

Pre-School to Year 7 Site Improvement Plan 2018

Learning for Life – Aiming for Excellence

*Learning to Be – Learning to Live Together – Learning to Know –
Learning to Do*



Mount Burr
Primary School

Inquiry: How do we equip our students to demonstrate the Australian Curriculum General Capabilities at an appropriate level, to become powerful learners with improved self efficacy in Literacy, Numeracy and STEM related learning?

Focus Area	Current Data	Targets	Strategies	Evidence – Numeracy and Literacy The data, evidence and processes used to monitor/measure/evaluate progress towards achievement of the Targets and/or effectiveness of Strategies
<p>Powerful Learning in Numeracy and Literacy</p> <p><u>Student Learning using General Capabilities to improve:</u></p> <p><u>Self Efficacy</u> Are students confident in challenging themselves to embrace the “struggle” and deepen their understanding?</p> <p><u>Growth</u> How well are the students progressing? Are they moving from D to C? Are they demonstrating growth by moving into a higher band? How do we ensure growth for every student?</p> <p><u>Achievement</u> Are students achieving at or above an age appropriate level with continual growth?</p>	<p><u>Growth:</u></p> <p>71% growth of year 5 & 7 students have achieved medium or upper growth in NAPLAN Numeracy</p> <p>79% of year 5 & 7 students have achieved medium and upper growth in NAPLAN Reading</p> <p>81% of 4-7 students achieved growth in PAT-M</p> <p>27 % of 7 students achieved growth in PAT-R (Reading data for PAT 2016 was not available)</p> <p>50% of year 4 - 7 students achieved year level standard or above in PAT –R</p> <p><u>Achievement:</u></p> <p>60% of of students are achieving chronological age using PM Benchmark or better in reading excluding NEP students</p> <p>Early Years Middle Primary Upper Primary Whole School</p>	<p><u>Growth:</u></p> <p>75% of students will achieve medium or upper growth in NAPLAN Numeracy and Reading</p> <p>75% of 4-7 students will achieve growth in PAT- M and PAT – R by moving into a higher band.</p> <p><u>Achievement:</u></p> <p>100% of students will achieve chronological age or better in reading excluding NEP students</p> <p>100% of students (Yr 2-7) are achieving box 3 or above of the Multidimensional Fluency Scale.</p> <p>100% of students (Yr 1) are achieving box 2 or above of the Multidimensional Fluency Scale.</p>	<ul style="list-style-type: none"> • Goal setting and individual learning plans (ILP) as necessary (with parent involvement) • Goal practice time • Whole school literacy time (allowing for differentiation, workshops, wave 2 and wave 3) • Developing rich interdisciplinary assessment tasks • Explicit teaching following the numeracy agreement • Mental Routines and Problematised situations • Explicit teaching following the literacy agreement. • SSP • Jolly Phonics • Concepts of print • Self reflection • Feedback for improvement • Differentiate learning • State learning intentions • Setting workshops • Explicitly teach and plan for General Capabilities • Transversal skills – interdisciplinary STEM units to allow for transference of skills • 7 Steps Writing • Writing moderation in collaboration with Glencoe Primary (Bright Path) • 1 to 1 Intervention and acceleration • Peer coaching (peer observation, critical friend, reflection) • Matt Glover writing • Play based learning with a focus on developing oral language • Thinking Maths • Teacher participation in results + PLC 	<p><u>Numeracy</u></p> <ul style="list-style-type: none"> • NAPLAN • PAT Maths • Mathletics • work samples • pre-post testing • formal feedback • reflection • anecdotal notes • completion of ILP • study ladder • Formative and summative assessment <p><u>Literacy</u></p> <ul style="list-style-type: none"> • NAPLAN • PAT Reading • Single Word Spelling Test • Waddington Spelling Test • PAT Grammar and Punctuation • Informal reading inventories • fluency reads • work samples • formal feedback • reflection • anecdotal notes • Completion of ILP • Summative assessment tasks • Whole School Writing Checklist • Formative and summative assessment <p><u>Self Efficacy</u> Anecdotal evidence including:</p> <ul style="list-style-type: none"> • individual goal setting • student feedback • inquiry based learning • articulating learning • Dispositions Survey 4-7 • Wellbeing survey 6/7 • Year 4-7 Learning Habits self assessment

