

SITE IMPROVEMENT PLAN 2018

LITERACY

Improvement Outcome	<i>Improve students working knowledge and use of the mechanics of writing (grammar, punctuation and spelling).</i>
Targets	<ul style="list-style-type: none"> Students in R-7 will show growth and achievement in writing, including grammar and punctuation, through analysis using the EALD Writing Assessment. Students in R-7 will show growth in their spelling, through analysis using the SA Spelling Test. Students in Years 3, 5 and 7 will achieve national minimum standard for Writing in NAPLAN. Students in R-7 will increase their ability to talk about their learning in writing, and their next steps for continuing growth and development.
Strategic Actions	<ul style="list-style-type: none"> Implementation of the use of Learning Intentions, Success Criteria and Feedback into the teaching of writing throughout the whole school, linked to Visible Learning. Explicit teaching of how language works with a focus on grammar, punctuation and spelling strategies in the classroom, to support learning and development of writing, linked to Literacy Numeracy First. Establish small teacher-led literacy groups for Intervention, targeting growth in skill development within the mechanics of writing and learning about language, linked to Literacy Numeracy First. Utilise student review teams to analyse, evaluate and discuss individual student data and writing samples a minimum of once per term; using diagnostic tests and NAPLAN, linked to Results Plus. Collaboratively develop a whole school plan for literacy improvement, including a focus on the teaching of writing through meta-knowledge of language, supported through the implementation of the R-7 Genre Writing sequence and Literacy Numeracy First. Develop teacher pedagogy, understanding and knowledge through professional learning and sharing of practice in Learning Design, Assessment and Moderation (LDAM), Transformation of Tasks, Visible Learning (CORWIN Collaborative Impact Program) as well as Professional Learning Communities within the Partnership and Small Schools Cohort.

NUMERACY

Improvement Outcome	<i>Improve students foundational knowledge of number sense and place value.</i>
Targets	<ul style="list-style-type: none"> Students in R-2 will show growth and achievement in numeracy, through analysis using the I Can Do Maths Assessment. Students in 3-7 will show growth in their number sense and place value understanding, through analysis using PAT-M data. Students in 3-7 will achieve the Department for Education Standard of Educational Achievement (SEA) using the PAT-M scale score. Students in Years 3, 5 and 7 will achieve national minimum standard for Numeracy in NAPLAN. Students in R-7 will increase their ability to talk about their learning in numeracy, and their next steps for continuing growth and development.
Strategic Actions	<ul style="list-style-type: none"> Implementation of the use of Learning Intentions, Success Criteria and Feedback into the teaching of numeracy throughout the whole school, linked to Visible Learning. Encourage the development of higher order thinking skills through the use of collaborative guided inquiry in the teaching of numeracy, to support learning and development of number sense, linked to Literacy Numeracy First. Establish small teacher-led numeracy groups for Intervention, targeting growth in the foundational knowledge of numeracy with a focus on number sense and place value, linked to Literacy Numeracy First. Utilise student review teams to analyse, evaluate and discuss individual student numeracy data a minimum of twice per term; using diagnostic tests, PAT-M and NAPLAN, linked to Results Plus. Collaboratively develop a whole school plan for numeracy improvement, including a focus on the teaching of numeracy through collaborative guided inquiry and the building of visualisation skills, linked to Literacy Numeracy First. Develop teacher pedagogy, understanding and knowledge through professional learning and sharing of practice in Learning Design, Assessment and Moderation (LDAM), Transformation of Tasks, Visible Learning (CORWIN Collaborative Impact Program) as well as Professional Learning Communities within the Partnership and Small Schools Cohort.

WELL-BEING

Improvement Outcome	<i>Improve students dispositions for lifelong learning.</i>
Targets	<ul style="list-style-type: none"> Students in R-7 will identify the schools top five learning dispositions and connect these to the transformation and development of their learning. Students in R-7 will increase their ability to talk about their growth and achievement in all learning areas, and link to the use of dispositions. Students in R-7 will display improvement in their resilience to question and persist in hard thinking, from analysis of surveys and the Kidsmatter tool.
Strategies	<ul style="list-style-type: none"> Establish a consistent whole school approach to the implementation of learning dispositions, through the use of oral language, displays in the classroom, as well as recognition and acknowledgement of student actions, linked to Visible Learning. Explicit teaching and modelling of dispositions throughout the whole school, linked to Visible Learning. Encourage open dialogue for students to talk about their growth and achievement in all learning areas, linked to dispositions. Develop teacher pedagogy, understanding and knowledge through professional learning and sharing of practice in Learning Design, Assessment and Moderation (LDAM), Transformation of Tasks, Visible Learning (CORWIN Collaborative Impact Program) as well as Professional Learning Communities within the Partnership and Small Schools Cohort.