

# Flaxmill School P-7



## Site Improvement Plan

2017

# Literacy

Whole School Foci	Strategies	SMARTA Targets...	
<p><b>Embed Whole School approaches</b></p> <ul style="list-style-type: none"> <li>• Provide professional learning to support the implementation of agreed teaching strategies</li> <li>• Establish and embed clear processes for student support and intervention for Literacy</li> <li>• Finalise whole school Literacy Agreement</li> </ul> <p><b>Strengthen pedagogical and content knowledge</b></p> <ul style="list-style-type: none"> <li>• Provide professional and collegiate support for the Big 6 of Reading (Oral language, Phonological awareness, Phonics, Vocabulary, Fluency and Comprehension) to enhance professional learning</li> </ul> <p><b>Analyse data to track and monitor to inform action at class cohort and site level</b></p> <ul style="list-style-type: none"> <li>• Enhance the capacity and provide regular opportunities for teachers and SSOs to analyse data to monitor student achievement and inform teaching and learning</li> </ul> <p><b>Strengthen professional learning communities</b></p> <ul style="list-style-type: none"> <li>• Establish clear purpose to work of PLCs as part of a cycle of review and improvement</li> <li>• Provide regular opportunities for staff to work collaboratively to use evidence/data to inform planning and improvement strategies</li> <li>• Provide regular team-teaching and observation/feedback opportunities</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Literacy committee to formalise draft agreement</li> <li>• Continue to embed Whole-School literacy agreements into classroom practice (Jolly Phonics, Running Records, Fountas and Pinnell, Sheena Cameron, Words Their Way, Big 6 of Reading)</li> <li>• Evidence these whole school approaches in their planning and programming and discuss at Performance Development meetings</li> <li>• Participate in regular and rigorous self- reflection and address improvement areas through professional learning, peer observations and feedback – whole staff, PLC discussions and Leadership improvement cycle meetings</li> <li>• Utilise effective teaching and learning practices as outlined in the Teaching for Effective Learning Framework and the Early Years Learning Framework</li> <li>• Identify students to participate in Pre Lit, MiniLit and MultiLit intervention programs – monitor, assess and evaluate process and individual students' progress each term</li> <li>• Utilise whole school data walls and the Scorelink data management system to track the progress of individual students against Literacy targets</li> <li>• Work in professional learning teams to analyse PAT R, NAPLAN and classroom data to set individual targets for all students</li> <li>• Teachers use individual learning data and evidence to monitor each learners progress in literacy</li> <li>• Identify needs and design targeted, differentiated learning opportunities that personalise and extend each child's learning and disposition to learn</li> <li>• Provide professional development for all staff</li> <li>• PLCs to moderate work samples and establish evidence portfolios to inform assessment and reporting processes</li> </ul>	<p><b>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)</b></p> <p>Running Records Target by T3, 2017</p> <p>At or above DECD SEA benchmarks</p> <ul style="list-style-type: none"> <li>• Reception - Level 5</li> <li>• Yr 1- Level 13</li> <li>• Yr 2- Level 21 or above</li> </ul> <p><b>NAPLAN Proficiency Bands</b></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"> <li>• Year 3 Band 3 or above</li> <li>• Year 5 Band 5 or above</li> <li>• Year 7 Band 6 or above</li> </ul> <p>Increasing the number of students who attain NAPLAN scores in the higher bands in all Year levels</p> <p><b>Achieve at and above</b></p> <p><b>PAT-R Comprehension Scale Scores</b></p> <ul style="list-style-type: none"> <li>• Average scale score per year level with National mean score level</li> <li>• Percentage of students at or above the DECD Standard Educational Achievement expectation.</li> <li>• Year 3: 95 or above</li> <li>• Year 4: 106 or above</li> <li>• Year 5: 112 or above</li> <li>• Year 6: 118 or above</li> <li>• Year 7: 120 or above</li> </ul>	<p><b>Review Dates</b></p> <p><b>Staff Meeting Focus</b></p> <p>Term 1 – Week 8 Term 2 – Week 8 Term 3 – Week 8</p>

