respected.
• Wellbeing is fostered.

OUR VALUES:
• Respect:
  We manage conflict positively and learn and grow together.
• Innovation:
  We all strive for excellence, always seeking new ways to improve learning.
• Achievement:
  We use a systematic data cycle to monitor learning and target future learning. We scaffold learning to maximise progress.
• Engagement:
  We always make learning interesting, relevant, challenging and purposeful.

OUR GUIDING PRINCIPLES:
• All have the right to teach and learn in a safe and orderly learning environment.
• Positive relationships underpin successful learning and learner wellbeing.
• There is an expectation of effort and striving for quality in all learning.
• We foster inclusivity that recognises and celebrates the diversity in our community.
• Students, parents and staff have a voice in learning and the school.
• Constructivist learning approaches builds on learner knowledge and encourages student ownership of their learning.
KEY (STRATEGIC) DIRECTIONS FOR 2009 - 2011
NOARLUNGA DOWNS P-7

Key Strategic Direction 1
Excellence in Learner Achievement:
Ensuring all students achieve strong foundations in **numeracy** and **science**.

**INTENDED OUTCOMES:**
- Student progress in Maths & Science measured against SACSA.
- Staff become conversant with Science curriculum and develop “hands on” activities to engage students.
- Staff engage in team planning in Science.
- Students progressively develop Big Ideas in Number concepts in a scaffolded approach to learning:
  - All students are challenged and extended with a particular focus on:
    - Students with high intellectual potential
    - Students at risk
  - Staff professional learning and networking strengthens understandings and practices in numeracy.
- Parents understanding of new approaches to teaching maths increases through take home activities.

Key Strategic Direction 2
Improved Learner Engagement and Wellbeing:
All students achieve success and wellbeing through using effective learning behaviours.

**INTENDED OUTCOMES:**
- The wellbeing of students improves through focus on CULTURAL heritage.
- Students are successfully interacting with others through RESTORATIVE PARACTICES which improves anger management, relaxation, coping strategies, problem solving, communication and conflict resolution.
- All students have a VOICE in their learning and in the school.
- Students becoming PEER MEDIATORS
- Students demonstrate civic action and citizenship through COMMUNITY SERVICE.
- Positive community partnerships support the success of learners.

Key Strategic Direction 3
Improved Information Communication Technology:
The school is resourced in ICT to engage all learners.

**INTENDED OUTCOMES:**
- Students are utilising ICT resources in line with the sites 5 year ICT plan.
- Professional learning for staff maximises the engagement of learners utilising ICT.
- ICT usage becomes a part of every day curriculum.
- All learning areas equipped with wireless internet to maximise Starboard use.
- Cabled and portable ICT equipment.
## WELLBEING ACTION PLAN, Noarlunga Downs P-7, 2010.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
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</table>
| All students are skilled through Child Protection Curriculum to minimise risk, tell and make plans to stay safe. | Taught in all classes including culturally appropriateness.  
Counsellor team teaching and planning  
Well being Committee established to meet priorities and address concerns.  
Circle time is an integral part of daily routines and student issues are resolved in appropriate ways.  
Building proactive and positive relationships with police in our school. | Increase in mandatory reports.  
Anecdotal evidence  
Counsellor able to work proactively in classes  
Behaviour data  
Peer mediator records | Yard and classroom incidents reduced by 50%  
Students using restorative language.  
Student mediators established  
Anecdotal data and stories reflect changes in student behaviour and ability to manage conflict. |
| Students have the opportunity to initiate their own Curriculum | Counsellor models S.I.C. in SCIP, Didge Club, Girl Power, Boys Business.  
Include HWCC working in groups.  
Focus on Restorative Practices  
Focus on Indigenous knowledge and skills. | Attendance data  
Student Perception data  
Anecdotal data  
Student assessment | Due to increased levels of student engagement standard test scores will improve across all curriculum areas.  
Students self planning, implementing and evaluating their own learning.  
Indigenous student attendance is at 90%  
Daily non-attendances averages decrease by 50% from 2009. |
<p>| Students are leaders within the school and they | Circle time established and staff empower students in meeting roles. | Student perception data. | Students have authentic say in the school |</p>
<table>
<thead>
<tr>
<th>have a voice.</th>
<th>SRC elected</th>
<th>Anecdotal data</th>
<th>Student perception data improves by 20% in their ability to have a say.</th>
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<tbody>
<tr>
<td></td>
<td>Sally Infantis running SRC training with staff.</td>
<td>Sociogram Week 5 Term 1 and Week 3 Term 4</td>
<td>Students relate better to each other by 20% improvement.</td>
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<td>Students representatives in community projects such as recycling, community garden, governing council, canteen</td>
<td>Student perception data Term 3</td>
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<td>Year 7 leadership training</td>
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| Drugs Education | Staff trained in Drugs Education. School part of available projects. Explicit teaching drugs education curriculum at all year levels | Student reflection and self and peer assessment | Students present their knowledge to other students and parents including their ability to make safe choices. |

