Meningie Area School
Site Learning Plan 2009

- Senior Secondary
- Achievement in Literacy and Numeracy
- Aboriginal Young People and Employees
- Engagement and Wellbeing
- Positioning of Meningie Area School
Senior Secondary

The SACE: “Meningie students getting ready for the world.”

- Continue work enabling high level completion and retention at Stage 1 and Stage 2 (i.e. individual and career counseling and course design)
- Provide alternative programs catering for students to achieve community studies units. E.g.: Monarto Zoo program.
- Continue the upward trend of average score achievement at Stage 2 through focused counseling.
- Increase high level Stage 2 achievement (i.e. “A” grade band) by targeting students in year 10 and Stage 1 with extension work and including a Study Skills program at year 10.
- Increase median TER’s to be comparable to like school (will link with objective above).
- Continue to provide VET options that are accessible to our student base by timetabling them into the senior program (i.e. Auto, Health Support Services and Allied Health Assistance Certificate III).
- Develop one more VET option relevant to the region (i.e. Tourism and Community Services).

Targets

- ACEO’s are visibly engaged in the support of Aboriginal students’ choice and pursuance of Stage 1 & 2 options.
- Average score achievement at Stage 2 to rise by approximately 1.5 points over the next 2 years to 14.5.
- The percentage of students achieving in the “A” grade band to increase by 15% over the next two years.
- All students receive personalized counseling in assessing appropriate pathway options.
Senior Secondary (cont’d)

Future SACE: “Intimacy, immediacy and self reliance in learning.”

- Conduct a Teacher-Student Forum to research and establish a statement outlining a positive learning environment for senior secondary years.
- Mainstream PLP’s as a core activity for Yr 10’s as preparation for Stage 1 & 2 studies.
- Conduct in-house T&D to ensure shared understanding and congruence of planning leading into the implementation of New SACE.
- Develop a replicable template for PLP management.
- Hold PLP workshops to inform staff of the requirements and commitment needed.
- Ensure appropriate staff attend training in their areas of interest to aid in smooth transition.
- Work with other stake holders such as parents, Apprenticeship Brokers, Futures Connect etc to ensure students receive the full benefit of proposed changes.
- Work with the Future SACE School to Work Industry Pathways team to create appropriate VET curriculum.
- Introduce and implement information technology skills.

Targets

- PLP structure approved by stakeholders by the end of Semester 1, 2009.
- To have achievement rates comparable to like school in the region.
Achievement in Literacy & Numeracy

Literacy & Numeracy: “Whole school, many needs, we succeed only when they succeed.”

- Whole site approach to professional learning and improvement of Literacy & Numeracy R-12
- Engage all staff in PD that supports Literacy & Numeracy, initially through an external whole school review of Literacy conducted by the Quality Standards Units.
- Continue the use of Literacy & Numeracy testing as diagnostic tools, providing qualitative data underpinning student learning plans.
- Identified students at risk supported within a learning environment inclusive of SSO’s deployed to achieve specific goals.
- Review the understanding and proficiency of students in regards to money.
- Liase with Community Library for all students to become cognizant of ‘Your Tutor’ 4pm-8pm and utilize the free homework assistance.

Targets
Initial
- 90% of Year 1 students achieve Reading Recovery Level 10
- 90% of Year 2 students achieve Reading Recovery Level 20
- 90% of Year 7 students achieve the Year 7 Literacy & Numeracy Benchmarks
- 100% of students 5,7 and 9 show NALAN improvement.

Ongoing
- Prioritised schedule is endorsed by Governing Council outlining the progressive implementation of the recommendations of the external review of Literacy.
- Periodic Homework Centre is established.
Achievement in Literacy & Numeracy (cont’d)

SACSA: “Consistency and constancy.”

- All staff continue to develop and deliver programs using the SACSA Framework
- All staff involved in assessing and reporting against the standards
- Staff have access to appropriate resources and professional development programs to develop knowledge and skills in curriculum development and delivery

Targets

- 100% of staff record student achievement using SACSA. In Junior School this will involve reporting Maths, English and at least one other area. In the Middle School and Year 10 it will involve reporting on active teaching domains.
Aboriginal Young People and Employees

Reconciliation/Countering Racism: “What’s important is all knowing what matters.”

- Develop the scope of the Indigenous Students Focus Team to include:
  - Promoting programs countering racism and modeling Aboriginal perspectives to and for staff.
  - Establishing an Aboriginal parent group.
  - Providing a conduit for a direct communication process between teachers and parents.
  - Develop a directory of Aboriginal support agencies
  - Advising school leaders on a more flexible and user friendly form of assessment and reporting.
  - Promoting and actively encouraging Aboriginal student involvement in all curricula and extra-curricula activities.

