



Hallett Cove South Primary School

HALLETT COVE SOUTH PRIMARY SCHOOL SITE IMPROVEMENT PLAN 2017

SCHOOL VALUES & AGREEMENTS

CARE

RESPECT

ENVIRONMENT

SAFETY

TEAMWORK



Attentive Listening - we will always listen with our eyes, ears and hearts

Mutual Respect - we will always show respect for ourselves, others and property

Safety - we will always think of safety first

Right to pass -we all have the right to choose to participate

Appreciation/no put downs - we talk and act kindly to each other

Personal Best - we will always achieve the best we possibly can

SCHOOL VISION

The Hallett Cove South Primary School Community strives collaboratively to provide a relevant, challenging, excellent education for all students in its care - *working together preparing for the future*

LITERACY and NUMERACY – focus on Intellectual Stretch, Growth mindsets

RESOURCING

- ✚ SSO support in Multi-Lit, Quicksmart Maths, Toosmart, Reading Doctor and with some SWD students
- ✚ Funding for Reading Doctor program, Apps for I pads, Multi Lit, Quicksmart
- ✚ Further maths equipment and guided reading texts and levelled readers purchased eg Oxford, Blueprints, SPELD
- ✚ On line resources – Edmodo, Studyladder, Scootle, Google classroom
- ✚ Provide PD: whole school, group, individual, eg Intellectual stretch (Deb Lasscock), Guided Reading, Jolly Phonics/Grammar, Transforming maths tasks, Running Records, Natural Maths
- ✚ Assessment tools to be used and timelines and data required – eg SA Spelling Test, Running Records, Naplan Yr 3,5,7, PATR and PATM, George Booker screening tests, Soundations
- ✚ Whole school development of agreements and continuums, use of Ann Baker practices
- ✚ Access to support services eg speech pathologist, Psychologist
- ✚ Lunch time activities – teacher and student led (time allowance)

CONTINUING IMPROVEMENT IN THINGS LEARNERS DO

- ✚ Demonstrate deepening knowledge and understanding of the 6 levels of comprehension and increase vocabulary (more complex and technical language)
- ✚ Children making connections – real life examples in literacy and numeracy and transference of skills and knowledge
- ✚ Seek feedback to move learning forward, from teacher and peers, teach others
- ✚ Articulate their learning, enjoyment and confidence in Maths and English
- ✚ Reading at instructional level, at year level appropriate PATR and PATM level
- ✚ Problem solve and work with others, show learning in multiple ways
- ✚ Work with teachers to plan learning, give feedback on learning
- ✚ Use a range of materials and tools confidently to solve problems, including digital resources such as Studyladder, Apps
- ✚ Improved learning outcomes: fewer at lower and mid-level, increase at upper level

CONTINUING IMPROVEMENT IN TEACHER PRACTICE

- ✚ Literacy and numeracy agreements followed by all staff
- ✚ Australian Curriculum used to plan effective learning activities with clear learning intentions and formative assessment tasks.
- ✚ Tasks transformed to build intellectual stretch, creativity, real life examples
- ✚ Explicitly teach impulse control
- ✚ Allow 'wait time', time for students to think, talk
- ✚ Differentiation strategies– eg pair and share, peer teaching, flexible groups
- ✚ Provide authentic opportunities for learners to use and develop their skills and knowledge i.e. across year levels, on-line forums, community opportunities
- ✚ Visible learning tools –phonics charts, word walls, scaffold charts, Natural Maths charts, fixed vs growth mindsets
- ✚ Professional conversations, coaching, mentoring, sharing in teams.
- ✚ Feedback to students and parents, parent information sessions
- ✚ Regularly collect and analyse data to inform teaching and learning

SMARTA TARGETS

Improvement in learning outcomes, what will we measure, how will we know?

- ✚ September Yr. 1 – 70% students at Reading level 15 or above, incl SWD
- ✚ September Yr. 2 – 65% students at Reading level 21 or above, inc SWD
- ✚ Yr. 3 – 80% students in NAPLAN reading achieve DECD SEA or higher
- ✚ Yr 3- 70% students in NAPLAN numeracy achieve DECD SEA or higher
- ✚ Yr 3 - 40% of students in NAPLAN higher bands reading, 20% numeracy
- ✚ Yr.5 – 70% students in NAPLAN reading achieve DECD SEA or higher
- ✚ Yr 5- 75% students in NAPLAN numeracy achieve DECD SEA or higher
- ✚ Yr 5 - 25% of students in NAPLAN higher bands reading, 10% numeracy
- ✚ Yr. 7 – 70% students achieve DECD reading SEA or higher
- ✚ Yr 7- 70% students in NAPLAN numeracy achieve DECD SEA or higher
- ✚ Year 7 – 30% students in reading NAPLAN higher bands, 20% numeracy
- ✚ < 10% students less than scaled score in PAT-R/ PATM relevant to year level
- ✚ 100% of EALD students leveled by end term 2

Assessment tools, monitoring, further action:

Running Records, PAT-R and PATM

Regular (twice/term) Running Records assessment for students in Rec, Yr 1 and Yr 2 and Year 3-7 students below level 30. EDSAS data entry Term 3

Intervention for students not achieving the benchmarks – MultiLit, speech programs, Reading Doctor, Quicksmart and Toosmart Maths

EALD levelling for identified students

SOCIAL AND EMOTIONAL LEARNING/WELLBEING

RESOURCING

- ✚ School Counsellor 0.2
- ✚ Budget support – Play is the Way, Trauma training etc
- ✚ Pastoral Care Worker to continue through SMG
- ✚ Staff PD – staff meetings, unit meetings, Pupil Free Days
- ✚ SRC facilitator – increase student voice
- ✚ Lunch time programs - craft, art, Maker Space, Coding Club, Japanese
- ✚ Student Leadership programs
- ✚ Texts and school resources (posters, online resources)
- ✚ Community resources –CAMHS, NDIA, local council, church groups
- ✚ Provide assessment tools, surveys as appropriate eg Middle Years assessment
- ✚ School agreement posters, PITW print resources and equipment
- ✚ Sensory room, classroom sensory resources
- ✚ Keeping Safe: Child Protection texts, resources, year level expectations
- ✚ Autism awareness programs including peer support

