2016 SITE IMPROVEMENT PLAN

Learning for tomorrow’s world
Working together
Valuing each other and our future

OUR MISSION
is to ensure that our students are able to successfully interact and achieve within and beyond their own community, now and in the future through the development of:

A Strong Sense of Identity
Creative Thinking
Success in Interactions
Preparedness for the Future
Skill in Communication
Success in Learning
Self-Directed Learners

WE VALUE
Excellence
Fairness
Respect
Responsibility
### RESOURCING
- Explicit teacher instruction in dedicated Reading and Literacy Blocks and SSO support in other support programs.
- QuickSmart Literacy, Rainbow Reading, A sound Way, Jolly Phonics and Jolly programs are utilised to support students with difficulties in Reading and NEP focus strategies are used to support Students with Disabilities.
- Literacy/English Budget to purchase guided reading and levelled readers.
- Assessment tools used to gather data – eg SA Spelling Test, Running Records, NAPLAN Yr 3,5,7, PAT-R, Oxford lists, SPA, SPA-T etc.
- Scorelink is used to record, manipulate and access these data sets.
- T&D in how to access and use PAT-R resources.
- PAT-R resources used to address identified areas.
- An updated Whole School Literacy Agreement that addresses Reading, Writing and Spelling.
- Visible or accessible learning tools – IWB programs, phonics charts, word walls, other literacy scaffold charts.
- Access to appropriate DECD support services eg speech pathologist.

### IMPROVING STUDENT ACHIEVEMENT
Students will:
- Demonstrate the Big 6 of literacy (Ann Bayetto focus) and levels of comprehension (Sheena Cameron focus), specifically inferencing and interpreting.
- Increase vocabulary and develop understanding of more complex language.
- Make authentic connections – text, self, world.
- Choose and use appropriate writing and comprehension strategies across curriculum areas.
- Seek feedback about their learning from peers and teachers to help their learning.
- Improve movement from mid-level growth, into upper level.
- Write daily.

### IMPROVING TEACHER PRACTICE
Teachers will:
- Review, approve and implement the Literacy Agreement.
- Use high quality, authentic and appropriate texts both in English activities and across all curriculum areas.
- Use different levels of questioning to develop intellectual stretch.
- Use Differentiation strategies in keeping with the Critical and Creative Thinking Capability.
- Plan, discuss and consistently program in Teams utilising data.
- Provide Feedback about learning to students and parents.
- Provide parent workshops.
- Regularly gather and analyse data to inform teaching and learning.

### SMARTA TARGETS
Expected improvement in learning outcomes:
- **All students will show improvement**
- All students (excl SWD) will achieve a C or higher against the English Achievement Standard by the end of the year report.
- End Rec – 95% students (excl SWD) at Reading level 7 or above.
- End Yr 1 – 90% students (excl. SWD) at Reading level 17 or above.
- End Yr 2 – 90% students (excl. SWD) at Reading level 24 or above.
- End Yr 3 – all students (excl SWD) have completed all Reading levels.
- 95% of students (excl SWD) achieve at or above the expected minimum SEA scaled score for their year level in PAT-R.
- Yr 3 – 60% of students achieve bands 5 and 6 in NAPLAN Reading.
- Yr 5 – 85% of students achieve bands 6, 7 and 8 in NAPLAN Reading.
- Yr 7 – 70% students achieve bands 7, 8 and 9 in NAPLAN Reading.
- Yr 3 – 20% increase in students achieving Band 4 or above in NAPLAN Writing.
- Yr 5 – 20% increase in students achieving Band 5 or above in NAPLAN Writing.
- Yr 5 – 20% increase in students achieving Band 6 or above in NAPLAN Spelling.
- 100% of EALD students leveled by the end of Term 2.