Targets

- School’s Indigenous Focus Team is visible in all aspects of school decision making in relation to Aboriginal participation rates.
- The site has a parent group
- Establish Raukkan HomeVisit Program.
- Aboriginal students participate in all curricula and extra-curricula activities provided by the school
Aboriginal Young People and Employees (cont’d)

Learning Plans: “From each according to their ability but equal entitlement to inspiration.”

Class teachers work collaboratively with Indigenous Focus Team to:

- Support effective goal setting processes in the development of short term learning plans for all Aboriginal children/students
- Monitor progress of Aboriginal children/students in attendance, literacy and numeracy, and use school processes to advise
- Establish a quality transition program with Raukkan R-5 School.
- ESL students & students below NAPLAN Benchmarks receive targeted support.
- ITAS Tutoring for identified students is integrated into revised learning environments within the Middle School.
- ITAS is available to Senior Secondary students.

Targets

- 100% Aboriginal students with short term learning plans
- 100% of Aboriginal students make 6 point improvement or more in Year 3-5, Year 5 – 7 and Year 7-9 NAPLAN intervals.
- 100% Aboriginal students with NEP’s supported
- Homework Centre operates at both Meningie and Raukkan.
- Aboriginal students voice satisfaction with ability to engage classroom activities.
Recruitment/Development: “People build relationships, relationships sustain learning.”

- Further develop staff understanding of the role of the Aboriginal Focus Team and its high benefit potential to engagement and participation rates, including understanding the changed role and performance management practices for ACEOs
- Provide training for ACEO network to support engagement of Aboriginal students
- Support and mentor ACEO staff to strengthen processes at points throughout school
- Work with AETs & ACEOs to support their understanding of what constitutes an effective short term learning plan

Targets

- 100% of ACEOs new to the role receive induction and ongoing support
- 100% ACEOs report work satisfaction
Engagement and Wellbeing

Engagement: “I taught them and they didn’t learn, I inspired them and they flew.”

- Strengthen “Program Achieve” as a common approach to values and “habits of mind” across the site.
- Develop a site statement on “Student Voice” including the roles to be undertaken by students in determining directions of the school.
- Facilitation of fortnightly class meetings.
- Development of a central data base recording the participation rates by age, race and gender in all school excursions, incursions and negotiable curriculum.
- Continue to invest in the promotion of “constructive play” within the school yard and library during lunchtime.
- Seek partnerships with other agencies, communities and organizations to offer diversity in curriculum delivery to middle school students at risk of disengagement.
- Continue to develop the school’s Canberra excursions and “Connecting Spirits” trips

Attendance: “Absence is feedback.”

- Document clear processes within the school to manage and reduce absenteeism including:
  - Introduction of a School SMS communication system.
  - Communication with parent/caregiver developing relevant health and education plans
  - Engaging relevant DECS personnel (Attendance Officer)
  - Developing and distributing written information about the effects of absenteeism on educational success at regular intervals.
- Plan events to maximise participation. Implement appropriate strategies. Use data to validate planning decisions.
Engagement and Wellbeing

Staff: “The Power to do, the obligation to contribute.”

- Introduce a formative system of performance management supported by:
  - Summative approval and feedback on scope and delivery of learning programs.
  - Professional goal identification and deployment of training resources to achieve negotiated goals.
  - Collaborative team development and resourcing.
- Review of the effectiveness of the sub-school structure in a small learning environment.
Positioning of Meningie Area School

Facilities: “New buildings, new opportunities, new motivation.”
- Actively conduct a consultative process towards the reconstruction of the site.

Building Capacity:
- Actively develop alliances with a surrounding Area Schools, Murray Bridge High School, local organisations and Open Access College to enhance ability to deliver services in diverse ways.
- Review the development of “hallmark” Meningie learning opportunities in Agriculture, Music and Outdoor Education to achieve a marketable statement of opportunity and continuity from Middle to Senior years.
- Develop the current “Connecting Spirits” and Canberra excursions to a program that encompasses a whole of school approach to local, state, national and global awareness

Targets:
- Reconstructed school scheduled for 2009/10 year.
- Trade Training consortium is operating.
- Video conference link operative at Meningie.
- Draft scope of studies and vocational qualifications achieved for Agriculture (2009).
- Statement and scope of opportunity statements on web for Music (2009) and Outdoor Education (2010).
- As students progress through the school they are exposed to local, state, national and global issues of concern