

Flaxmill School P-7



Site Improvement Plan 2018

LITERACY

Whole School Foci	Strategies	SMARTA Targets
<p>Reading Doctor Project</p> <p>Flinders University 3 Reception Teachers</p> <p>Oral Language Project</p> <p>Beach Road Speech Pathologists 2 JP teachers</p> <p>Big 6</p> <p>Beach Road / Pupil Free Day</p> <p>Flaxmill P-7 Big 6 Resource Folder</p> <p>Genre Map</p> <p>Flaxmill P-7 whole school Genre teaching sequence</p>	<p><i>Embed Whole School approaches</i> Provide professional learning to support the implementation of agreed teaching strategies - Establish and embed clear processes for student support and intervention for Literacy</p> <ul style="list-style-type: none"> • Provide professional learning to support the implementation of agreed teaching strategies • Literacy committee to review whole school agreement • Continue to embed Whole-School literacy agreements into classroom practice (Jolly Phonics, Running Records, Fountas and Pinnell, Sheena Cameron/Louise Dempsey- Reading, Writing and Oral Language, Words Their Way, Big 6 of Reading and Reading Doctor) • Design whole school Genre map and seek teachers feedback • Evidence these whole school approaches in planning and programming and discuss at Performance Development meetings <p><i>Strengthen pedagogical practice and content knowledge</i></p> <ul style="list-style-type: none"> • Introduce Swivel Camera to staff to strengthen self-reflection and for teachers to reflect upon pedagogical practice – concentrating on Ron Ritchhart – Cultures of Thinking, 8 forces & Sheena Cameron/Louise Dempsey – ‘teacher talk time’ <p><i>Analyse data to track and monitor to inform action at class cohort and site level</i></p> <ul style="list-style-type: none"> • Identify students to participate in Pre Lit, MiniLit and MultiLit intervention programs – monitor, assess and evaluate process and individual students’ progress each term • Use Scorelink data management system to track the progress of individual students/ ATSI students against Literacy targets • Work in professional learning teams to analyse PAT R NAPLAN/ RR and classroom data to set individual targets for all students • Use individual learning data and evidence to monitor each learners progress in literacy and identify SMARTER goals • Identify needs and design targeted, differentiated learning opportunities that personalise and extend each child’s learning and disposition to learn <p><i>Strengthen professional learning communities</i></p> <ul style="list-style-type: none"> • Provide professional development for all staff • PLCs to moderate work samples and establish evidence portfolios to inform assessment and reporting processes – LADM - <i>Learning- Assessment -Design -Moderation</i> 	<p>Satisfactory achievement of the Australian Curriculum in each learning area/subject (Reception) Achievement at ‘C’ or above in each Australian Curriculum learning area/subject (Year 1- Year 7)</p> <p>Running Records Target by T3, 2018 At or above DECD SEA benchmarks</p> <ul style="list-style-type: none"> • Reception - Level 5 • Yr 1- Level 13 • Yr 2- Level 21 or above <p>NAPLAN Proficiency Bands</p> <p>Increasing the percentage of students whose NAPLAN results demonstrate they achieve the DECD Standard of Educational Achievement for Numeracy and Literacy</p> <ul style="list-style-type: none"> • Year 3 Band 3 or above • Year 5 Band 5 or above • Year 7 Band 6 or above <p>Increasing the number of students who attain and maintain NAPLAN scores in the higher bands in all Year levels</p> <p>Achieve at and above PAT-R Comprehension Scale Scores</p> <p>DECD Standard Educational Achievement expectation</p> <ul style="list-style-type: none"> • 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

