Amata Anangu School  
*Site Improvement Plan 2015-17*

**Our Goal:**  
The partnership school which contributes the most rapid growth in student learning

**Our Target:**  
*By the end of 2017, 70% of Amata Anangu School students will meet or exceed age appropriate standards in measures of Literacy and Numeracy - Running Records, Language and Literacy Levels and PAT-R/PAT-M)*

**Our Outcomes:**  
Improved Attendance, Early Years, Wellbeing, English Literacy, Maths, Science, Secondary—Training & Pathways

**Our Priorities:**

<table>
<thead>
<tr>
<th>Expert Teaching</th>
<th>Commitment to Whole Site Agreements</th>
<th>Strong Anangu Language and Culture</th>
<th>Connected Community Partnerships</th>
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</thead>
</table>
• Enacting rigorous pedagogy which engages, challenges and supports learners utilising TEL, AITSL National Professional Standards and 21st Century digital platforms.  
• Developing high expectations and growth mindsets for all informed by quality research and practice | • Ensuring seamless transition processes across, into, through and from Playgroup to Preschool, to Junior Primary/Primary, to Secondary to employment and further education.  
• Develop consistent and coherent whole of site common agreements and practices in Literacy, Numeracy, Student Engagement, PBL and Post-Secondary Pathways. | • Provide ongoing mentoring, performance management and professional development opportunities to build strong educators  
• Fostering a strong early years, and cultural curriculum and teaching Pitjantjara literacy across the school | • Strengthen and support Anangu (AEWs) roles working with community to focus on teaching and learning  
• Continuing to build positive relationships and communication within the Amata community  
• Promote parental aspirations, expectations and encouragement in children’s learning, attendance and wellbeing |

<table>
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<tr>
<th>Positive Behaviours</th>
<th>Targeted responses based on tracking multiple measures of data</th>
<th>Strong Workforce</th>
<th>Our Values:</th>
</tr>
</thead>
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| • Explicit teaching and practice of positive behaviours for learning and restorative practices | • Early, ongoing, tailored and integrated support services based on evidence and data  
• Implement a common Lands based assessment and data collection process to better monitor, track and respond to learner growth  
• Rigorous and regular self-review of multiple measures of data to inform levels of targeted intervention and learner growth | • Providing relevant and empowering professional learning for leading learning succession planning | I am respectful; I am responsible; I am a learner; I am safe |