



Every Learner Engaged, Stretched and Achieving

Site Improvement Plan 2018

OUR VALUES:

Belonging, Opportunity, Achievement, Teamwork

OUR MISSION:

Our mission is to ensure every learner is engaged, stretched and achieving personal and academic growth.

OUR IMPROVEMENT AGENDA:

- High expectations of all students as capable and competent learners who are able to make choices and decisions about their learning.
- Students will progress and achieve at or above their year appropriate level
- 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.
- Teachers pedagogy is informed by evidence based best practice.
- Parents play a critical role in the learning processes for their child and are included in decision making in the school.

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>Goyder and Light Partnership priorities Staff and students giving and receiving feedback for learning which is acted upon.</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 higher than expected SEA 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) including minilit</p> <p>Synthetic phonics is embedded across the school</p> <p>Explicit teaching of vocabulary is used to increase student exposure to vocabulary through subject specific word lists and word walls in all classrooms</p> <p>Teachers involved in professional learning in the Big 6 of Reading with a focus on comprehension (inferential)</p> <p>T&D for all staff has an emphasis on evidence based effective pedagogy</p> <p>Whole School Literacy Agreement (to be reviewed and revised)</p> <p>T&D in use of formative and summative assessment (LDAM strategy)</p> <p>Student self and peer assessment</p> <p>Giving and receiving feedback for learning for students and teachers</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>Implementation of strategies that reflect the analysis of data</p> <p>Improvement in Students achievement data</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>Increase in 'A' "B" grades</p> <p>Staff self reflect on Teachers Standards and share progress towards goals in Performance and Development Meetings</p>

	Writing	Daily writing incorporated into programs Moderation (school based and across G&L Partnership) 7 Steps to Writing Success implemented across school Explicit teaching of self and peer editing Explicit teaching of text types.	All staff using Whole School Text Type Agreement, Guided Reading processes (to be reviewed) Children articulating 7 steps eg planning, sizzling starts. Writing rubrics show improvement in student skills.
Numeracy Number sense	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 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 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 higher than expected growth between tests in PAT M with a particular focus on the area of Number.	Implementation of Whole School Numeracy Agreement Twice a week students using Big Ideas in Number games and articulating strategies used Teachers to undertake professional learning as required to broaden their knowledge and skills in the Big Ideas of Number and the implementation of teaching Natural Maths mental routines and strategies. Intervention includes differentiation in classrooms and pre Quicksmart Trust the Count and Place Value activities. Continued use of the Quicksmart program Incorporating the Eight Effective Practices that Develop Numeracy into T&D at Staff meetings.	Students achievement assessment is appropriate to their year level and or above: PAT-M, NAPLAN, Trust the Count and Place value tests. Improved Numeracy outcome/results, with a focus on the number strand in PAT M Students pre tested for Trust the Count and place Value in term 1 and term 4 and achievement measured. Increase in 'A' 'B' grades 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'
Student Engagement	Increase school's attendance level from 93% to 95%	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 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	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.' Goyder and Light Partnership Priorities Mindset surveys (2015 to 2017) SWSE - Student Wellbeing and Engagement Survey (Academic Self Concept and Perseverance)