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<tr>
<th>Restorative Practice</th>
<th>All staff trained and using Restorative Practices approach to assist students to understand how their behaviour impacts others and to take responsibility to fix it.</th>
<th>Sociograms</th>
<th>50% reduction in class and yard incidents.</th>
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<tbody>
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<td></td>
<td>Explicit modelling</td>
<td>Behaviour data</td>
<td>Student mediators and students sorting out own issues.</td>
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<td>Circle time established</td>
<td>Attendance data</td>
<td>20% decrease in parent issues.</td>
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<td>Affirmations part of students’ day.</td>
<td>Parent perception surveys</td>
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<td></td>
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<td>Student perception data</td>
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<tr>
<td>Students achieving basic number skills appropriate for their SACSA level</td>
<td>All primary classes participate in Mathletics program weekly.</td>
<td>Mathletics concept mastery scores</td>
<td>10% improvement in concept mastery scores</td>
</tr>
<tr>
<td>Students able to apply numeracy skills to solve problems.</td>
<td>• All teachers use the “Big Ideas” diagnostic tools to for our base-line data and spend time analysing these to drive teaching and learning planning. Trusting the Count: Week 5 T1 (R-2) Place Value: Wk 5 T1 (3-7) And again at the end of 2010 Multiplicative Thinking: Wk 5 T3 • All staff participate in Training with Di Seimens Week 5 T2</td>
<td>Big Ideas diagnostic tools NAPLAN</td>
<td>10% improvement in numeracy NAPLAN results. 10% improvement in students ability to apply maths concepts</td>
</tr>
<tr>
<td>Students experience maths across the curriculum and in real-life situations</td>
<td>All teachers utilising SACSA to cover the breadth of the curriculum and are teaching to standards and strands appropriate to their student’s year levels i.e EY – standard 1 PY – standard 2,3 MY – standard 3,4. Staff analyse student perception data to drive teaching and learning planning.</td>
<td>Student perception data SAS</td>
<td>Student’s perception of the application mathematics in everyday life is reflected in anecdotal comment. Students attitude to maths improves</td>
</tr>
<tr>
<td>Increasing the profile of maths in the school</td>
<td>School participates in Maths Week / other Maths associated activities</td>
<td>Student perception data</td>
<td>Students talk about a broader range of applications and uses for Maths in their daily lives.</td>
</tr>
<tr>
<td>Indigenous students show engagement and improvement in numeracy skill</td>
<td>Primary years teachers engaged in research marrying Accelerated Literacy principles and Big Ideas in number. Big Ideas taught across the school</td>
<td>Big Ideas diagnostic tool NAPLAN Student perception data</td>
<td>All indigenous students at benchmark. Students perceive themselves as Mathematicians</td>
</tr>
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</table>
# Information and Communication Technology Action Plan 2010

