Marion Primary School

SITE IMPROVEMENT PLAN

2018 – 2020

VALUES: *COURAGE HARMONY INTEGRITY*

External School Review

- Increase student achievement across all year levels, and build teacher capacity to do so, by positioning the work of professional learning teams as being fundamental to continuous improvement at the school.
- Support and challenge all students to achieve high standards by implementing consistent processes that empower students as learners, including opportunities to set goals, to give and receive feedback, and to monitor progress against benchmarks.
- Support consistency in teaching and learning across the school by clarifying the essential elements of a whole-school approach to effective curriculum, pedagogy and assessment.

DECD Literacy & Numeracy First

- Practices for accelerating improvement within the context of AC & TfEL Framework and best advice papers (DECD) and Results Plus professional learning.
- Specific interventions for students not meeting the standards
- Building on staff capabilities in implementing high impact Literacy & Numeracy strategies that draw from the SA TfEL and high impact, evidenced-based teaching strategies.

Partnership (Results Plus)

- High quality transition & continuity of learning for all learners at key transition points.
- Dispositions for learning & intellectual stretch.
- Building capacity of all educators through LDAM process.
- LNR+ - Unpacking data; Site Agreements in Maths & English; TfEL Compass tools used to target pedagogies.

TARGETS	STRATEGIES	OUTCOMES

PRIORITY 1 – *Literacy - Oral Language, Reading Comprehension, and Writing*
    • Improvement of students' progress and achievement in Oral Language, Reading and Writing across the curriculum.
    • Successfully integrate Whole-School Literacy Agreement (WSLA) for the explicit teaching of Oral Language, Reading and Writing.		

Students without special needs, meet DECD SEA (PAT, NAPLAN, Running Records, Language & Literacy Levels) targets or above in Reading, Writing and Grammar/Punctuation.	Track and monitor every learner:
	    • Celf-5 (all Reception students in 2018 + students below SEA in Reading Comprehension) (OL).
	    • Process for assessing, tracking & monitoring reading progress for RR30+ students implemented.
	    • Use NAPLAN, PAT R, Running Records (R-3), achievement data and TfEL Compass data to inform practice, differentiate and target teaching through a case management approach, supported by the school's Student Intervention Team and Professional Learning Teams' focus.
		Every student is engaged confidently in literacy learning across the curriculum.

Every student (Year 3-7) demonstrates 12 months progress in Reading and Writing.	Literacy Improvement:
	    • Oral Language improvement cycle included in Whole School Literacy Agreement.
	    • Implement InitiaLit -F with all Rec
	    • Y2-7 staff engage with PAT resources
	    • Implement whole school approach to functional language in written language.
		Reading (PAT R) and Writing (LLL) show evidence of 12 months growth for all students.

Increase higher band achievement and retention in higher bands in Reading and Writing.	Enhancing teacher capabilities in supporting learners who show low growth or do not maintain higher band in Reading & Writing(NAPLAN):
	    • Implement structured Oral Language program for all learners
	    • Implement comprehension strategies that enable learners to apply higher order comprehension strategies through
		Student achievement data shows increased numbers of students achieve at SEA and in NAPLAN (Reading) higher band, with retention of students already achieving in higher bands.

	• reciprocal teaching and QAR (Question Answer Relationship) • Volunteer teachers engage in Language & Literacy Levels units / Literacy for Learning course T&D • Volunteer teachers implement peer support/observation & feedback strategies in literacy programs.	
Enhancement in staff capabilities to analyse data and design differentiated learning experiences.	Implement clear intervention strategies: • WSLA includes intervention strategies supporting needs of students with dyslexia and students needing extension strategies (maintain higher band) – staff T&D in dyslexia, through SERU for volunteer staff • T&D for staff in application of CELF-5 tool and Oral Language strategies (Speech Path & Oral Language Book) • Identified staff train in Multi Lit; implement with identified students • Implement MiniLit for Y1-2 students below SEA.	Students' SMART learning goals are continually reviewed and changed in response to progress.
Staff reflective practice, including peer observation /feedback processes enhances meaningful student dialogue that develops students' thinking and understandings.	Staff embed high impact, evidenced-based teaching pedagogies and assessment strategies, which align with WSLA, that promote opportunities for dialogue. • Improved teacher feedback • Learning intentions/success criteria • Oral language that supports meaningful dialogue • Teaching metacognitive skills.	All students report through peer and self-assessment, and staff assessment data strongly shows increased engagement in dialogue and improved questioning, critical and creative thinking strategies.
All students below SEA are supported by a Literacy Mentor who provides 1:1 support in reading for the student.	Building partnership with community: • Develop/implement long-term plan for informed parent and volunteering/ mentoring in literacy programs	Community partnerships strengthen literacy programs, with evidence of impact on students' engagement and progress in their literacy learning.

TARGETS	STRATEGIES	OUTCOMES
PRIORITY 2 – *Numeracy* • Improvement of students' aspiration, progress and achievement in Mathematics and Numeracy across the curriculum. • Successfully integrate Whole School Numeracy Agreement (WSNA) for the explicit teaching of Mathematics.		
Students without special needs, meet DECD SEA (PAT, NAPLAN) targets or above.	Track and monitor every learner: • Use NAPLAN, PAT M, achievement data and TfEL Compass data to inform practice, differentiate and target teaching through 3-Wave intervention strategies, through a case management approach supported by the school's Student Intervention Team and Professional Learning Team focus	Student achievement data shows increased numbers of students achieve in NAPLAN higher band, with retention of students already achieving in higher bands.
Every student (Year 3-7) demonstrates 12 months progress in Maths over 12 months.	• Implement process for assessing, tracking & monitoring development of Reception students' mathematical language.	PAT M data shows every students' progress of 12 months growth across 12 months
Increase participation and improve achievement of students who show low resilience and fixed mindset of their capacity to learn mathematics.	Numeracy Improvement Cycle: • Embed Whole School Numeracy Agreement in everyday practice, ensuring strengthened pedagogies that support all students' participation and confidence, including engaging rich, challenging tasks that achieve intellectual stretch.	Students' SMART learning goals are continually reviewed and changed to meet progress.
Build on staff capabilities to analyse data, design differentiated learning experiences in mathematics.	Enhancing teacher capabilities through: • Numeracy SIP team analyses staff survey data & determines high impact numeracy strategy/ies for further professional development within PLTs. • Teachers investigate and implement approaches that accelerate numeracy learning including extending students' number sense and training & development in BAR Maths model - building visualisation skills to deepen mathematics learning and	Teachers engaged in continuous peer observation/feedback processes strengthen their pedagogy and align with WSNA.

