



Government of South Australia

Department for Education and
Child Development



Hallett Cove East

Primary School

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2018 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

LITERACY

RESOURCING

- Explicit teacher instruction in dedicated Reading and Literacy Blocks and SSO support in other support programs
- Current literacy intervention programs are reviewed and utilised or replaced with better targeted programs 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
- PAT-R online assessment tool
- PAT-R resources used to address identified areas
- The Whole School Literacy Agreement is reviewed in Term 1 to ensure it is adequately addressing Reading, Writing and Spelling targets
- 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.
- Participate in CAFÉ 5 in Early Years
- 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:

- Investigate the Bookmaking/Notemaking program advocated by Lisa Burman
- Implement the updated R-7 Literacy Agreement after ratification
- Access PAT-R assessment data and resources for planning learning programs
- Provide parent workshops about specific aspects of Literacy
- Participate in a PLC to address Spelling inconsistency and achievement

CURRENT AGREED PRACTICE

Teachers do:

- Use high quality, authentic and appropriate texts both in English activities and other curriculum areas.
- Plan, discuss and consistently program in Teams utilising data.
- Provide feedback about learning to students and parents
- Regularly gather and analyse data to inform teaching and learning
- Use data to provide targeted programs for students who have achieved below the SEA standards

SMARTA TARGETS

Expected improvement in learning outcomes:

- **All students will show improvement**
- 20% of students (excl SWD) who have not yet achieved at least a C against the relevant English Achievement Standard by the middle year report, achieve a C or higher by the end of the year report
- 85% of Rec students (excl SWD) at RR level 5 or above by September
- 80% of Yr 1 students (excl. SWD) at RR level 13 or above by September
- 70% of Yr 2 students (excl. SWD) at RR level 21 or above by September
- 90% Yr 3 students (excl SWD) are Independent readers by September
- 90% of students (excl SWD) achieve at or above the expected minimum SEA scaled score for their year level in PAT-R
- Yr 5 – there is an increase of 10% of students achieving bands 7 and 8 in NAPLAN Reading
- Yr 3 – there is an increase of 20% of students achieving in bands 5 and 6 in NAPLAN Writing
- Yr 5 – there is an increase of 20% of students achieving in bands 7 and 8 in NAPLAN Writing
- Yr 7 – there is an increase of 20% of students achieving bands 8 and 9 in NAPLAN Writing
- Yr 5 – there is an increase of 20% of students achieving bands 7 and 8 in NAPLAN Spelling
- Yr 7 – there is an increase of 20% of students achieving bands 8 and 9 in NAPLAN Spelling

EVALUATION STRATEGIES

NAPLAN data, Running Records, PAT-R, SPA-T, SAST, Waddingtons, Oxford, alignment with the Literacy Agreement
 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

- Maths budget to purchase consistent materials for hands on activities.
- Staff learning opportunities and T&D: teams, whole staff and partnership schools
- 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
- Partnership Numeracy improvement funding: LDAM strategy, Deb Lasscock focus teacher training, Leaders PLC and Student Voice in Learning project
- Classroom charts eg rainbow facts, subitising etc
- Assessment tools eg PAT-M
- Scorelink is used to record, manipulate and access these data sets
- The Whole School Numeracy Agreement is reviewed in Term 1 to ensure that the learnings of 2015/2016 are included
- Basic mathematics toolkit for every student

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
- Utilise strategies to stretch their thinking
- Work with teachers to plan learning programs

IMPROVING TEACHER PRACTICE

Teachers will:

- Implement the updated R-7 Numeracy Agreement after ratification
- Use real life contexts to plan learning activities utilising methodology that focuses on Growth Mindset, Executive Function, Mathematical Vocabulary, Mental Routines, Problematised situations, Reflection as well as Plus Skills
- Include learning tasks specifically designed to stretch student thinking
- Access PAT-M assessment data and resources for planning learning programs
- Work with others across the Partnership to implement LDAM strategy and build intellectual stretch, problem solving and reasoning skills in learning events for moderation

CURRENT AGREED PRACTICE

Teachers do:

- Plan intervention strategies and learning delivery options for identified students with the SSO
- Use timetabled opportunities to share practice regularly with each other
- Provide regular feedback to students about their learning
- 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**
- 20% of students (excl SWD) who have not yet achieved at least a C against the relevant Mathematics Achievement Standard by the middle year report, achieve a C or higher by the end of the year report
- 90% of students (excl SWD) achieve at or above the expected minimum SEA scaled score for their year level in PAT-M
- Yr 3 – 60% of students (excl SWD) achieve in bands 4, 5 and 6 NAPLAN Numeracy
- Yr 5 – 60% of students (excl SWD) achieve in bands 6, 7 and 8 in NAPLAN Numeracy
- Yr. 7 – 65% of students (excl SWD) achieve in bands 7, 8 and 9 in NAPLAN Numeracy

EVALUATION STRATEGIES

Yr. 1-7 PAT-Maths, Numeracy Progress Tests, NAPLAN Numeracy

Year 3-7 George Booker screening tests

Ann Baker assessment tools

Intervention processes assessments for students not achieving the SEA benchmarks in NAPLAN or PAT-M