**Jason Munro: Assistant Principal, Noarlunga Downs P-7 School**

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<td>Students engaging in a range of Information and Communication Technology resources across the curriculum and in real life situations</td>
<td>All classes utilise StarBoards, ICT room, cameras and laptops to access ICT programs</td>
<td>Student survey on ICT usage at school and at home</td>
<td>20% improvement on ICT usage</td>
</tr>
<tr>
<td>Staff utilise Information and Communication Technology resources throughout the school</td>
<td>All staff access computers, StarBoards, cameras</td>
<td>Staff Skills and Utilisation survey</td>
<td>All staff utilise ICT resources in teaching, learning and job roles on a weekly basis.</td>
</tr>
<tr>
<td>Information and Communication Technology infrastructure is functioning, equitable and provides for the future</td>
<td>Audit the infrastructure, identify areas of improvement, purchase and install infrastructure including intranet, wireless connection and updated server</td>
<td>Asset Register Maintenance Register</td>
<td>Maintenance register is reduced, asset register is updated with new equipment</td>
</tr>
<tr>
<td>Staff expertise in the use of Information and Communication Technology is broadened</td>
<td>Training and development is provided to all staff ICT network is established</td>
<td>Staff Skills and Utilisation survey</td>
<td>10% improvement in staff skills</td>
</tr>
</tbody>
</table>
## Science Action Plan 2010

Jason Munro: Assistant Principal, Noarlunga Downs P-7 School

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| Students experience and recognise science in the curriculum and in real life situations | All teachers utilising SACSA to cover the science curriculum and are teaching to the standards and strands appropriate to their year levels. | Student Perception Data Classroom Programs SAS | Students’ perception of science is improved  
Students attitude to science is improved |
<p>| Students able to apply the skill of scientific reasoning                 | Students learn through SACSA the skill of applying scientific reasoning           | SAS                                 | Students ability to reason scientifically is improved                  |
| Staff expertise in the teaching of Science is broadened.                 | Staff have access to Primary Connections training and development and resources | Training and Development register    | All primary teachers have completed training and development sessions in Primary Connections |</p>
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<td>Students are achieving at benchmark in Reading Writing Spelling Grammar &amp; Punctuation</td>
<td>All primary classes participate in Accelerated Literacy Program daily. New teachers trained in AL All teachers provide spelling programs additional to AL.</td>
<td>NAPLAN Daniels and Diak Westwood Waddingtons</td>
<td>All students except NEP and Special Class students at benchmark. All students improve by two levels.</td>
</tr>
<tr>
<td>Students actively reading and self-selecting</td>
<td>Premiers Reading Challenge actively promoted especially with older students Lexile levelling targets PY students</td>
<td>Library borrowing statistics Lexile testing</td>
<td>20% improvement in library borrowing Student graduating from Lexiles before Year 5</td>
</tr>
<tr>
<td>Students at Risk needs are addressed</td>
<td>Student testing captures our students at risk. Rainbow reading supports students 5-7 Prompt referral and assessment of students who are struggling in literacy. SSO supports students in class Language and Speech programs support SAR in the Preschool and EY</td>
<td>NAPLAN Daniels and DIAK Westwood Waddingtons</td>
<td>Students at risk improve by 2 levels in NAPLAN.</td>
</tr>
<tr>
<td>Students with High Intellectual Potential</td>
<td>Students assessed and programs are provided to challenge highly achieving students.</td>
<td>NAPLAN Daniels and DIAK Westwood Waddingtons</td>
<td>SHIP students progress by 2-3 levels in NAPLAN</td>
</tr>
<tr>
<td>Oral Language programs improve the foundations for EY literacy</td>
<td>All EY teachers assess students oral language capabilities Oral language integral to literacy and a foundation to spelling and literacy</td>
<td>Oral language testing</td>
<td>Students improve by age appropriateness in Spelling testing.</td>
</tr>
</tbody>
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