	generalising & building abstraction in mathematics (Y1-7) • Teachers extend their capabilities in incorporating Maths and Numeracy in STEM	
Differentiated teaching and learning designs that challenge and extend every learner, are evident in programs and in every classroom.	Implement clear Intervention strategies: • Staff train in QuickSmart Numeracy and implement intervention supporting improved automaticity & speed of retrieval of number facts, with Year 5-7 students achieving below SEA in number. • Staff implement TooSmart number intervention program at Year 2. • Lit/Num First teacher supports retention of students in higher bands (NAPLAN) through targeted differentiated teaching. • Volunteer staff engage with Jo Boaler course in mathematics and mindsets, supporting students' development of growth mindset.	TfEL and other survey tools show every student is engaged confidently in numeracy learning across the curriculum
All students confidently engage in learning mathematics.	Building partnership with community through promotion of mathematics rich tasks and problem-solving strategies.	Parents' and students' opinion surveys show increased engagement by families in math focussed opportunities out of school.

TARGETS	STRATEGIES	OUTCOMES
PRIORITY 3 – *Pedagogies & Environments for Effective Learning Through STEM* • Teachers capably and effectively plan, teach & assess STEM through inquiry, explicitly incorporating Critical & Creative Thinking skills • High levels of student engagement enhanced by incorporating their perspectives into learning and assessment programs		
All students develop higher order problem solving skills in STEM.	Teachers use the AC and Critical & Creative Thinking continuum to support inquiry learning.	PAT Science data shows progress for all students in responding to higher order thinking questions.
All students acquire deeper and broader understandings of STEM.	Teachers: - identify goals relating to pedagogical practices of inquiry-based learning and curriculum implementation in PDPs and -work in PLTs to build capacity & capabilities through collaborative design, co-planning, assessment & moderating STEM learning in/for purposeful learning contexts: • Constructivist approach • Inquiry learning • Collaborative learning teams • Applying Critical & Creative Thinking continuum • Real life links to industries/mentors • Sustainable futures • Mapping Science curriculum	PDPs and review processes describe achievement of goals, with teachers self-reporting increased confidence in pedagogy & curriculum knowledge. AC assessment data, including grades, feedback and moderated work samples, verifies improvement in work quality. ACER PAT Science data reflects a year's growth for all students Year 4-7 with evidence of improvement in critical & creative thinking/fluency + questions correctly answered.
All students confidently use oral language and vocabulary to articulate their thinking, learning and results to a variety of audiences	Student Voice in STEM learning is established through • Using and actioning student audit & action cards • Staff intentionally seek student input for learning design and incorporate/ create new ways for students to contribute to their own learning.	Programs, displayed learning intentions & success criteria, assessments & feedback show evidence of student input, dialogue & reflection
All students engage in real-life problem solving with STEM mentors.	Staff develop establish community partnerships to enable students to access mentors that contribute to learning programs	Surveys of students' attitude and engagement in STEM learning, show all students enjoy real-life learning and problem solving.

TARGETS	STRATEGIES	OUTCOMES
PRIORITY 4 – *Wellbeing* • Enhancing student and staff wellbeing through building on teachers' capabilities to explicitly teach mindfulness. • Ensuring higher levels of growth and support for all students' Social and Emotional Learning.		
Teachers and students use a variety of intentional strategies & activities to practice mindfulness	Through PLTs, teachers investigate and implement explicit teaching of Mindfulness with classes.	Purposeful & mindful activities and language evidenced in classrooms and transferred into other home and school contexts.
Every student demonstrates resilience, a growth mindset and self-regulation of learning behaviours	SEW & OT strategies are embedded as part of whole-school KidsMatter framework, with staff further developing capabilities in managing diverse and challenging behaviours: • Embedding SMART strategies across all classes • Training of key staff in Interoception strategies to support students' managing emotions and awareness of their physical and emotional states of the body	Every student develops multiple strategies to improve self-regulation and solve problems appropriately.
All students have personal SEL & learning goals and can detail success criteria.	Deputy Principal trains in Rock and Water program and works with students with challenging behaviours, identified from Behaviour data, by the Student Intervention Team (SIT).	Behaviour data, including shows decrease in students' attending buddy classes and office timeout as evidence of greater engagement in learning.
Every student identifies a strong connection with the school, their teacher and their peers.	Leaders train in Berry Street Education model and facilitate its whole-school implementation, strengthening teachers' capability to identify and support students and families with social, emotional, learning and mental health difficulties: • Body work to engage physical & emotional regulation of the stress response • Increasing relational capacities through attachment & attunement strategies	Overall student attendance is increased by 2% to 95% across each term, SEW tools show increased representation in the top 3 levels, indicating higher levels of social emotional skills.

	- Stamina, creating a strong culture of independence for academic tasks - Engagement strategies that build willingness in struggling students - Character built from harnessing a values and character strengths approach towards successful self-knowledge.	