



Hallett Cove South Primary School

# HALLETT COVE SOUTH PRIMARY SCHOOL SITE IMPROVEMENT PLAN 2018

## 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 (reading and writing focus) & NUMERACY (Intellectual Stretch)

### RESOURCING

- ✚ Funding and SSO support for Multi-Lit, Quicksmart Maths, Toosmart, Reading Doctor SWD and other identified students
- ✚ On line resources – Studyladder, Scootle, Google classroom
- ✚ Provide PD: whole school, group, individual, eg Intellectual stretch (Deb Lasscock), guided writing and genre writing, Jolly Phonics/Grammar, Big 6 in reading
- ✚ Assessment tools and data– eg SA Spelling Test, Running Records, Naplan Yr 3,5,7, PATR and PATM, George Booker screening tests, Soundations and time for analysis. Data walls developed.
- ✚ Access to support services as required eg speech pathologist, Psychologist

### CONTINUING IMPROVEMENT IN THINGS LEARNERS DO

- ✚ Demonstrate deepening knowledge and understanding of the 6 levels of comprehension and increase vocabulary (complex and technical language)
- ✚ Demonstrate knowledge of all writing genres and writing is at or exceeds expected level
- ✚ Children making connections – real life examples and transference of skills and knowledge
- ✚ Seek feedback to move learning forward, from teacher and peers, teach others
- ✚ Ongoing self and peer assessment supports student progress
- ✚ Articulate their learning, demonstrate growth mindsets in Maths and English
- ✚ Reading at instructional level, at year level appropriate in PATR and PATM
- ✚ Problem solve and work with others, show learning in multiple ways
- ✚ 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
- ✚ Beginning to apply socratic questioning techniques

### CONTINUING IMPROVEMENT IN TEACHER PRACTICE

- ✚ Literacy and numeracy agreements reviewed and followed by all staff
- ✚ Australian Curriculum frameworks in Maths and English used to plan effective learning activities with clear learning intentions and formative assessment tasks.
- ✚ Tasks designed to build intellectual stretch, offer real life examples
- ✚ Allow time for students to think, talk, work collaboratively, increase depth of knowledge (DOK), show self-motivation
- ✚ Differentiation strategies implemented using student interests/input– 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, self-regulation posters
- ✚ Professional conversations, coaching, mentoring, sharing in teams (PLCs). Consistency of language across year levels
- ✚ 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 – 70% students at Reading level 21 or above, inc SWD
- ✚ Yr. 3 – 85% students in NAPLAN reading achieve NMS or higher
- ✚ Yr 3- 80% students in NAPLAN numeracy achieve NMS or higher
- ✚ Yr.5 – 85% students in NAPLAN reading achieve NMS or higher
- ✚ Yr 5- 75% students in NAPLAN numeracy achieve NMS or higher
- ✚ Yr. 7 – 85% students achieve DECD reading NMS or higher
- ✚ Yr 7- 85% students in NAPLAN numeracy achieve DECD SEA or higher
- ✚ < 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

## STUDENT VOICE/ STUDENT WELLBEING

### RESOURCING

- ✚ Wellbeing Leader 0.2
- ✚ Budget support - Trauma training, Play is the Way, PE equipment etc
- ✚ Staff PD – staff meetings, unit meetings, Pupil Free Days
- ✚ Student Voice facilitator – increase student decision making
- ✚ Classroom based student leaders provide support to build on student voice
- ✚ Students involved in Partnership student learning rounds
- ✚ TFEL Student Voice Audit – used to drive student agency
- ✚ Provide assessment tools, surveys as appropriate eg Middle Years assessment
- ✚ School agreement posters, PITW print resources and equipment
- ✚ Keeping Safe: Child Protection resources, year level expectations
- ✚ Student initiated lunch time programs - craft, art, Maker Space, Coding Club
- ✚ Pastoral Care Worker to continue through SMG