NUMERACY

Whole School Foci	Strategies	SMARTA Targets
<p style="text-align: center;"><u>Tierney Kennedy</u></p> <p style="text-align: center;"><u>Back to Front Maths</u></p> <p>Implementation of Tierney Kennedy Back to Front Maths</p> <p style="text-align: center;">Year 1- 7 teachers</p> <p>DECD Middle Years Improvement Programme</p> <p>4 teachers / Year 3-5 – to lead new learning</p> <p style="text-align: center;"><u>STEM 500</u></p> <p>2 Teachers to lead new learning</p> <p style="text-align: center;"><u>3D Printing Makers Empire</u></p> <p>2 Teachers to lead new learning</p>	<p><i>Embed Whole School approaches –</i></p> <p><i>Provide professional learning to support the implementation of agreed teaching strategies - Establish and embed clear processes for student support and intervention for Numeracy</i></p> <ul style="list-style-type: none"> • Numeracy committee to review Numeracy Agreement • Implementation of Tierney Kennedy Back to Front Maths Programme /Resources Year 1-7 • Year 3/4 teachers to participate in DECD Middle Years Improvement Programme 2017/2018 • Evidence these whole school approaches in planning and programming and discussion at Performance Development meetings • Students actively engaged with worthwhile tasks that promote the Australian Curriculum Proficiencies of fluency, understanding, problem solving and reasoning <p><i>Strengthen pedagogical practice and content knowledge</i></p> <ul style="list-style-type: none"> • Growth Mindset and mathematical mindset strategies to underpin teaching pedagogy/drive differentiation practices e.g. Jo Boaler • Identify needs and design targeted, differentiated learning opportunities that personalise and extend each child's learning and disposition to learn • Continue to focus on powerful learners and incorporate STEM methodology to enable learners to connect and transfer knowledge <p><i>Analyse data to track and monitor to inform action at class cohort and site level</i></p> <ul style="list-style-type: none"> • Identify students to participate in the QuickSmart Intervention program – monitor, assess and evaluate process and individual students' progress each term • Utilise Numeracy Diagnostic testing (Back to Front Maths and Booker) and the Scorelink data management system to track the progress of individual students against Numeracy targets • Use individual learning data and evidence to monitor each learners progress in numeracy and identify SMARTER goals <p><i>Strengthen professional learning communities</i></p> <ul style="list-style-type: none"> • PLCs to moderate work samples and establish evidence portfolios to inform assessment and reporting processes LADM- <i>Learning- Assessment –Design - Moderation</i> • Provide regular team-teaching and observation/feedback opportunities 	<p>Satisfactory achievement of the Australian Curriculum in each learning area/subject (Reception)</p> <p>Achievement at 'C' or above in each Australian Curriculum learning area/subject (Year 1-Year 7)</p> <p>NAPLAN Proficiency Bands</p> <p>Increasing the percentage of students whose NAPLAN results demonstrate they achieve the DECD Standard of Educational Achievement for Numeracy and Literacy</p> <ul style="list-style-type: none"> • Year 3 Band 3 or above • Year 5 Band 5 or above • Year 7 Band 6 or above <p>Increasing the number of students who attain and maintain NAPLAN scores in the higher bands in all Year levels</p> <p>Achieve at and above PAT M Scale Scores</p> <p>DECD Standard Educational Achievement expectation.</p> <ul style="list-style-type: none"> • 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>All Year 1 and Year 2 students to sit PatM test in Term 4</p>

ENGAGEMENT and WELLBEING

Whole School Foci	Strategies	SMARTA Targets
<p>Nature Play NIT Flaxmill R-7</p> <p>Play is the Way Whole school</p> <p>Future Leaders Initiative and AST2 Leadership Density 2 key teachers</p> <p>Parent Engagement Information sessions /Parent Area Aboriginal Education Team</p>	<p><i>Embed Whole School approaches</i></p> <p><i>Provide professional learning to support the implementation of agreed teaching strategies - Establish and embed clear processes to support Student Wellbeing and Engagement</i></p> <ul style="list-style-type: none"> • Continue to train staff in Interoception and implement as a behavior management strategy • Smarter goals embedded for all students • Engage in review of SBM and Attendance practices and implement new policy/procedures into practice. • Implement Play is the Way across P-7 to teach social and emotional skills • Nature Play NIT <p><i>Strengthen pedagogical practice and content knowledge</i></p> <ul style="list-style-type: none"> • Build 'Student Voice' and 'Student Leadership' opportunities into classroom practice • Embed TfEL Domain 2 (Create safe conditions for rigorous learning) and incorporate into classroom practice • Continue to develop and embed outdoor functional teaching spaces which give flexibility and provide increased opportunities for innovative and quality learning programmes. These will include the Outdoor Learning Area in the Community Garden, the Front garden, Aquaponics Shed and Playpods across the School • STEM – Key teachers to lead new learning • Peer tutoring, swivel camera self observations/reflections • Ron Ritchhart – Cultures of Thinking • Future Leaders Initiative and AST2 <p><i>Strengthen professional learning communities</i></p> <ul style="list-style-type: none"> • Play is the Way Action Team – key teachers to lead new learning within their PLCs • Collaborating and designing new STEM learning environments • SBM and attendance data analysed to reflect on learner achievement • Focus in PLC discussions on regularly reviewing and sharing strategies to improve SBM and attendance <p><i>Engage with the community</i></p> <ul style="list-style-type: none"> • To improve parent/caregivers and community communication by inviting the community into the school for information sessions, sharing afternoons/mornings or special events • Communicate to parents as an early intervention strategy in regards to student learning and behaviour • Build positive relationships with families by regularly communicating successes and positive outcomes <i>Class Dojo, School STAR, messaging system, newsletters and parent conferences</i> • Sharing our new learning of 3D printing, new environments learning • Aboriginal Education Team – promoting reconciliation and student success 	<ul style="list-style-type: none"> • An overall Attendance Rate of 95 % or above (students R-7) for 2018 • Implementation of overall School wellbeing survey during Term 1 <ol style="list-style-type: none"> 1. Student survey addressing wellbeing at Flaxmill P-7 2. Staff psychological health survey <ul style="list-style-type: none"> • SMARTAR Goals designed and recorded for all students R-7 in – Literacy, Numeracy and Student Wellbeing

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