



# Site Improvement Plan

<u>Our Vision</u>		<u>Our Mission</u>
To develop a community of independent learners who are able to contribute as active members of society.		To provide a safe and positive learning environment that engages, challenges and empowers students to flourish.
<u>Our Values</u>	<u>Our Priorities</u>	<u>External Review Directions</u>
Respect Honesty Fairness Responsibility	1. Literacy 2. Numeracy 3. Wellbeing	<p>The Principal will work with the Education Director to implement the following Directions:</p> <ol style="list-style-type: none"> <li>1. Establish structures and processes to facilitate collaborative planning and reflection of the pedagogies teachers are using to implement the school's Literacy and Numeracy Agreements and the Australian Curriculum.</li> <li>2. Develop an agreed understanding of what is meant by student engagement, high expectations and rigorous learning. Establish an agreed method of measuring the extent of student engagement so that the school and individual teachers can evaluate their effectiveness.</li> <li>3. Use achievement data to plan and implement tailored and targeted instruction, to track and monitor progress and to inform strategic decisions.</li> </ol>

## Australian Curriculum (AC)

### **Content**

- ❖ Achievement Standards
- ❖ Data driven analysis for intervention
- ❖ Assessment and Reporting
- ❖ Learning Design

### **Implementation Pedagogy**

- ❖ TÆL
- ❖ BitL (Bringing it to Life)
- ❖ Problem Solving maths strategies

## Partnerships

- ❖ Greater Gawler Partnership (data, planning, pedagogy, intervention).
- ❖ DECD and outside services
- ❖ Wellbeing—PITW and Positive Education

## Quality Teaching and Learning

- ❖ Powerful learners / Problem Solvers
- ❖ High expectations
- ❖ Questioning
- ❖ Formative assessment of and for learning
- ❖ Differentiation
- ❖ Learning Technologies
- ❖ Quality Tasks for effective teaching and learning.

**Priority: Maximising potential in literacy through effective teaching and learning practices**

Intended Outcomes	Key Data	Targets and Indicators of success																																																																																																					
<p>Improving student learning outcomes and engagement through the development of quality teaching and learning programs, using the</p> <ul style="list-style-type: none"> <li>• Australian Curriculum (AC)</li> <li>• Teaching for Effective Learning (TfEL) Framework</li> <li>• GEPS Literacy Agreement</li> <li>• Australian Teacher Standards(ATSL) to underpin reflective practice and improved pedagogy in literacy.</li> </ul>	<p>NAPLAN</p> <p><u>School based Data:</u>                      PAT-R                      Running Records                      Phonological Awareness Screening                      Bedrock Word List</p> <p>Evidence-based teacher observations</p>	<p><b><u>NAPLAN</u></b>                      Maintenance of students performing in DECD higher achievement bands, and a reduction of students performing below the DECD Standard of Educational Achievement (SEA) for NAPLAN.</p> <table border="1" data-bbox="891 279 2000 539"> <thead> <tr> <th rowspan="2">Year Level</th> <th rowspan="2">DECD SEA for NAPLAN</th> <th rowspan="2">Data % of students at or above the SEA</th> <th colspan="2">Targets %</th> </tr> <tr> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>2015</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Band 3</td> <td>80</td> <td>80</td> <td>80</td> </tr> <tr> <td>5</td> <td>Band 5</td> <td>53</td> <td>80</td> <td>80</td> </tr> <tr> <td>7</td> <td>Band 6</td> <td>70</td> <td>70</td> <td>70</td> </tr> </tbody> </table> <p><b><u>PAT-R</u></b></p> <table border="1" data-bbox="891 627 2000 1050"> <thead> <tr> <th rowspan="2">Year Level</th> <th rowspan="2">Scale Score</th> <th rowspan="2">Data %</th> <th colspan="2">Targets %</th> </tr> <tr> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>2015</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>90 or above (School based)</td> <td>51</td> <td>60</td> <td>70</td> </tr> <tr> <td>3</td> <td>100 or above</td> <td>67</td> <td>60</td> <td>70</td> </tr> <tr> <td>4</td> <td>110 or above</td> <td>58</td> <td>75</td> <td>70</td> </tr> <tr> <td>5</td> <td>115 or above</td> <td>54</td> <td>65</td> <td>80</td> </tr> <tr> <td>6</td> <td>120 or above</td> <td>74</td> <td>65</td> <td>70</td> </tr> <tr> <td>7</td> <td>124 or above</td> <td>64</td> <td>85</td> <td>75</td> </tr> </tbody> </table> <p><b><u>RUNNING RECORD</u></b> Instructional reading levels – seen text September levels                      *students continue to be tested until level 30 is achieved</p> <table border="1" data-bbox="882 1141 2000 1428"> <thead> <tr> <th rowspan="2">Year level</th> <th rowspan="2">RR Level</th> <th rowspan="2">Data %</th> <th colspan="2">Targets %</th> </tr> <tr> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>2015</td> <td></td> <td></td> </tr> <tr> <td>Reception</td> <td>9 or above</td> <td></td> <td>75</td> <td>80</td> </tr> <tr> <td>Year 1</td> <td>15 or above</td> <td></td> <td>75</td> <td>80</td> </tr> <tr> <td>Year 2</td> <td>21 or above</td> <td></td> <td>75</td> <td>80</td> </tr> <tr> <td>Year 3</td> <td>27 or above</td> <td></td> <td>75</td> <td>80</td> </tr> </tbody> </table>	Year Level	DECD SEA for NAPLAN	Data % of students at or above the SEA	Targets %		2016	2017			2015			3	Band 3	80	80	80	5	Band 5	53	80	80	7	Band 6	70	70	70	Year Level	Scale Score	Data %	Targets %		2016	2017			2015			2	90 or above (School based)	51	60	70	3	100 or above	67	60	70	4	110 or above	58	75	70	5	115 or above	54	65	80	6	120 or above	74	65	70	7	124 or above	64	85	75	Year level	RR Level	Data %	Targets %		2016	2017			2015			Reception	9 or above		75	80	Year 1	15 or above		75	80	Year 2	21 or above		75	80	Year 3	27 or above		75	80
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