Site Improvement Plan

Our priorities for 2016:

- Higher standards of learning achievement in literacy and numeracy
- Engage children, families and communities
- Improve attendance
### Priority: Higher standards of learning achievement in reading

#### What success looks like:
- All students will achieve at or above the DECD Reading Education Standards
- Reception: Reading Recovery level 5 by end of term 3
- Year 1: Reading Recovery level 15 by end of term 3/Achievement at ‘C’ or above in English Australian Curriculum
- Year 2: Reading Recovery level 21 by end of term 3/Achievement at ‘C’ or above in English Australian Curriculum
- Year 3: NAPLAN band 3 and above/PAT R scale score 100 or above/Achievement at ‘C’ or above in English Australian Curriculum
- Year 4: PAT R: scale score of 110 or above/Achievement at ‘C’ or above in English Australian Curriculum
- Year 5: NAPLAN band 5 and above/PAT R: scale core of 115 or above/Achievement at ‘C’ or above in English Australian Curriculum
- Year 6: PAT R: scale score of 120.0 or above/Achievement at ‘C’ or above in English Australian Curriculum
- Year 7: NAPLAN band 6 and above/PAT R: scale score of 124 or above/Achievement at ‘C’ or above in English Australian Curriculum

- The achievement gap between the highest and lowest achievers has been reduced
- More students achieving in the higher bands in NAPLAN

#### We will:
- have high expectations for all learners
- Continue to build leadership capability and improve teaching quality
- engage in professional learning and adjust our teaching to reflect new learning
- implement new pedagogies
- Implement, review and further develop whole school common agreements
- Track and monitor children’s achievement and progress
- Provide timely intervention

#### Key Actions to gain shift towards achieving success

##### Track and Monitor all learners growth
- Teachers will implement whole school literacy assessment protocols
- Leaders will meet with teachers once a term to discuss data and individual student growth. Leaders will provide feedback to teachers
- Professional Learning Teams meet twice a term to analyse data and individual student growth and to plan for effective teaching and learning
- Leaders will facilitate processes to engage staff in the use of the whole school data wall once a term
- Teachers will use the evidence from the data to inform whole class and small group strategy teaching and to ‘stretch’ all learners through differentiation
- Leaders will facilitate a process with teachers to moderate student learning twice a year and to design tasks that enable students to demonstrate higher achievement
- Scorelink to be used to store data electronically and to track and monitor student growth

##### Enact changes in Pedagogical Practice
- Teachers will implement whole school literacy agreements
- All staff will engage in professional learning run by school leaders and teachers re: reading comprehension, intentional teaching, differentiation, learning dispositions
- Teachers will engage in PLCs twice a term with a focus on intentional teaching strategies for the teaching of Reading Comprehension Strategies
- Teachers will use evidence from assessment to design learning that is intentional and differentiated to accelerate learning
- Continue Learning Walks to gain a snapshot of learning at a school level and deprivatising teaching and learning
- Information will be shared with the community re reading comprehension, CAFÉ approach to teaching reading, learning dispositions, growth mindset via newsletter, Governing Council, School App, Partners in Print parent sessions, Learning Exhibition, class newsletters

##### Identify and Enact Clear Intervention Processes
- Teachers will use formative assessment strategies to assess learning and design learning that is differentiated for all learners
- Continue to implement Junior Primary Reading Intervention Program and review effectiveness of the intervention strategy in term 2

##### Performance and Development (key action for Literacy and Numeracy)
- Leaders will support staff to participate in a performance and development planning cycle
- Staff will have a documented performance plan which will include SMARTA goals aligned to Site Improvement Plan and to AITSL Professional Standards for Teachers
- Leaders will undertake walk throughs and classroom observations of intentional teaching practice which incorporates whole school agreements. Leaders will provide constructive feedback to teachers following the observations and support teachers to adapt/adopt pedagogy to accelerate learning
- Leaders to work with a small group of teachers (volunteers) to trial peer observation practices in readiness to share with all teachers in 2017
Priority: Higher standards of learning achievement in numeracy

