## ROXBY DOWNS AREA SCHOOL
### MIDDLE SCHOOL SITE IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>TARGETS</th>
<th>ACTION STRATEGIES</th>
<th>EVIDENCE</th>
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| **1** To develop a model for effective Middle Schooling suitable for the RDAS context. This would include:  
  - the nature of adolescence and how it impacts on  
    - relationships  
    - learning attributes or dispositions  
    - behaviour  
    - subject choices  
    - leadership  
  - curriculum planning and programming which accommodates  
    - Australian Curriculum  
    - suitable learning spaces  
    - hands on learning  
    - ready access to information technologies  
    - resource based learning  
    - community partnerships  
    - subject ‘pathways’ for boys and girls which provide a lead in to SACE, VET courses and school-based traineeships and apprenticeships | Coordinator Middle School is the lead teacher  
  - research via professional reading and *Education Changemaker* program  
  - AEU website Middle School resources  
  - inform MS staff via PLC and regular updates  
  Middle School staff to research models of Middle Schools within SA  
  - networks across Far North and other regions  
  - other R-12 sites eg Oakbank, Cummins  
  - information sharing via PLC and Cohort meetings  
  MS staff to review subject offerings including Choice  
  - vertical groupings - which year levels?  
  Middle School staff to work collaboratively & trial some new approaches | Middle School PLC established  
  More Middle School students demonstrating leadership and independent learning  
  Documentation published for start of Term 4  
  Parent meeting  
  Choice subject offerings reviewed and recommendations made for 2014  
  Staff observation each other and provide feedback on targeted practice for example  
  - student engagement  
  - SBM processes  
  - questioning techniques |

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*SMARTA Targets – Specific, Student Focussed, Measurable, Achievable. Relevant, Time-lined and Agreed*
| 2 To establish a consistent approach to Student Behaviour Management SBM | Collaborative discussions between staff. Middle School team approach actively supported by Coordinators and Assistant Principals
Prompt intervention prior to escalation.
Review of exit proforma.
Immediate follow up with families
Referrals to School Counsellor | Data collected and analysed of who is receiving what consequences
All MS staff use recording procedures correctly
Staff following up EVERY exit with parent contact
AP actively engaged with staff, families and identified students |
|---|---|---|
| 3 Developing agreed Program and Assessment Plan proformas for 7-12 cohort
This would include:
- Australian Curriculum requirements
- explicit course requirements
- due dates | • Research and trial possible examples
• Peer review of planning and assessment | Program and Assessment Plan proformas used by all MS Staff
Published and used by all Middle School Staff.
Sent home to families. |
| 4 Targeted and explicit literacy planning across all curriculum areas | • Staff use Middle School *Literacy Continuum* and teaching and learning cycle
• Compilation of documents for all curriculum areas
• Students are explicitly taught agreed genres
• Introduce a RAVE program – Read About Virtually Everything | Word walls in classrooms
Timetable accommodates RAVE every day for 15 mins
  - rotates term by term after recess and lunch
  - subject specific resources are identified and visible in teaching classrooms |
<table>
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<tr>
<th>5 Improve Middle School attendance</th>
<th>• Improve access to curriculum programs and resources on and off site</th>
<th>An on-line learner management system is installed to monitor attendance</th>
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<tbody>
<tr>
<td>o frequent and patterned absence due to family work</td>
<td>• Research most efficient and cost effective electronic, attendance management system.</td>
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<td>o ATSI</td>
<td>• Attendance accepted as the responsibility of all staff</td>
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<td>o STARs – students at risk</td>
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