

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
<p>PRIORITY 1 – Literacy - Oral Language, Reading Comprehension, and Writing</p> <ul style="list-style-type: none"> 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. 		
<p>Students without special needs, meet DECD SEA (PAT, NAPLAN, Running Records, Language & Literacy Levels) targets or above in Reading, Writing and Grammar/Punctuation.</p> <p>Every student (Year 3-7) demonstrates 12 months progress in Reading and Writing.</p> <p>Increase higher band achievement and retention in higher bands in Reading and Writing.</p>	<p>Track and monitor every learner:</p> <ul style="list-style-type: none"> 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. <p>Literacy Improvement:</p> <ul style="list-style-type: none"> Oral Language improvement cycle included in Whole School Literacy Agreement. Implement InitialLit -F with all Rec Y2-7 staff engage with PAT resources Implement whole school approach to functional language in written language. <p>Enhancing teacher capabilities in supporting learners who show low growth or do not maintain higher band in Reading & Writing(NAPLAN):</p> <ul style="list-style-type: none"> Implement structured Oral Language program for all learners Implement comprehension strategies that enable learners to apply higher order comprehension strategies through 	<p>Every student is engaged confidently in literacy learning across the curriculum.</p> <p>Reading (PAT R) and Writing (LLL) show evidence of 12 months growth for all students.</p> <p>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.</p>

<p>Enhancement in staff capabilities to analyse data and design differentiated learning experiences.</p> <p>Staff reflective practice, including peer observation /feedback processes enhances meaningful student dialogue that develops students' thinking and understandings.</p> <p>All students below SEA are supported by a Literacy Mentor who provides 1:1 support in reading for the student.</p>	<p>reciprocal teaching and QAR (Question Answer Relationship)</p> <ul style="list-style-type: none"> • 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. <p>Implement clear intervention strategies:</p> <ul style="list-style-type: none"> • 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. <p>Staff embed high impact, evidenced-based teaching pedagogies and assessment strategies, which align with WSLA, that promote opportunities for dialogue.</p> <ul style="list-style-type: none"> • Improved teacher feedback • Learning intentions/success criteria • Oral language that supports meaningful dialogue • Teaching metacognitive skills. <p>Building partnership with community:</p> <ul style="list-style-type: none"> • Develop/implement long-term plan for informed parent and volunteering/ mentoring in literacy programs 	<p>Students' SMART learning goals are continually reviewed and changed in response to progress.</p> <p>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.</p> <p>Community partnerships strengthen literacy programs, with evidence of impact on students' engagement and progress in their literacy learning.</p>
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TARGETS	STRATEGIES	OUTCOMES
<p>PRIORITY 2 – Numeracy</p> <ul style="list-style-type: none"> 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. 		
<p>Students without special needs, meet DECD SEA (PAT, NAPLAN) targets or above.</p> <p>Every student (Year 3-7) demonstrates 12 months progress in Maths over 12 months.</p> <p>Increase participation and improve achievement of students who show low resilience and fixed mindset of their capacity to learn mathematics.</p> <p>Build on staff capabilities to analyse data, design differentiated learning experiences in mathematics.</p>	<p>Track and monitor every learner:</p> <ul style="list-style-type: none"> 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 Implement process for assessing, tracking & monitoring development of Reception students’ mathematical language. <p>Numeracy Improvement Cycle:</p> <ul style="list-style-type: none"> 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. <p>Enhancing teacher capabilities through:</p> <ul style="list-style-type: none"> 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 	<p>Student achievement data shows increased numbers of students achieve in NAPLAN higher band, with retention of students already achieving in higher bands.</p> <p>PAT M data shows every students’ progress of 12 months growth across 12 months</p> <p>Students’ SMART learning goals are continually reviewed and changed to meet progress.</p> <p>Teachers engaged in continuous peer observation/feedback processes strengthen their pedagogy and align with WSNA.</p>

