# Geranium Primary School Site Improvement Plan 2015

## Learning for All, Learning for Life

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<tr>
<th>RESPECT</th>
<th>RESPONSIBILITY</th>
<th>HONESTY</th>
<th>PERSISTENCE</th>
<th>TEAMWORK</th>
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<td><strong>Priority</strong></td>
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<td><strong>Key Strategies</strong></td>
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| **Priority 1: Improve literacy and numeracy outcomes** | • common achievement milestones agreed across all year levels and communicated to whole school community  
• Student achievement and improvement in student standardised testing data is tracked and analysed  
• Students with special needs identified and appropriately supported | • English and Maths Agreements which outlines the agreed achievements and benchmarks  
• Encourage home reading support through ‘The Reading Cup’ and ‘The Premier’s Reading Challenge’  
• Use of Markit Programme to record and track student data  
• SSO1 time to support students in need in collaboration with teacher  
• Use if ILP’s to track progress regularly | | |
| **Priority 2: Support student and staff wellbeing** | • Students confidently manage relationships  
• Special needs of students are identified and support provided  
• Staff can voice their opinions, having them heard and addressed | • PCW programmes and support: What’s the Buzz, Seasons for Growth  
• Health and Child Protection Curriculum  
• Assessment of special needs and appropriate strategies implemented  
• Staff P&D meetings | | |
| **Priority 3: Develop ICT network capability and student skill level** | • Functioning curriculum network, including internet access for all students, with prompt maintenance and support  
• Students develop confident skills in navigating and creating ICT  
• Integrated use of Smart Boards in classroom teaching and learning | • Contract ongoing support  
• Training of a staff member as the ICT contact person for ongoing onsite maintenance and update of student passwords, ensuring all have access  
• Students develop keyboard skills through the use of Type-quick on all laptops  
• Development of agreed achievement standards in student ICT skills across the school  
• Smart Boards positioned correctly, re-calibrated and functioning  
• Staff PD in use of Smart Boards | | |
| **Priority 4: Pursue opportunities to overcome isolation and distance** | • Students participate in regular interschool activities  
• Students access experiences and learning programs from outside the local community and not usually accessible  
• Smooth transition of students and families from Kindergarten to School, and Primary School to Secondary School | • School camp, swimming carnival and athletics carnival with Coonalpyn and Raukken  
• Focus days with Pinnaroo and Lameroo  
• Excursions and incursions  
• Music/dance/arts via NIT and other opportunities  
• Year 5 and 6 regular visits to Coonalpyn and Lameroo  
• Shared learning between JP and Kindergarten | | |
| **Priority 5: Adopt a whole school approach to the explicit teaching of skills for life-long learning** | • School Values and Motto are known and understood by all staff and students  
• The Learning Toolbox is embedded through the curriculum and student actions and dialogue  
• Greater student and community involvement in the development and maintenance of school environment | • Regular discussions of School Values and Motto  
• Use of school values to give assembly awards  
• Deliberate planning of units, according to the Learning Tools  
• A regular topic of discussion in the school newsletter  
• Involvement of school community in school programs ie School Pride and MAD  
• Informing community what is happening at school and targeting specific people with skills they might share | | |