



Every Learner Engaged, Stretched and Achieving

Site Improvement Plan 2017-2019

OUR VALUES:

Belonging, Opportunity, Achievement, Teamwork

OUR MISSION:

To provide students with every opportunity to be successful both academically and personally.

OUR IMPROVEMENT AGENDA:

- All students are capable and competent learners and are able to make choices and decisions about their learning.
- Parents play a critical role in the learning processes for their child.
- Students will progress and achieve at their year appropriate level or higher.
- Students with disabilities or learning difficulties will meet their individual goals.
- Data and its analysis provide information on individual student progress, and will be used to inform teaching and learning practice.
- Literacy and numeracy are fundamental to achievement in all areas of learning.

WE WILL:

- Design and deliver high quality learning and learning.
- Continue to engage with and use the Teaching for Effective Learning Framework (Tfel) to further support excellent learning opportunities and outcomes for all students.
- Use appropriate pedagogy and interventions to support all students.
- Regularly inform parents about their child's progress.
- Undertake continuous self-review to support improvement planning.

PRIORITIES	TARGETS	STRATEGIES	EVALUATION MEASURES
<p>Literacy Reading and Comprehension (Inferential)</p>	<p>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve of demonstrate</p> <p>DECD SEA (Standard of Educational Achievement) Running Records Target 1: Rec at or above level 5 DECD SEA Target 2: Year 1 at or above level 13 DECD SEA Target 3: Year 2 at or above level 21 DECD SEA</p> <p>Targets PAT R (Reading Comprehension) Expected DECD Scale Score for year Levels. Year 3 – 95 or above Year 4 – 106 or above Year 5 – 112 or above Year 6 – 118 or above Year 7 – 120 or above</p> <p>NAPLaN Targets for Reading and Writing National Minimum Standard (NMS) Year 3 - Band 2 (top Bands are 5 and 6) Year 5 -Band 4 (top Bands are 7 and 8) Year 7- Band 5 (top Bands are 8 and 9) Growth should be minimum 80 points Year 3- 5 and 50 points from year 5- 7</p> <p>All students to achieve at higher grades above a 'C'</p> <p>Due to the small numbers of students in each year level we set individual targets for students based on the above criteria and with an aim of medium or upper growth in NAPLaN and Running Records and appropriate growth between tests in PATR</p>	<p>The major actions that all staff commits to do so that learners are supported at the classroom level to achieve the targets.</p> <p>R – 7 Running Records Data is collected and analysed to support planning for all students R-7 below Level 26.</p> <p>Students not making expected progress are reviewed for intervention termly</p> <p>Synthetic phonics implemented</p> <p>Explicit teaching of vocab and Increase student exposure to vocabulary through subject specific word lists and word walls in all classrooms</p> <p>Teachers to undertake professional learning in the Big 6 of Reading with a focus on comprehension</p> <p>T&D for all staff with emphasis on effective pedagogy</p> <p>Teachers to adhere to the Whole School Literacy Agreement (to be reviewed)</p> <p><u>Oxford Words</u> (to help with fluency) Students can read by the end of the year: Reception 50 words Year 1 100 words Year 2 200 words Year 3-7 400 words</p> <p>Use of formative and summative assessment Student self and peer assessment Giving and receiving feedback for learning</p>	<p>The data, evidence, processes and timelines to be used to monitor, measure, and evaluate progress towards achievement of the targets and effectiveness of strategies.</p> <p>Teachers following and implementing the Data schedule</p> <p>All staff using the whole school Literacy Agreement with common language used across the school.</p> <p>Regular implementation of strategies that reflect the analysis of data</p> <p>Improvement in Students achievement assessments</p> <p>Teacher planning reflects explicit, target and differentiated teaching and learning with links to AC and Tfel</p> <p>Moderated work samples and task design across all year levels show strong evidence of differentiation within the curriculum offered and opportunities for all students to achieve at higher grades above a 'C'</p> <p>Goyder and Light Partnership priorities Staff and students giving and receiving feedback for learning which is acted upon Staff self reflect on Teachers Standards and share goals in Performance and Development Meetings</p>

	Writing	Daily writing incorporated into programs Moderation (school based and across G&L Partnership) Training in 7 Steps to Writing Success Explicit teaching of self-editing skills	All staff using the whole school Text Type Agreement (to be reviewed) Children articulating seven steps to writing success, eg planning, using sizzling starts
Numeracy Number	<p>Targets PAT M (Maths) Expected DECD Scale Score for year Levels. Year 3 – 101 or above Year 4 – 110 or above Year 5 – 112 or above Year 6 – 120 or above Year 7 – 121 or above</p> <p>NAPLAN targets National Minimum Standard (NMS) Year 3 - Band 2 (top Bands are 5 and 6) Year 5 -Band 4 (top Bands are 7 and 8) Year 7- Band 5 (top Bands are 8 and 9) Growth should be minimum 80 points Year 3- 5 and 50 points from year 5- 7</p> <p>All students to achieve at higher levels beyond a 'C' Due to the small numbers of students in each year level we set individual targets for students based on the above criteria and with an aim of medium or upper growth in NAPLAN and appropriate growth between tests in PAT M</p>	<p>Development and implementation of Whole School Numeracy Agreement</p> <p>Daily Big Ideas in Number strategies</p> <p>Teachers to undertake professional learning to broaden their skills in the implementation of teaching Ann Baker mental routines and strategies</p> <p>Continued use of the Quicksmart program (students pre tested for Trust the Count)</p>	<p>Students achievement assessment is appropriate to their year level and or above: PAT-M, NAPLAN, One Minute Maths, Trust the Count</p> <p>Improved Numeracy outcome/results, with a focus on the number strand</p> <p>Moderated work samples and task design across all year levels show strong evidence of differentiation within the curriculum offered and opportunities for all students to achieve at higher levels beyond a 'c'</p>
Student Engagement	Maintain school's attendance level of 97%	<p>Students to able to use strategies that will assist in their personal well-being including using the language of resilience, the Worry Scale, growth mindset Implementation of Social Skills program 'What's the Buzz' Continued use of 5-point scale Teacher planning reflects explicit, targeted and differentiated teaching and learning with links to AC and Tfel. Child Protection Curriculum embedded</p>	<p>Maintenance of attendance levels. Students can articulate their thinking processes, the purpose of their learning and what steps they need to take to 'get there.' Students understand what it means to be a 'good learner.'</p> <p>Goyder and Light Partnership Priorities Mindset surveys (2015 to 2017) SWSE - Student Wellbeing and Engagement Survey (Academic Self Concept and Perseverance)</p>