<p>Differentiated teaching and learning designs that challenge and extend every learner, are evident in programs and in every classroom.</p> <p>All students confidently engage in learning mathematics.</p>	<p>generalising & building abstraction in mathematics (Y1-7)</p> <ul style="list-style-type: none"> Teachers extend their capabilities in incorporating Maths and Numeracy in STEM <p>Implement clear Intervention strategies:</p> <ul style="list-style-type: none"> 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. <p>Building partnership with community through promotion of mathematics rich tasks and problem-solving strategies.</p>	<p>TfEL and other survey tools show every student is engaged confidently in numeracy learning across the curriculum</p> <p>Parents' and students' opinion surveys show increased engagement by families in math focussed opportunities out of school.</p>
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TARGETS	STRATEGIES	OUTCOMES
PRIORITY 3 – Pedagogies & Environments for Effective Learning Through STEM <ul style="list-style-type: none"> 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 		
<p>All students develop higher order problem solving skills in STEM.</p>	<p>Teachers use the AC and Critical & Creative Thinking continuum to support inquiry learning.</p>	<p>PAT Science data shows progress for all students in responding to higher order thinking questions.</p>
<p>All students acquire deeper and broader understandings of STEM.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> • Constructivist approach • Inquiry learning • Collaborative learning teams • Applying Critical & Creative Thinking continuum • Real life links to industries/mentors • Sustainable futures • Mapping Science curriculum 	<p>PDPs and review processes describe achievement of goals, with teachers self-reporting increased confidence in pedagogy & curriculum knowledge.</p>
<p>All students confidently use oral language and vocabulary to articulate their thinking, learning and results to a variety of audiences</p>	<p>Student Voice in STEM learning is established through</p> <ul style="list-style-type: none"> • 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. 	<p>AC assessment data, including grades, feedback and moderated work samples, verifies improvement in work quality.</p> <p>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.</p>
<p>All students engage in real-life problem solving with STEM mentors.</p>	<p>Staff develop establish community partnerships to enable students to access mentors that contribute to learning programs</p>	<p>Programs, displayed learning intentions & success criteria, assessments & feedback show evidence of student input, dialogue & reflection</p> <p>Surveys of students’ attitude and engagement in STEM learning, show all students enjoy real-life learning and problem solving.</p>

TARGETS	STRATEGIES	OUTCOMES
<p>PRIORITY 4 – Wellbeing</p> <ul style="list-style-type: none"> 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. 		
<p>Teachers and students use a variety of intentional strategies & activities to practice mindfulness</p> <p>Every student demonstrates resilience, a growth mindset and self-regulation of learning behaviours</p> <p>All students have personal SEL & learning goals and can detail success criteria.</p> <p>Every student identifies a strong connection with the school, their teacher and their peers.</p>	<p>Through PLTs, teachers investigate and implement explicit teaching of Mindfulness with classes.</p> <p>SEW & OT strategies are embedded as part of whole-school KidsMatter framework, with staff further developing capabilities in managing diverse and challenging behaviours:</p> <ul style="list-style-type: none"> Embedding SMART strategies across all classes Training of key staff in Interception strategies to support students’ managing emotions and awareness of their physical and emotional states of the body <p>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).</p> <p>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:</p> <ul style="list-style-type: none"> Body work to engage physical & emotional regulation of the stress response Increasing relational capacities through attachment & attunement strategies 	<p>Purposeful & mindful activities and language evidenced in classrooms and transferred into other home and school contexts.</p> <p>Every student develops multiple strategies to improve self-regulation and solve problems appropriately.</p> <p>Behaviour data, including shows decrease in students’ attending buddy classes and office timeout as evidence of greater engagement in learning.</p> <p>Overall student attendance is increased by 2% to 95% across each term,</p> <p>SEW tools show increased representation in the top 3 levels, indicating higher levels of social emotional skills.</p>

	<ul style="list-style-type: none">• 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.	
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