

Marion Primary School Site Improvement Plan 2017

We are a learning community that values courage, harmony and integrity

2017 Priorities (What do we want to achieve?)	Action / Strategies (What will it take to get there?)	Targets (Key indicators of learner success)	Evidence (How will we measure/evaluate learner progress?)
<p>LITERACY:</p> <p>A consistent, whole school approach to Literacy is embedded, achieving growth by all student through improving engagement and skills and competencies in:</p> <ul style="list-style-type: none"> Reading comprehension focussing on interpreting information, inferring and using multimodal texts. <p>Increased staff capacity in embedding strategies that support surface to deep & transfer of learning.</p> <p>Differentiated learning experiences for all students as part of Wave 1 programs; learner needs for Wave 2 & 3 targeted intervention identified and resourced.</p> <p>Home/school partnerships strengthened through provision of opportunities for parents/caregivers to be more involved in their children's learning.</p>	<ul style="list-style-type: none"> High quality Wave 1 differentiated learning programs and clear intervention & support processes stretch all learners Staff (teachers and SSOs) work collaboratively in Instructional Learning teams that focus on formative assessment, learner review that informs Wave 2 & 3 approaches Surface to deep & then transfer of learning (Reading Comprehension) <ul style="list-style-type: none"> ~ Feedback (self, peer, teacher to student & student to teacher) that advances students' learning ~ Clarifying, sharing & understanding learning intentions & success criteria ~ Empowering students as learning resources for each other and owners of their own learning Fountas & Pinnell Benchmark Assessment System implemented Year 4-7 Parent/caregiver workshops and support materials reinforce home reading implemented Developmentally appropriate reading packs are provided for home support for Aboriginal learners. 	<p>This is evidenced in students' self and peer assessment and feedback from teachers.</p> <p>Professional learning teams of teachers and SSOs plan collaboratively for students using SMART targets</p> <p>Content of learning including intervention aligns with individual Learning Plans that are monitored / reviewed each term.(teams & PD meetings)</p> <p>Documented guidelines determine when students return to Wave 1 or when to move/continue with Wave 2 & 3 intervention</p> <p>Feedback strategies are identified in teachers planning including Teaching & Learning cycles</p> <p>All students Year 4-7 read material at a level appropriate to instructional level as identified in Fountas & Pinnell LLI assessments.</p> <p>Parents/caregivers report greater confidence in listening to reading & asking questions</p> <p>Use of home kits supported with families by ACEO</p>	<p><i>Increased % of Year 2 students achieve Standard Education Achievement in Running Records at Term 3 census</i></p> <p><i>Increase in numbers of students in top 2 bands in Reading & Writing NAPLAN</i></p> <p><i>Increased % of students (2016/17) achieve SEA in NAPLAN Reading (Year 3, 5, 7)</i></p> <p><i>Increase in % of Year 2-7 students (2016/17) achieving DECD SEA in PAT-R Comprehension Scale Score</i></p> <p><i>All Aboriginal learners increase levels in Running Records</i></p>

<p>MATHEMATICS/NUMERACY</p> <p>Improved teacher capacity and confidence to ensure all students' engagement and skills in</p> <ul style="list-style-type: none"> Fluency (incl. automaticity, efficiency, accuracy) Problem Solving Base 10 understanding Using Mental strategies <p>All teachers confidently design rich maths tasks that stretch all learners.</p> <p>Ensure regular analysis of assessment information and data informs teaching & learning programs and intervention strategies.</p>	<ul style="list-style-type: none"> Whole School Numeracy Agreement developed & Framework for teaching Wave 1, 2,3 developed, adapted & implemented Consistent mental computation strategies are taught and mental routines practised daily Problem solving approach (Ann Baker Natural Maths 6S) building on application of problematized situations and introduction of formalised techniques to reinforce concepts is applied Staff (including teachers and SSOs) work collaboratively in Instructional Learning teams that focus on formative assessment & learner review 	<p>Clear intervention & support processes are in place</p> <p>Through buddy support, staff implement / practise consistent approaches and language in Mathematics teaching R-7</p> <p>Students report / record in Maths Journals that their mathematical thinking is being stretched. This is evidenced in work samples and moderation activities.</p> <p>Students set goals in mathematics and self-report achievement/progress against their targets; they share these with parents/caregivers.</p>	<p><i>Increase in % students in top 2 bands in NAPLAN Numeracy</i></p> <p><i>Increased % of students achieve DECD SEA in NAPLAN Numeracy Year 3,5, 7</i></p> <p><i>Mean score for Year 3 & 5 NAPLAN Numeracy increased (Year 3 > 400; Year 5 > 500)</i></p> <p><i>Students involved in intervention programs (Too Smart & QuickSmart) improve their scores on benchmark assessments</i></p>
<p>PEDAGOGIES & ENVIRONMENTS FOR EFFECTIVE LEARNING THROUGH STEM</p> <p>Build teacher capacity and confidence in planning, teaching, assessing in STEM through an inquiry cycle that incorporates Critical & Creative Thinking Skills.</p> <p>Ensure higher levels of student engagement by incorporating their perspectives into learning programs</p>	<ul style="list-style-type: none"> Application of STEM in/for purposeful learning contexts <ul style="list-style-type: none"> Nature play Constructed spaces (including 3D Printing Project) Social Staff integrate curriculum approaches through inquiry cycle in two or more areas of STEM Staff incorporate Creative & Critical Thinking <ul style="list-style-type: none"> Inquiring, identifying, exploring & organising information & ideas Generating ideas, possibilities Student Voice through Dialogue & Conferencing are implemented across curriculum areas 	<p>Students' feedback and moderated work samples indicate quality work and enjoyment of challenge in STEM focus learning</p> <p>Professional development through Partnership and site builds staff capacity to implement highly engaging STEM focus through LDAM</p> <p>Performance Development approach connects staff Performance Development Plans with pedagogical practices and curriculum implementation</p>	<p><i>TfEL Review Tools show students identify engagement with higher levels of real life learning</i></p> <p><i>Staff successfully achieve collaborative task design and moderation of tasks in two areas of STEM</i></p> <p><i>Staff PDPs and review processes reflect goals set and achieved with staff demonstrating increased confidence in STEM pedagogy & curriculum.</i></p> <p><i>Students demonstrate stretch in their thinking and application of STEM learning. Student engagement is demonstrated through improved attendance & behaviour data.</i></p>