

Site Improvement Plan 2018



School Vision:
Nurturing Leadership and Achievement
Through Effort and Respect



Government of South Australia
Department for Education and
Child Development

Leadership Effort Achieve Respect Nurture

Priority: Mathematics - Improve Mathematics achievement of all students

Current State/Strategies implemented	<ul style="list-style-type: none"> • 2017 NAPLAN results at or above the DECD standard of Education Achievement: Year 3, 67% HB 17%, Year 5, 73% HB 9% & Year 7, 86% HB 29% The NAPLAN results indicated Measurement (length, conversions of length and time) and Number (subtraction, fractions & decimals) of areas to improve • 2017 PAT M results at or above the DECD SEA: Year 3, 85%, Year 4, 89%, Year 5, 70%, Year 6, 100% & Year 7, 83% • Staff are implementing the Natural Maths & YuMi Deadly Maths strategies • Staff members participating in ongoing training in Maths • Whole school Maths agreements • Using Learning Design to plan Maths • Working deeply in TfEL Domains 2, 3 and 4 to improve pedagogy in Maths • Utilising the PAT resources to inform teaching direction • Implementation of the Quicksmart Maths • Formative Assessment: Teachers annotate students work samples to provide feedback and inform students of their data to demonstrate growth and set termly goals • Summative assessment tasks to reflect teaching/learning • Students are informed about their data/growth termly, setting goals and strategies • Reporting to families and the community about student progress
Targets	<ul style="list-style-type: none"> • All students making appropriate growth in the PAT M, years 3-7 • All students meeting the DECD Standard of Educational Achievement in PAT M • 100% of students achieving at or above the NAPLAN DECD SEA, students in year 5 and 7 making high progress • Growth of students in the areas of Measurement, in particular length (conversions) and time as well as Number, in particular subtraction, fractions and decimals • All Preschool children demonstrating growth in numeracy
Strategies	<p>Embed authentic student influence using data and feedback to stretch students to strengthen the emerging work on task design and professional learning and embed performance development across Maths by:</p> <ul style="list-style-type: none"> • Building teacher capacity through moderation and deprivatisation (LDAM) with another like school and the support of the SLLIP • Embedding pedagogy to improve child's outcomes → questioning → learning processes • Embedding YuMi Deadly Maths strategies across the school, build all teachers capacity through utilising the online resources and providing all teachers training by those who attend the training especially in the areas of Length, time, subtraction, fractions and decimals • Utilising the PAT M resources online, plotting students, understanding the misconception and where to next • Introducing whole school focus to unpack and deepen students understanding in the areas of length, time, subtraction, fractions and decimals
Evidence	<ul style="list-style-type: none"> • NAPLAN Data growth • PAT M Data growth • Work Samples • A to E Assessments • Individual Data Sheets • Anecdotal notes • Moderation Folders

Priority: English - Improve English achievement of all students

Current State/Strategies implemented	<ul style="list-style-type: none"> • 2017 Running Records results, students above the DECD Standard of Educational Achievement (SEA): Reception, 67%, Year 1, 25%, Year 2, 66% • 2017 NAPLAN results at or above the DECD standard of Education Achievement: Reading: - Year 3, 67% HB 42%, Year 5, 75% HB 33%, Year 7, 86% HB 57% Writing: - Year 3, 83% HB 0%, Year 5, 58% HB 0%, Year 7, 86% HB 43% Spelling: - Year 3 92% HB 33%, Year 5 58% HB 33%, Year 7, 86% HB 43% Grammar and Punctuation: - Year 3 75% HB 33%, Year 5 50% HB 8%, Year 7 86% HB 43% The NAPLAN results indicated that the areas of Writing (vocabulary) and Spelling (identifying errors) are areas to improve • Staff members participating in ongoing training in English • Whole school English agreements • Principal to conduct teacher observations and provide feedback which is aligned with Performance Development planning goals in teaching English • Using the PAT resources to guide and support teaching • Targeted intervention and support processes to ensure best practices are implemented • Formative Assessment: Teachers annotate students work samples to provide feedback and inform students of their data to demonstrate growth and set termly goals • Summative assessment tasks to reflect teaching/learning • Students are informed about their data/growth termly, setting goals and strategies • Reporting to families and the community about student progress
Targets	<ul style="list-style-type: none"> • All students meeting the DECD Standard of Educational Achievement in Running Records and PAT R • All students making appropriate growth in the Owl sight words, PAT Spelling and Punctuation and Grammar years 3-7 • 100% of students achieving at or above the NAPLAN DECD SEA students in year 5 and 7 making high progress • Growth of students in the areas of Writing (extension of vocabulary) and Spelling (identifying errors) • All Preschool children demonstrating growth in numeracy • All students achieve growth in PASM results
Strategies	<p>Embed authentic student influence using data and feedback to stretch students to strengthen the emerging work on task design and professional learning and embed performance development across English with a specific focus on development of a scope and sequence by:</p> <ul style="list-style-type: none"> • Embed Literacy Indicators into the curriculum • Use of PASM results for individual learning plans and whole group focus • Build teacher capacity through moderation and deprivatisation (LDAM) with another like school and the support of the SLLIP • Embed pedagogy to improve child's outcomes →questioning →learning processes • Attend and implement learning/strategies from Oral Language trainings (Sheena Cameron and Pre-school Professional Learning Community meetings) • Focus on building students vocabulary through introducing word walls/charts and developing complex sentences and descriptive language • Focus on supporting students to identify spelling errors and introduce spelling rules on a fortnightly ba-
Evidence	<ul style="list-style-type: none"> • NAPLAN, PAT R, Spelling and Punctuation and Grammar Data • Literacy Pro, OWL, Running Records, PASM data • A to E Assessments • Individual Data Sheets • Student Portfolios

Priority: Wellbeing—Increase student engagement and wellbeing

<p>Current State</p>	<ul style="list-style-type: none"> • KidsMatter Component 1, Positive School Community & Component 2, Social and Emotional Learning for students have been achieved • 89.7% Attendance rate below the 95% DECD target • Behaviour incidents reported in 2017, 56 behaviour incidents reported, 32 were Timeout in class/ Admin, 1 Take home, 11 warnings/spoken to/counselling
<p>Targets</p>	<ul style="list-style-type: none"> • A school community that promotes mental health and wellbeing & Outside learning areas; Vegetable garden, Bush Tucker Trail, Nature Play Area • Respectful relationships, sense of belong and inclusion • Meeting the 95% Attendance DECD target • Reduction of behaviour incidents
<p>Strategies</p>	<p>Strengthen partnerships with community through:</p> <ul style="list-style-type: none"> • Implementation of KidsMatter Component 3 and promotion of the school values and vision • Working with support agencies and communicating regularly ensuring we are informed of any additional factors that may impact students • Promoting and facilitating whole school dialogue with staff, students and the school community about student wellbeing for learning • Continued appointment of the Pastoral Care Worker and Implementation of the Mentoring Program and student voice strategies • Staff meetings sharing of TfEL • Implementation of an aspired pedagogy; design oriented & responsive, low floor high ceiling, peer teaching/collaboration, growth mindset, constructed understanding, problem solving and reasoning
<p>Evidence</p>	<ul style="list-style-type: none"> • Kids Matter survey and TfEL compass survey term 1 and 3 • Implementation of KidsMatter Component 3 • School Values/Vision visible