AUSTRALIAN CURRICULUM AND PEDAGOGY

RESOURCING

- SLIPS funding used to release teachers to work in teams to plan, assess and moderate both teaching and learning
- 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
- Internal IT/e-Learning Coordinator
- Use of staff expertise
- Observations and sharing of teacher practice and resources
- Continued involvement in the Student Learning Rounds program
- 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
- Time allocated to Re-Imagining Childhood
- Budget to support the further development of innovative learning environments

IMPROVING STUDENT ACHIEVEMENT

Students will:

- Be positive about their learning
- Demonstrate a sound knowledge and understanding of curriculum appropriate to their year level
- Accept responsibility for own learning and approach tasks with a growth mindset and in a positive manner
- Utilise strategies to stretch their thinking
- 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.
- Have an active voice in their learning

IMPROVING TEACHER PRACTICE

Teachers will:

- Develop an R-7 Arts Agreement to guide the implementation of the Arts Curriculum
- Embed cross curriculum priorities and general capabilities when planning learning
- Develop deep understanding, implementation, assessment and moderation practices in all mandated Australian Curriculum areas
- Engage in professional discussions and dialogue with other staff, share ideas and resources, observe, network outside the school, attend relevant T&D that is further developed in the school
- Participate in regular dialogue, share, trial and implement appropriate aspects of the Re-Imagining Childhood program to continue to build an R-7 understanding and consistency
- Confidently use on line resources and digital technologies through sharing of practice including STEM strategies
- Plan engaging learning experiences with deep questioning
- Create innovative learning environments

CURRENT AGREED PRACTICE

Teachers do:

- Use different levels of questioning to develop intellectual stretch
- Use differentiation strategies in keeping with the Critical and Creative Thinking Capability
- Gather regular data and feedback about student learning using a variety of formative assessment practices and reflection
- Work with others to plan consistently using TfEL and the Australian Curriculum to program
- Develop growth mindset and stretch thinking in students and use appropriate meta-language including through the Student Voice in Learning program
- Integrate and differentiate curriculum for all students
- Encourage problem solving and thinking at more complex levels
- Engage in expected Performance and Development processes

SMARTA TARGETS

Expected improvement in learning outcomes:

- **All students will show improvement.**
- All staff attend relevant T&D and programs implemented in both the whole school priorities and the individual curriculum and interest areas
- There is a whole staff understanding of Re-Imagining Childhood principles and practices
- Student feedback, Student opinion surveys and other surveys indicate engagement with curriculum

EVALUATION STRATEGIES:

Unit plans and assessment records, Moderation, Sharing, Formative assessment tasks

SCHOOL BELONGING AND ENGAGEMENT

RESOURCING

- Student Wellbeing Leader 0.2
- PCW
- Pre-Service Social Worker on placement if offered
- Student Voice and Student Leadership programs
- Relevant school resources for Social and Emotional Learning and Keeping Safe: CPC
- School EXPO to showcase high quality learning
- An ongoing whole school Play is the Way focus for each term including an intensive SEL program and focus on the School Values at the beginning of the year
- Identification of students with wellbeing concerns through the school-based identification form, tools, surveys, observation and SRT discussions
- Staff Meetings to develop whole school Kids Matter and Re-Imagining Childhood Frameworks
- Whole school Japanese Picnic

IMPROVING STUDENT ACHIEVEMENT

Students will:

- Demonstrate the school values in every aspect of schooling
- Develop expert learner qualities
- Develop resilience, persistence and problem solving strategies
- Approach tasks with a positive growth mindset
- Attend school on time every day
- Display connectedness to school and authentic engagement within the classroom
- Demonstrate confidence to lead share thinking and question
- (When required) participate in KidsMatter Student Action Teams

IMPROVING TEACHER PRACTICE

Teachers will:

- Develop and implement CPC and SEL programs and scopes and sequences
- Engage in Positive School Community and Helping Children with Mental Health Difficulties (KidsMatter) training and develop commitment to action.
- Continue to facilitate and improve genuine student voice, growth mindset, stretch thinking and powerful learners through Kids Matter and Re-Imagining Childhood Framework
- Develop mentoring, sharing of the learning and peer role modelling through Buddy class/Student Leadership programs activities
- Work with the PCW, Student Wellbeing Leader and (Social Work student) in regard to student social/emotional and behaviour concerns

CURRENT AGREED PRACTICE

Teachers do:

- Consistently demonstrate, and create a classroom/school culture of the school values
- Participate in whole school collaborative practices and use individual strengths to enhance whole school capability
- Closely monitor student engagement, attendance and school connectedness with leaders

SMARTA TARGETS

Expected improvement in learning outcomes:

- Attendance increases to 95% or higher
- Lateness reduces by at least 50%
- Unauthorised absences reduce by at least 50%
- All students engage in delivery of learning from the CPC and SEL curriculum
- Parents and families participate in 2 or more school events
- Increased connectedness, belonging, acknowledging and celebrating diversity
- Student Voice is strengthened as indicated through student surveys
- Three KidsMatter action teams (Staff, Community and Student) work collaboratively to strategically implement wellbeing initiatives at least twice per term
- Students engage in and transfer the 5 social and emotional competencies in and out of the classroom (self-awareness, self-management, social awareness, relationship skills, responsible decision making)
- School staff understand the core social and emotional competencies and how these influence learning
- A CPC Scope and Sequence is created

EVALUATION STRATEGIES:

EDSAS data eg Attendance, Student survey data including Bullying, Behaviour data
Parent survey data, KidsMatter feedback processes