### EVALUATION STRATEGIES
- Regular Running Records assessment for students in Rec, Yr 1 and Yr 2 and Year 3-7 students below level 30.
- Intervention processes assessments for students not achieving the SEA benchmarks in NAPLAN or PAT-R.
- EALD levelling.
## NUMERACY

### RESOURCING

- The Maths tubs and resources will be reviewed and overhauled to better reflect suggested requirements from Ann Baker/Michael Ymer T&D
- Maths budget to purchase consistent materials for hands on activities.
- Staff learning opportunities and T&D: whole staff, teams and Partnership schools including 2 Pupil Free Days: facilitation by Deb Lasscock and Martin Westwell
- SSO intervention and support for both lower and higher achievers with a focus addressing gaps in Big Ideas in Number and Problem Solving
- Online resources i.e. Australian Curriculum, Studyladder, Mathletics
- Coordinator Primary Australian Curriculum to work with and mentor staff
- Classroom charts eg rainbow facts, subitising etc
- Assessment tools eg PAT-M
- Scorelink is used to record, manipulate and access these data sets

### IMPROVING STUDENT ACHIEVEMENT

**Students will:**

- Transfer their number skills and knowledge to real life contexts and across the curriculum
- Problem solve and work with others
- Record, articulate and reflect on their thinking using different strategies
- Provide teachers with feedback about the lessons/learning opportunities
- Be involved in peer assessment, self-assessment and seek feedback
- Use a range of materials and tools confidently to solve problems, including digital resources

### IMPROVING TEACHER PRACTICE

**Teachers will:**

- Explicitly teach Australian Curriculum Maths content
- Plan learning units using real life contexts utilising methodology from Michael Ymer/Ann Baker/Deb Lasscock and Martin Westwell T&D including a focus on Growth Mindset, Executive Function, Mathematical Vocabulary, Mental Routines, Problematised situations, Reflection as well as Plus Skills
- Plan intervention strategies and learning delivery options for identified students with the SSO
- Share practice regularly with each other
- Provide regular feedback to students about their learning
- Gather regular data and feedback about student learning using a variety of formative assessment practices and reflection
- Use PAT-M assessment data and resources for planning learning programs
- Expect and provide opportunities for students to show a range of strategies through hands on and differentiated tasks

### SMARTA TARGETS

**Expected improvement in learning outcomes:**

- **All students will show improvement**
  - All students (excl SWD) will achieve a C or higher against the Mathematics Achievement Standard by the end of the year report
  - 95% of students (excl SWD) achieve at or above the expected minimum SEA scaled score for their year level in PAT-M
  - Yr 3 – 40% of students achieve in bands 5 and 6 NAPLAN Numeracy
  - Yr 5 – 60% of students achieve in bands 6, 7 and 8 in NAPLAN Numeracy
  - Yr. 7 – 60% of students achieve in bands 7, 8 and 9 in NAPLAN Numeracy

### EVALUATION STRATEGIES

- **Yr. 1-7**  PAT-Maths, Numeracy Progress Tests
- **Year 3-7**  George Booker screening tests
- Ann Baker assessment tools
### AUSTRALIAN CURRICULUM AND PEDAGOGY

#### RESOURCING
- Partnership Coordinator or agreed support in Primary Australian Curriculum
- Budget support and grants to support both resource purchases as well as release for teachers to engage in T&D or PD
- Staff T&D – staff meetings, team meetings, Pupil Free Days, TRT release
- Use of staff expertise
- Observations and sharing of teacher practice and resources
- Texts and school resources (posters, texts, online resources)
- Australian Curriculum website – on line resources
- AEU Online Organiser, Studyladder, Scootle, Edmodo etc
- Australian Curriculum General Capabilities continua

#### IMPROVING STUDENT ACHIEVEMENT

**Students will:**
- Be positive about their learning
- Demonstrate clear knowledge and understanding in all curriculum areas at their year level
- Accept responsibility for own learning and approach tasks with a growth mindset and in a positive manner
- Show initiative, independence, confidence, support for each other and risk taking in learning
- Increase curriculum specific vocabulary
- Confidently use digital technologies
- Use multiple sources to find information
- Accept feedback to develop learning and provide feedback to others to help them do the same. Provide appropriate feedback to the teacher.

