

School priorities

Building capacity of Early Childhood Educators and the quality of programs.

Strategies

- Literacy- District cluster understandings about Running Records.
- Reading support groups.
- SSO professional development- Disabilities

Evidence

Running records
SEA

Improving Pedagogy for Engagement
Strategies

- Numeracy - Lead teacher for Big Ideas in Number project.
- Utilising ICT across areas of study.
- Developing programs for International Students.
- STAR Committee identify intervention and interest programs.

Evidence

Student self
SACSA
NAPLAN
Staff audit

Strengthening Partnerships with Families.

Strategies

- Literacy and Numeracy parent workshops.
- Governing Council Strategic Plan.
- Committees, volunteers.
- Communication - website, email.
- Follow up parent requests

Evidence

Parent opinion survey
Anecdotal comments

Effective Transitions.

Strategies

- OSHC staff working with school staff - student support, set up of play spaces, organization of homework club.
- Documenting process
- Communication with OSHC staff - bookings, issues, student concerns.
- Leadership meetings with OSHC, ELC, Preschool.

Evidence

Processes being followed.
Increase in homework completion

Improving outcomes for Aboriginal Children.

Strategies

- Parents involved in developing ILP's
- Appointment of a staff liaison
- Develop and trial Aboriginal Cultural Studies Unit.
- Joint MEC project with Gilles St PS and Adelaide High S.

Evidence

Students achieving NAPLAN benchmark.
Attendance data.
Student plans completed

Respectful Relationships.

Strategies

- Whole site meetings.
- Learning Teams.
- Implement Social Skills Scope an Sequence.

Evidence

Sturt Street Community School

2009

Learning, Care and Achievement

Priorities

- Building capacity of Early Childhood Educators and the quality of programs.
- Improving Pedagogy for Engagement.
- Improving outcomes for Aboriginal children

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Core Priorities

ELC

- Building consistent and explicit understandings about what Engagement is - and how educators support engagement in learning across the age groups
- Enhancing staff understanding and use of Learning stories for planning and evaluation

**Building capacity of
Early Childhood
Educators and the
quality of programs.**

SCHOOL

- Literacy - District cluster understandings about Running Records.
- Reading support groups-trial Rainbow Reading for older students.
- SSO professional development- Disabilities.
- AEDI survey for Reception

OSHC

- By adopting a strengths based practice to all staff, thus promoting confident

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Core Priorities

ELC

- Use Reflect Respect Relate document in staff and team meetings for ongoing PD.
- Engagement in SACSA inquiry project.

**Improving Pedagogy
for engagement.**

SCHOOL

- Numeracy - Lead teacher for Big Ideas in Number project.
- Co-ordinator Teaching in Learning
- Utilise ICT across areas of study.
- Develop English language programs for International Students.
- STAR Committee identifies intervention and interest programs.

OSHC

- Encourage & facilitate T&D for staff, including ongoing "on the floor" training.

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Core Priorities

ELC

- Continued liaison with Pathways Housing and other Aboriginal Agencies.
- Support for children to access care.

Improving outcomes for Aboriginal children.

SCHOOL

- Develop and trial Aboriginal Cultural Studies unit.
- Joint MEC project with Gilles St PS and Adelaide High.

OSHC

- By continuously encouraging local indigenous families to utilize service ~ networking.

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2009

Learning, Care and Wellbeing

Priorities

- Strengthening Partnerships with Families.
- Effective Transitions.
- Respectful Relationships.

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Core Priorities

ELC

- Parents and staff learning together.
- Develop systems for sharing information across all areas.

Strengthening Partnerships with Families.

OSHC

- Needs basis
- When? (end of school day)
- Copies of notes e.g. parents away

SCHOOL

- Literacy and Numeracy workshops.
- Governing Council Strategic Plan.
- Committees, volunteers.
- Communication - website, email.
- Follow ups.

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Core Priorities

ELC

- Maintain consistent systems for supporting transitions.
- Communication with parents, with carers, with leadership.

Effective Transitions.

SCHOOL

- Classes work with pre-school students
 - reading
 - cross age projects (technology)
- Communication with OSHC staff - bookings, illness, behaviour
- Common behaviour techniques/language

OSHC

- OSHC staff working with school staff - student support, set up of play spaces.

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Core Priorities

ELC

- Leadership focus on building positive staff culture; rehearse and problem solve re issues.
- Not personal

Respectful Relationships.

SCHOOL

- Whole site meeting re respectful communication
- Learning Teams.
- Implement Social Skills Scope and Sequence.
- Consequences (real) for extreme behavior
- Parent involvement

OSHC

- Consistency in strategy