CHANGES IN THINGS LEARNERS DO

- ✚ Articulate and enact school values and agreements and show their application in real life situations
- ✚ Self-regulate and develop resilience, persistence and problem solving strategies
- ✚ Articulate needs and feelings in appropriate ways
- ✚ Approach tasks with a growth mindset, optimism and enthusiasm
- ✚ Accept responsibility for their own learning and actions
- ✚ Engage more in school events/activities/learning opportunities i.e. SAPSASA, choir, sports
- ✚ Improved attendance for identified students
- ✚ Reduced yard and classroom issues
- ✚ Students showing initiative, independence, confidence, support for each other, risk taking in learning

CONTINUING IMPROVEMENT IN TEACHER PRACTICE

- ✚ Understand and use approaches to particularly engage children with social/emotional challenges, build partnerships with families/support services
- ✚ Personal and frequent contact with families, strong engagement with parents
- ✚ Differentiate curriculum for all students, recognise individual learning styles
- ✚ Recognise when students need an alternative response/task
- ✚ Create a classroom culture aligned to school values and agreements
- ✚ Facilitate genuine student voice, class meetings, curriculum involvement
- ✚ Focus on growth mindsets, intrinsic motivation, encourage optimism
- ✚ Embed Play is the Way games and principles in weekly timetable, fortnightly whole school games, revisit PD
- ✚ Monitor attendance and apply intervention strategies
- ✚ Collaborate with colleagues, share knowledge of students and families
- ✚ Child Protection Curriculum embedded in all classrooms
- ✚ Buddy class activities – mentoring, sharing the learning, peer role modelling

SMARTA TARGETS

Improvement in learning outcomes, what will we measure, how will we know?

- ✚ Increase attendance to 92% and authorised absences reduced
- ✚ Unauthorised absences > 10%
- ✚ Increase number of students involved in interschool/community events
- ✚ Reduction in the number of students with documented suspensions, not following behaviour code, violence and threatened safety and wellbeing (EDSAS)
- ✚ Student, staff and parent wellbeing surveys score 4 or higher in response to wellbeing questions
- ✚ Every student involved in Play is the Way program and activities
- ✚ Student Voice strengthened as indicated through student surveys

Assessment tools, monitoring, further action:

EDSAS data eg attendance
 Student survey data i.e. bullying, Middle School Survey
 SBM data collection
 SRC minutes

AUSTRALIAN CURRICULUM – TRANSFORMING TASKS/MODERATION AND ASSESSMENT

RESOURCING

- ✚ Budget support – Digital technology, classroom furnishings, texts, on-line resources
- ✚ Staff PD – staff meetings, unit meetings, Pupil Free Days
- ✚ Use of staff expertise eg in IT
- ✚ Sharing of teacher practice and resources, mentoring, coaching
- ✚ Community resources – museums, local council etc
- ✚ ACARA website – on line resources
- ✚ Studyladder, Scootle, Edmodo, Ipads, wireless access
- ✚ Use of Michael Pohl resources – critical and creative thinking and school continuum
- ✚ Work with Partnership support - student learning rounds

CHANGES IN THINGS LEARNERS DO

- ✚ Demonstrate deepening knowledge and understanding in all curriculum areas
- ✚ Accept responsibility for own learning and approach tasks with optimism and enthusiasm
- ✚ Show initiative, independence, confidence, support for each other and risk taking in learning
- ✚ Increase technical and curriculum related vocabulary
- ✚ Make connections and apply learning to new contexts across the curriculum
- ✚ Confidently use ICT and digital technologies
- ✚ Use multiple sources to find information
- ✚ Seek feedback to move learning forward, from teacher and peers, articulate learning to others
- ✚ Demonstrate creative and critical thinking skills

CONTINUING IMPROVEMENT IN TEACHER PRACTICE

- ✚ Plan with and embed all AC curriculum areas – English, Maths, HASS, Arts, Science, Technology, HPE, LOTE
- ✚ Professional discussions, share ideas and resources, observe and mentor, network outside the school, attend relevant PD
- ✚ Plan according to mandated guidelines eg English, Maths, Science – unit plans, learning experiences, assessment tasks
- ✚ Use of Tfel to program the 'how' in curriculum areas
- ✚ National Professional Standards for teachers used to identify areas for improvement
- ✚ Integrate and differentiate curriculum for all students and different year levels, inclusive of SWD and multi-level classes, allow 'wait time'
- ✚ Encourage problem solving, thinking at more complex levels, global connectedness
- ✚ Embed cross curriculum priorities and general capabilities in all areas
- ✚ Confidently use on line resources, digital technologies –self and with students
- ✚ Plan engaging and authentic learning experiences
- ✚ Embed deep levels of questioning – closed and open ended tasks.
- ✚ Explicitly teach concepts such as impulse control

SMARTA TARGETS

- Improvement in learning outcomes, what will we measure, how will we know?
- ✚ 100% of students assessed against standards in AC at end of the year
 - ✚ All staff attend relevant PD and share programming at PD meetings
 - ✚ 90% of students (excluding SWD) achieve minimum C grading at year level at end of year
 - ✚ Student opinion and other surveys indicate engagement with curriculum

Assessment tools, monitoring, further action:

Unit plans and assessment records documented and shared at PD meetings
Formative assessment tasks and moderation further developed