#### IMPROVING TEACHER PRACTICE

**Teachers will:**
- Develop deep understanding of, implementation of and assessment against all Australian Curriculum
- Engage in professional discussions with other staff, share ideas and resources, observe, network outside the school, attend relevant T&D
- Work with others to plan consistently using TFEL to program alongside of the curriculum
- Use the National Professional Standards and TFEL domains to identify areas for improvement
- Share, trial and implement appropriate aspects of the Re-Imagining Childhood program towards an R-7 understanding
- Integrate and differentiate curriculum for all students
- Encourage problem solving, thinking at more complex levels, global connectedness and development of 21st century learning
- Embed cross curriculum priorities and general capabilities in all areas
- Confidently use on line resources and digital technologies
- Plan engaging learning experiences with the plus in mind
- Develop growth mindset thinking in students
- Create innovative learning environments
- Embed deep levels of questioning
- Explicitly teach concepts and appropriate meta-language

#### SMARTA TARGETS

**Expected improvement in learning outcomes:**
- All students are assessed against standards in all year level appropriate Australian Curriculum areas
- All students (excl SWD) achieve a C or higher by the end of year report in all curriculum areas
- All staff attend relevant T&D and programs implemented
- The language of Re-Imagining Childhood is embedded across the school
- Student opinion and other surveys indicate engagement with curriculum

#### EVALUATION STRATEGIES:

Unit plans and assessment records, Moderation, Sharing
Formative assessment tasks
**SCHOOL CULTURE**

### RESOURCING
- School Counsellor 0.2
- PCW
- Student Voice and Leadership programs
- Lunch time programs - Arts, PCW Games group, Resource Centre, Student Leaders Play Support
- Student Leadership led programs eg ANZAC DAY and Remembrance Day commemoration
- Appropriate school resources (posters, online resources such as those from Cybersmart)
- Keeping Safe: Child Protection Curriculum texts, resources

### IMPROVING STUDENT ACHIEVEMENT
**Students will:**
- Enact the school values and agreements and show their application in real life situations
- Behave in a manner that is respectful and shows responsibility for learning and actions
- Develop resilience, persistence and problem solving strategies
- Approach tasks with a positive growth mindset
- Attend school on time every day
- Display reduced yard and classroom issues
- Show initiative, independence, confidence, support for each other and risk taking in learning

### IMPROVING TEACHER PRACTICE
**Teachers will:**
- Develop understanding and pedagogy to particularly engage children with social/emotional/behaviour challenges
- Engage with families and support services
- Make personal and frequent contact with families
- Differentiate curriculum for students, recognise individual learning styles or when students need an alternative approach and develop these
- Ensure that classroom culture is aligned to school Values and Codes of Behaviour
- Facilitate genuine student voice, leadership and class meetings
- Focus on the positives, develop intrinsic motivation and encourage optimism
- Monitor attendance and apply intervention strategies
- Collaborate with colleagues, share knowledge of students and families
- Implement Child Protection Curriculum in line with scope and sequence
- Engage with The Arts across the school both as a curriculum requirement and also to develop Plus skills
- Develop mentoring, sharing of the learning and peer role modelling through Buddy class/Student Leadership programs activities
- Engage with parents, students and the OSHC to develop a School Community Garden

### SMARTA TARGETS
**Expected improvement in learning outcomes:**
- Attendance increases to 95% or higher
- Lateness reduces by at least 50%
- Unauthorised absences reduce by 100%
- All students engage in delivery of learning from the Child Protection Curriculum
- All students clearly understand and can articulate practices to keep themselves safe
- Student, staff and parent wellbeing surveys show improved responses to wellbeing questions
- Volunteer involvement is increased
- Student Voice is strengthened as indicated through student surveys
- A working Garden is created and staff, students and parents work together in it.

### EVALUATION STRATEGIES:
EDSAS data eg attendance, Student survey data including Bullying, Behaviour data
Parent survey data, Volunteer training and database records