### CHANGES IN THINGS LEARNERS DO

- ✚ Students approach tasks with a growth mindset, optimism and take risks
- ✚ Accept greater responsibility for co-designing learning in English and Maths, setting own goals and managing own learning
- ✚ Engage more in school events/activities/learning opportunities i.e. SAPSASA, choir, sports that will develop personal attributes
- ✚ Students give authentic feedback to teachers on learning
- ✚ Articulate and enact school values, virtues, skills and agreements and show their application in real life situations
- ✚ Students take responsibility for organising whole school events, forums, activities with teacher support, including STEM, ITC
- ✚ Self-regulate and develop resilience, persistence and problem solving strategies
- ✚ Articulate needs and feelings in appropriate ways
- ✚ Improved attendance for identified students

### CONTINUING IMPROVEMENT IN TEACHER PRACTICE

- ✚ Co-design more learning tasks with students to better differentiate the curriculum for all students, recognise individual learning styles
- ✚ Recognise and respond when students need modified tasks
- ✚ Create a classroom culture aligned to school values and agreements
- ✚ Facilitate genuine student voice, class meetings, curriculum involvement
- ✚ Focus on growth mindsets, intrinsic motivation, executive functioning skills
- ✚ Monitor attendance and apply intervention strategies
- ✚ Collaborate with colleagues, share practices
- ✚ Buddy class activities – mentoring, sharing the learning, peer role modelling
- ✚ Personal and frequent contact with families, understand and use approaches to particularly engage children with academic/social/emotional challenges
- ✚ Child Protection Curriculum embedded in all classrooms

### SMARTA TARGETS

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

- ✚ Student Voice and co-designing learning strengthened as indicated through student and staff surveys
- ✚ Increase number of students involved in extra-curricular /community events/student decision making
- ✚ Increase attendance to 92% and authorised absences reduced

### Assessment tools, monitoring, further action:

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

## LEARNING DESIGN, ASSESSMENT AND MODERATION

### RESOURCING

- ✦ Budget support – digital hardware, on-line resources
- ✦ Staff PD – staff meetings, unit meetings, Pupil Free Days
- ✦ Use of staff expertise eg in IT, formative assessment
- ✦ Sharing of teacher practice and resources, mentoring, coaching
- ✦ ACARA website – on line resources
- ✦ Studyladder, Scootle, AC Leaders Resources, Ipads, chrome books
- ✦ Teachers involved in 3D printer project – share learning with others
- ✦ Partnership and Learning Improvement division support - student learning rounds, shared staff meetings, Pupil Free Days

### CHANGES IN THINGS LEARNERS DO

- ✦ Demonstrate deepening knowledge and understanding in all curriculum areas by co-designing learning tasks with teachers
- ✦ Seek and use formative feedback to move learning forward, from teacher and peers, articulate learning to others
- ✦ Show initiative, risk taking, independence, and interdependence in learning
- ✦ Make connections and apply learning to new contexts across the curriculum
- ✦ Confidently use ICT and digital technologies, including chrome books, blogs, spheros
- ✦ Use multiple sources to find and then apply information
- ✦ Demonstrate creative and critical thinking skills
- ✦ Increase technical and curriculum related vocabulary

### CONTINUING IMPROVEMENT IN TEACHER PRACTICE

- ✦ Learning design embeds challenging and authentic learning tasks in all curriculum areas, suited to all learner dispositions
- ✦ Professional Development Plans specifically indicate how teachers will monitor and track individual students
- ✦ Formative assessment practices are further developed and support learner growth
- ✦ Professional discussions, share ideas and resources, observe and mentor, network outside the school, attend relevant PD
- ✦ Use of Tfel to program the 'how' in curriculum areas
- ✦ National Professional Standards for teachers used to identify areas for improvement – aspire for highly accomplished and lead teacher levels
- ✦ Embed 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
- ✦ 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
  - ✦ Increase in number of students achieving A and B grades
  - ✦ All staff attend relevant PD and show evidence of applying new knowledge and skills
  - ✦ 100% of staff develop Professional Development Plans with relevant improvement goals 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 at site and Partnership level