



Site Improvement Plan 2016-2019



Whole School Focus Areas – Literacy, Numeracy, Powerful Learning and Whole School Well-Being

Targets (The Lift)	Evidence		Strategies
	Data Sets:	Historical Results	What specific pedagogical change are we going to implement to improve student achievement?
Powerful Learners Increase the percentage of students displaying a growth mindset to 70% Increase the number of A and B Grades in Aust. Curric. to 50% and SACE St. 1&2 to 65% All preschool students demonstrating growth	Attendance, Opinion Survey Data, Disposition Survey Data, TfEL compass data	Growth Mindset 30%	Implement PLCs with a focus on Developing Expert Learners through alignment of T4S and TfEL (ESR Finding 1, 2 and 3) and focused PLCs in the following best practice areas as identified by staff: <u>Growth Mindset (ESR Finding 1)</u> <input type="checkbox"/> Consistent Language of growth mindset to be embedded into whole curriculum and all classes <input type="checkbox"/> Development of a Growth Mindset toolkit to develop student understanding and the common language which will enable it to be embedded across the all classes/subject areas <input type="checkbox"/> Goal setting – everyone’s success looks different and meeting goals is gaining success <u>Visible Learning (ESR Finding 1 and 2)</u> <input type="checkbox"/> Learning Goals/Intentions/Focus made clear for all year levels and subjects through classroom displays of current learning foci (in classrooms for primary classes, in secondary in corridor/homegroup rooms and in staff room) <input type="checkbox"/> Consistent Wall displays in all classrooms and teaching spaces <u>Questioning/Dialogue as means of Learning (ESR Finding 1)</u> <input type="checkbox"/> Communities of Inquiry within each class/subject area <input type="checkbox"/> Deeper questioning <input type="checkbox"/> Building Communities of Learners to foster deeper understanding <u>Feedback (ESR Finding 1,2 and 3)</u> <input type="checkbox"/> Develop improved feedback circles and use of formative assessment This will be achieved through: <input type="checkbox"/> Professional Learning and Performance Development focus at Staff Meetings <input type="checkbox"/> Embed T4S whole school agreement (aligned to TfEL) to build intellectual stretch and lift engagement
	SACE A-E Grades AC A-E Grades Literacy and Numeracy Indicators	Engagement 40%	
		Attendance 93.5%	
		SACE Grades A/B 57.5%	
		AC Grades A/B 40%	

Targets (The Lift)	Evidence		Strategies
	Data Sets:	Data Sets:	What specific pedagogical change are we going to implement to improve student achievement?
Numeracy Increase the number of students at or above SEA targets in Numeracy to 75% Retain and increase the students in Higher Bands from test to test 80% students demonstrating growth in Numeracy	<u>Data Sets:</u> PAT-Maths, NAPLAN, Symphony Maths, Mathletics	NAPLAN SEA 70%	The strategies from Powerful Learners element will help students to build resilience/persistence when attempting unknown questions (ESR Finding 1) Explicit teaching of Inferential comprehension strategies using QAR process Explicit teaching of worded maths questions – breakdown questions into the maths required to answer the question at least twice per week All staff using common language across all subject areas and making the links to mathematics clear in all subject areas Embed the Numeracy Agreement across the school Maths teachers to focus on ALL 4 skills of Maths (Fluency, Understanding, Reasoning and Problem Solving) Targeted Intervention for students below SEA and extension for students in Higher Bands (ESR Finding 1)
		Total Higher Bands/Total NAPLAN Participation 10%	
		PAT-M SEA 55%	
		Growth PAT-M 72%	

Targets	Data Sets:	Evidence		Strategies
(The Lift)		<u>Historical Results</u>		What specific pedagogical change are we going to implement to improve student achievement?
Literacy Increase the number of students at or above SEA targets in Reading to 75% and Writing to 75%	NAPLAN Reading, NAPLAN Writing, Running Records, SA Spelling Test, PAT-R, PAT-Vocab, PAT-P&G, Site Words	Reading	Writing	<u>Reading:</u> Strategies from Powerful Learners to build resilience/persistence when attempting unknown questions (ESR Finding 1) All staff explicitly teaching the use of the QAR approach for reading comprehension Explicit teaching of Inferential comprehension strategies focusing on developing students use of prior knowledge when approaching a question All students identified as at risk of being below standard are assigned a "Reading Buddy" Targeted Intervention for students below SEA and extension for students in Higher Bands (ESR Finding 1) <u>Writing:</u> Strategies from Powerful Learners to build resilience/persistence when attempting unknown questions (ESR Finding 1) Build vocabulary through focus on growing word walls throughout topics, focused feedback on using precise language All staff to develop vocabulary through the use of: Word Walls in all subject areas, Explicit teaching of topic/subject specific vocab, increased use of dialogue as a means of learning, Exposing students to a range of topics through Reading, viewing and discussion English teachers to focus on the development of simple, compound and complex sentences Targeted Intervention for students below SEA and extension for students in Higher Bands (ESR Finding 1)
Retain and increase the students in Higher Bands from test to test in Reading and Writing		NAPLAN SEA	65%	66%
80% students demonstrating growth in Reading and Writing		Total Higher Bands/Total NAPLAN Participation	14.5%	12%
		Running Record SEA	70%	
		PAT-R SEA	62%	
		Growth	75% (PAT-R)	74% (NAPLAN)

Targets	Data Sets:	Evidence		Strategies
(The Lift)		<u>Historical Results</u>		What specific pedagogical change are we going to implement to improve student achievement?
Wellbeing 90% of students who identify someone at school they can talk to	Wellbeing Data, Opinion Survey Data	60% identify someone to talk to		Youth Opportunities offered PCW and Primary Counsellor positions advertised to students, staff and families Staff provide safe and supportive learning environments Staff Engaging with students throughout lessons – actively moving around class and seen to offer support. Introduction and maintenance of Whole School Well-Being program (MyTERN)

As directed through the 2015 External School Review Finding 4, the Site Improvement plan has been re-aligned to become a vehicle for lifting student achievement and engagement.