What success looks like:
- All students will achieve at or above the DECD Numeracy Education Standards:
  - **Year 3**: NAPLAN band 3 and above/PAT M scale score 110 Achievement at ‘C’ or above in Mathematics Australian Curriculum
  - **Year 4**: PAT M scale core of 115 or above/ Achievement at ‘C’ or above in Mathematics Australian Curriculum
  - **Year 5**: NAPLAN band 5 and above/ PAT M scale score of 120 or above/ Achievement at ‘C’ or above in English Australian Curriculum
  - **Year 6**: PAT M scale core of 124 or above/ Achievement at ‘C’ or above in Mathematics Australian Curriculum
  - **Year 7**: NAPLAN band 6 and above/ PAT M scale score of 125 or above/ Achievement at ‘C’ or above in Mathematics Australian Curriculum
- All students are engaged in their learning

We will:
- have high expectations for all learners
- continue to build leadership capability and develop teacher pedagogy
- track and monitor the growth of all learners with a focus on number
- design learning that is responsive to students needs and provides for intellectual stretch
- engage in professional learning and adjust our teaching to reflect new learning
- implement new intentional teaching pedagogies
- build our capacity to engage with children in our planning for teaching and learning
- implement processes through which students can provide feedback to their teachers

Key Actions

**Track and Monitor every learners growth**
- 3-7 students complete PAT M in September
- R-1 students complete I Can Do It Maths in term 1 and term 3
- Year 2-7 students complete George Booker Screening Tests in term 1 and term 3
- Teachers to implement Summative assessment tasks regularly as outlined in the whole school Numeracy Scope and Sequence
- Leaders to facilitate processes with staff to analyse data, moderate summative assessment tasks and individual student growth and to plan for effective teaching and learning
- Leaders will meet with Teachers once a term to discuss student reading and numeracy achievement and their plans for how they are responding to this feedback. Leaders will provide feedback to teachers.
- Teachers will use data to inform differentiated whole class and small group teaching
- Teachers and Leaders will participate in Tri Cluster Moderation of student learning: three times a year
- Data to be used to identify students needing Quicksmart Numeracy Intervention

**Enact changes in Pedagogical Practice**
- Leaders to facilitate process to develop Whole school agreements to ensure consistency across the school and to reflect shared understanding of effective intentional teaching pedagogies
- Staff to engage in Professional Learning ran by school leaders, CPAC, teachers re: learning by design, intentional teaching, transforming tasks, formative assessment, growth mindset and progression of student learning with a focus on number
- Teachers will engage in PLCs with a focus on designing learning: clear learning intentions, success criteria, formative assessment, and rich tasks
- Leaders will facilitate a process to review and modify year planners and summative tasks
- Leaders will facilitate a process to develop R-7 scope and sequence of mental computation strategies
- Teachers will collect feedback three times a week from students and set pedagogical goals in response to feedback. Compass tool will be used annually in line with Partnership Plan.
- Teachers will engage with children in our planning for teaching and learning
Priority: Higher standards of learning achievement in numeracy continued

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- Identify and Enact Clear Intervention Processes
  - Leaders to facilitate process to develop effective processes to identify and enact responsive and differentiated intervention for all learners using the Wave Intervention Model
  - Teachers will use formative assessment strategies to assess learning and design learning that is differentiated for all learners
  - Continue to implement Quicksmart Numeracy Intervention and review effectiveness of the intervention strategy in term 4
## Priority: Improve attendance rates

**What success looks like:**
- 95% attendance rate by the end of 2016
- All absences explained
- Reduction in lateness across the school

**We will:**
- have high expectations for all children
- engage with families

**Key Actions**
- Implement electronic roll marking system at the beginning of term 1
- Principal and Deputy Principal conduct regular reviews of data to identify trends and patterns for individual students and cohorts
- Principal and Deputy Principal to continue to work in partnership with DECD support service personnel and outside agencies
- Principal and Deputy principal will work with families and other stakeholders to develop Attendance Action Plans where needed
- Raise awareness in the school community through Governing Council meetings, school newsletter, school App, school Facebook page, at assemblies, acknowledge students who achieve 95% attendance each term with a certificate.