# Numeracy

Whole School Foci	Strategies	SMARTA Targets...	
<p><b>Embed Whole School approaches</b></p> <ul style="list-style-type: none"> <li>• Provide professional learning to support the implementation of agreed teaching strategies</li> <li>• Establish and embed clear processes for student support and intervention for Numeracy</li> <li>• Finalise whole school Numeracy Agreement</li> </ul> <p><b>Strengthen pedagogical and content knowledge</b></p> <ul style="list-style-type: none"> <li>• Establish opportunities for self-reflection, peer observation and feedback</li> <li>• Provide professional and collegiate support for the fostering of innovative and relevant numeracy learning to enhance professional learning</li> </ul> <p><b>Analyse data to track and monitor to inform action at class cohort and site level</b></p> <ul style="list-style-type: none"> <li>• Enhance the capacity and provide regular opportunities for teachers and SSOs to analyse data to monitor student achievement and inform teaching and learning</li> </ul> <p><b>Strengthen professional learning communities</b></p> <ul style="list-style-type: none"> <li>• Establish clear purpose to work of PLCs as part of a cycle of review and improvement</li> <li>• Provide regular opportunities for staff to work collaboratively to use evidence/data to inform planning and improvement strategies</li> <li>• Provide regular team-teaching and observation/feedback opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Numeracy committee to formalise draft agreement</li> <li>• Continue to embed Whole-School numeracy agreements into classroom practice : Learning Design/planning agreements, content knowledge, mathematical language, Numeracy Block, “Six key principles for effective teaching of mathematics” (Peter Sullivan)</li> <li>• Evidence these whole school approaches in their planning and programming and discuss at Performance Development meetings</li> <li>• Participate in regular and rigorous self- reflection and address improvement areas through professional learning, peer observations and feedback – whole staff, PLC discussions and Leadership improvement cycle meetings</li> <li>• Utilise effective teaching and learning practices as outlined in the Teaching for Effective Learning Framework and the Early Years Learning Framework</li> <li>• Students actively engaged with worthwhile tasks that promote the Australian Curriculum Proficiencies of fluency, understanding, problem solving and reasoning</li> <li>• Growth Mindset and mathematical mindset strategies to underpin teaching pedagogy and drive differentiation practices</li> <li>• Identify students to participate in the QuickSmart Intervention program – monitor, assess and evaluate process and individual students’ progress each term</li> <li>• Utilise whole school data walls, Booker Numeracy Diagnostic testing and the Scorelink data management system to track the progress of individual students against Numeracy targets</li> <li>• Teachers use individual learning data and evidence to monitor each learners progress in numeracy</li> <li>• Identify needs and design targeted, differentiated learning opportunities that personalise and extend each child’s learning and disposition to learn</li> <li>• PLCs to moderate work samples and establish evidence portfolios to inform assessment and reporting processes</li> <li>• Continue to focus on powerful learners and incorporate STEM methodology to enable learners to connect and transfer knowledge</li> </ul>	<p><b>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)</b></p> <p><b>NAPLAN Proficiency Bands</b> 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"> <li>• Year 3 Band 3 or above</li> <li>• Year 5 Band 5 or above</li> <li>• Year 7 Band 6 or above</li> </ul> <p>Increasing the number of students who attain NAPLAN scores in the higher bands in all Year levels</p> <p><b>Achieve at and above PAT MATH Plus Scale Scores</b></p> <ul style="list-style-type: none"> <li>• Year 3: 101 or above</li> <li>• Year 4: 110 or above</li> <li>• Year 5: 112 or above</li> <li>• Year 6: 120 or above</li> <li>• Year 7: 121 or above</li> </ul> <p><b>All Year 1 and Year 2 students to sit PatM test in Term 4</b></p> <p><b>PatM results: Continue to build upon the past three years’ improvement in the following:</b></p> <ul style="list-style-type: none"> <li>• Average scale score per year level with National mean score level</li> <li>• Percentage of students at or above the DECD Standard Educational Achievement expectation.</li> </ul>	<p style="text-align: center;"><b>Review Dates Staff Meeting Focus</b></p> <p>Term 1 – Week 8 Term 2 – Week 8 Term 3 – Week 8</p>

# Engagement and Wellbeing

Whole School Foci	Strategies	SMARTA Targets...	
<p><b>Embed Whole School approaches</b></p> <ul style="list-style-type: none"> <li>Develop consistent approaches to managing student behaviour at class and site level</li> <li>Develop consistent approaches to managing attendance at class and site level</li> <li>Establish student engagement base line data and undertake a Bullying Audit</li> <li>Nature Play and Nature Based/Garden Education Programme</li> <li>Play pods</li> <li>Induction programme for new staff</li> </ul> <p><b>Strengthen pedagogical and content knowledge</b></p> <ul style="list-style-type: none"> <li>Student Voice and Leadership opportunities are made available to students across the school.</li> </ul> <p><b>Establish data analysis processes</b></p> <ul style="list-style-type: none"> <li>Enhance the capacity and provide regular opportunities for teachers and SSOs to analyse engagement data to monitor student achievement and inform teaching and learning</li> <li>Embed clear and consistent data collection and analysis processes for behaviour and attendance</li> </ul> <p><b>Strengthen professional learning communities</b></p> <ul style="list-style-type: none"> <li>Provide regular opportunities for staff to work collaboratively to use evidence/data to inform planning and improvement strategies</li> </ul> <p><b>Engage with the community</b></p> <ul style="list-style-type: none"> <li>Strengthen student voice opportunities</li> <li>Strengthen the connection between home and school in regards to learning through regular newsletter articles, information sessions and Governing Council</li> </ul>	<ul style="list-style-type: none"> <li>Build 'Student Voice' and 'Student Leadership' opportunities into classroom practice</li> <li>Embed TfEL Domain 2 (Create safe conditions for rigorous learning) and incorporate into classroom practice</li> <li>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</li> <li>Smarter goals embedded</li> <li>Engage in review of SBM and Attendance practices and implement new policy/procedures into practice.</li> <li>Provide opportunities for students to participate in engagement surveys and to establish individual goals.</li> <li>SBM and attendance data analysed to reflect on learner achievement</li> <li>Focus in PLC discussions on regularly reviewing and sharing strategies to improve SBM and attendance</li> <li>Provide information to parents/caregivers which outline classroom expectations as well as the teaching and learning programme each term</li> <li>Communicate to parents as an early intervention strategy in regards to student learning and behavior</li> <li>Build positive relationships with families by regularly communicating successes and positive outcomes</li> </ul>	<ul style="list-style-type: none"> <li>An overall Attendance Rate of 95 % or above (students R-7) for 2017</li> <li>Design and implementation of overall School wellbeing survey during Term 1</li> </ul> <ol style="list-style-type: none"> <li>Student survey addressing wellbeing at Flaxmill P-7</li> <li>Staff psychological health survey</li> </ol>	<p><b>Review Dates</b> <b>Staff Meeting Focus</b></p> <p>Term 1 – Week 8 Term 2 – Week 8 Term 3 – Week 8</p>