<p><u>Effective Teaching for Powerful Learning using the General Capabilities to Improve STEM Dispositions</u></p> <p>Australian Curriculum</p> <p><u>Effective Pedagogy</u> How effectively does the teaching establish high expectations, allowing students to demonstrate growth and achievement?</p> <p><u>Assessment</u> How do we use data to inform teaching and collect evidence to demonstrate growth and achievement?</p> <p><u>Intervention</u> How do we cater for under achieving students to “bring them up” to year level standard?</p>	<p><u>Effective Pedagogy</u></p> <p>100% of teachers use TfEL, ACARA and/or EYLF in their planning and pedagogy.</p> <p><u>Assessment</u></p> <p>100% of teachers collect, analyse and share common data sets.</p> <p><u>Intervention</u></p> <p>Year 5 NAPLAN results show consistent decline in achievement for that year level</p> <p>33% of students identify as requiring wave 1 intervention aligned to ACARA achievement standards excluding NEP students</p>	<p><u>Effective Pedagogy</u></p> <p>100% of teachers use TfEL and ACARA and/or EYLF in their planning and pedagogy.</p> <p><u>Assessment</u></p> <p>100% of teachers collect, analyse and share common data sets.</p> <p>100% of teachers moderate evidence of achievement</p> <p><u>Intervention</u></p> <p>Year 5 NAPLAN results show consistent growth</p> <p>75% of students are achieving at year level standard or above according to ACARA achievement standards excluding NEP</p>	<ul style="list-style-type: none"> • Stating learning intentions • Setting goals with students and parents – ILP • ILP goal practice time • Using TfEL in planning • Peer observations • Collecting, analysing and using data to direct teaching practice per data schedule • Using data to set whole school focus • Plan for and provide opportunities for General Capabilities (STEM dispositions) • Workshops • PD - observing and sharing good practise • Use of Community of inquiry methodology • Differentiated Teaching • Moderation • Prochats using AITSL teaching standards <p><u>Intervention</u></p> <ul style="list-style-type: none"> • Wave 1 intervention with volunteers and SSO • Wave 2 intervention with volunteer • Wave 2 intervention with year 4/5 students • Wave 2 intervention with teacher • Individual learning goals • Team teach to target identified learning needs • Co-plan and differentiate learning for students 	<p>Anecdotal notes from peer observations/pro-chats including AISTL teaching standards</p> <p>ILP – achievement of goals and resetting new goals</p> <p>Data collection – Data schedule</p> <p>Engagement survey results (MDI)</p> <p>Step 9 reviews</p> <p>TfEL surveys</p> <p>NAPLAN data</p> <p>A-E data</p>
<p><u>General Capabilities Focus to improve STEM dispositions for Learning</u></p>	<p><u>Critical and Creative thinking.</u> 79% of Pre-School – 7 students</p>	<p><u>Critical and Creative Thinking</u> 100% of students will be</p>	<p><u>Critical and Creative Thinking</u></p> <ul style="list-style-type: none"> • Play based learning 	<p><u>Critical and Creative Thinking</u></p>

<p><u>Critical and Creative Thinking</u> Are students noticing, wondering, inquiring, generatng ideas, reflecting on thinking, drawing conclusions and evaluating outcomes/actions? (Organising elements on the continuum)</p> <p><u>Personal and Social Capability</u> Self-awareness, self-management, social awareness, social management</p>	<p>are working with in their appropriate Critical and Creative Thinking Capability level.</p> <p><u>Personal and Social Capability</u> 100% of teachers saw an increase of anti-social behaviour and lack of self management (End of term 2 2017)</p> <p>82% 79% of F – 7 students are working with in their appropriate Personal and Social Capability Level</p> <p>50% increase of students excluded from learning in their own classroom environment for limited periods of time due to anti-social behaviours and lack of self management</p> <p>85% of students were observed by teachers to have level appropriate Social management skills (effective communication, work collaboratively, make decisions, negotiate and resolve conflict and develop leadership skills) Wellbeing data?? How will we analyse the data and measure the effect on student achievement?</p>	<p>working within their appropriate level.</p> <p><u>Personal and Social Capability</u> 100% of students self managing social behaviours to be a successful learner.</p> <p>100% of students independently engaging in learning in their classroom environment.</p> <p>100% of students observed to have level appropriate Social management skills (effective communication, work collaboratively, make decisions, negotiate and resolve conflict and develop leadership skills)</p>	<ul style="list-style-type: none"> • Design thinking • Scaffolding and explicitly teaching the organising elements • Problem based learning <p><u>Personal and Social Capability</u></p> <ul style="list-style-type: none"> • Positive learning habits • A focus on kindness • A focus on self questioning • Learning journals with an emphasis on positive learning behaviours • Attitude by choice • Building a positive sense of self • Positive Learning Habits Journal <p><u>Social Management</u></p> <ul style="list-style-type: none"> • Model and provide opportunities for students to practice level appropriate and effective communication with peers and adults <ul style="list-style-type: none"> ○ Role play ○ Challenge thinking in an appropriate way eg. I agree.... I disagree.... ○ Class discussion and dialogue “time” ○ Communicating with cross age, visitors (formal and informal language) • Opportunites to work with peers through play and in groups <ul style="list-style-type: none"> ○ Learning through play ○ Group discussions ○ Record contributions of group members ○ Reflecting (self, peer and group) on how they have contributed to the group including feedback for improvent • Student voice in decision making <ul style="list-style-type: none"> ○ Negotiate decisions of the needs of themselves and others ○ Considering all possible outcomes for decsions • Opportunity to share ideas and opinions and negotiate positive outcomes 	<p>Anecdotal evidence</p> <p>Placing students on the continuum</p> <p>Disposition checklist</p> <p><u>Personal and Social Capability</u> Anecdotal evidence</p> <p>Placing students on the continuum</p> <p>Wellbeing survey (TfEL Compass, Partnership Engagement and Well being survey, STEM self efficacy 7/8 collaboration survey, MDI)</p> <p>What students are writing in the Positive Learning Habits journal.</p> <p><u>Social Management</u></p> <p>Anecdotal evidence</p> <p>Student feedback</p>
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<p>Attendance F-7</p> <p>Improved Attendance as Identified during term 1 2014 Improve attendance of at risk students</p> <p>All students will attend school consistently</p>	<p>92% of students achieved the target of <10 days per term absent.</p>	<p>Absences reduced to an average < 5 days per term</p> <p>100% of students and parents demonstrate a positive approach to attending school</p>	<p>Identify at risk students</p> <ul style="list-style-type: none"> ● Where a pattern of non attendance is noticed ● work with families to support improvement in attendance ● work with the attendance officer/social worker ● Attendance Officer working closely with families. 	<p>Attendance data</p>