

Para Hills School P-7 Site Improvement Plan 2017

At Para Hills School P-7 we support students to become successful learners, problem solvers and thinkers, through high quality teaching of...



Learner
Engagement



Literacy



Numeracy

2015-18 STRATEGIC DIRECTIONS		OUTCOMES	MEASURES
LEARNER ENGAGEMENT	Rich Learning Tasks <ul style="list-style-type: none"> Students engage in high order, rich learning tasks that build their problem solving, decision making and thinking skills STEM and cross curriculum approach 	All students are engaged in meaningful, high-order learning tasks	<ul style="list-style-type: none"> Para Hills School P-7 agreed assessment tools and schedule NAPLAN performance – analysis over time EALD Levels (all students) PAT R and PAT M data Student feedback and engagement surveys Student goals and progress towards goals REBE bullying audit data Staff observation processes and Instructional Rounds Wellbeing audit APST Self-Assessment Staff and parent surveys Moderation activities
	Child Centred Learning Students set goals, make choices about their learning, use a range of technologies and engage in authentic learning through Growth Mindsets and Student Voice in learning	All students set goals, reflect on their learning, choose appropriate technologies and apply their learning	
	Ready to Learn <ul style="list-style-type: none"> Students develop their social, emotional and physical skills in safe and rigorous learning environments Staff develop expertise with <i>Rational Emotive Behaviour Education (REBE)</i> 	All students demonstrate a range of physical skills/abilities All students feel safe, are able to collaborate, develop friendships and show resilience	
	Assessment for Learning - Staff to use: <ul style="list-style-type: none"> Formative assessment Clear Learning Intentions and Success Criteria Provide students with authentic feedback (oral/written) 	All staff use a range of assessment practices to inform teaching and ensure consistent expectations of achievement	
LITERACY	Oral Language <ul style="list-style-type: none"> Dialogue and purposeful talk are key learning strategies in all curriculum areas Ongoing opportunities for students to deliver oral presentations for a range of purposes/ audiences 	All students confidently present ideas and explore their thinking orally	
	Phonics / Spelling / Phonological Awareness <ul style="list-style-type: none"> Coherent site approach to the development, assessment and monitoring of PA, Phonics and Spelling P-7 	All students understand and apply PA, phonics and spelling strategies to support their reading and writing	
	Reading/ Comprehension/ Vocabulary Development <ul style="list-style-type: none"> Coherent site approach to the teaching of reading, comprehension and vocab development including daily literacy block expectations 	All students read fluently and for meaning appropriate to their developmental level	
	Writing and Handwriting <ul style="list-style-type: none"> Coherent site approach to the teaching of writing including text type scope and sequence and daily writing expectations Investigate consistent site approach to the teaching of Handwriting and linked script 	All students effectively write in a range of text types using the structures and language appropriate to the genre	
NUMERACY	Numeracy/Maths <ul style="list-style-type: none"> Coherent site approach to the daily teaching of Maths including the development of understanding, reasoning, problem solving and fluency skills 	All students demonstrate fluency, problem solving and Maths expertise appropriate to their developmental level	
	Numeracy/Problem Solving <ul style="list-style-type: none"> Explicit teaching of problem solving and reasoning skills and strategies across the curriculum Initiate a STEM approach to problem solving 	All students demonstrate effective problem solving strategies appropriate to their developmental level	

LEARNER ENGAGEMENT TARGETS	KEY STRATEGIES
<p style="text-align: center;"><i>In 2016, 244/264 students achieved the DECD attendance goal of 95% (Overall, our attendance rate was 92.4% in 2016)</i></p> <ul style="list-style-type: none"> • In 2017, our target is for 250/263 students to achieve the DECD attendance goal of 95% <li style="padding-left: 20px;"><i>In 2016, 19 students were chronically late 3 or more days a week</i> • In 2017, our target is for each child in this group to improve their lateness. • Reduce number of students reporting bullying towards others to 15% (40) in the REBE survey. • 100% of students have increased opportunities for choice in their learning. 	<p>STAFF WILL:</p> <ul style="list-style-type: none"> • Develop their expertise in all aspects of the PHSP7 Quality Teaching Expectations with a specific focus on implementing learning intentions, success criteria and feedback with students in daily classroom practices. • Design classroom programs and practices in all learning areas that intellectually stretch students including the use of student voice, formative assessment and differentiation. • Use problematised learning processes beyond maths - designing problem based learning and inquiry approaches across the curriculum with links to STEM thinking. • Collaboratively identify/implement a common understanding of student voice in learning. • Develop an individual attendance and/or lateness plan with identified students. <p>THE LEARNER ENGAGEMENT TEAM WILL:</p> <ul style="list-style-type: none"> • Build staff understandings of Student Voice in Learning as a whole school approach to critical and creative thinking and shared accountability.

LITERACY TARGETS (Every child achieves 12 months growth on site based testing)			KEY STRATEGIES
TARGET	OUTCOME	Target met/not met	
<p style="text-align: center;">RUNNING RECORDS</p> <p>Reception: Instructional Reading Level 5+ 14/39 students to achieve the SEA or higher.</p> <p>Year 1: Instructional Reading Level 13+ 16/30 students to achieve the SEA or higher.</p> <p>Year 2: Instructional Reading Level 21+ 19/28 students to achieve the SEA or higher.</p> <p style="text-align: center;">NAPLAN READING</p> <p>Year 3: 25 /31 students to achieve the SEA or higher. 8 /31 students to achieve in the higher bands.</p> <p>Year 5: 14/20 students to achieve the SEA or higher. 12/20 students to achieve in the higher bands Retain 7/7 students in the higher bands</p> <p>Year 7: 23 /29 students to achieve the SEA or higher. 11/29 students to achieve in the higher bands. Retain 7/7 students in the higher bands</p> <p style="text-align: center;">NAPLAN WRITING</p> <p>Year 3: 21/31 students to achieve the SEA or higher. 3 /31 students to achieve in the higher bands.</p> <p>Year 5: 13/20 students to achieve the SEA or higher. 4/20 students to achieve in the higher bands Retain 3/3 students in the higher bands.</p> <p>Year 7: 20 /29 students to achieve the SEA or higher. 9/29 students to achieve in the higher bands Retain 3/3 students in the higher bands.</p>			<p>STAFF WILL:</p> <ul style="list-style-type: none"> • Analyse literacy achievement data each term to set clear, stretch targets and goals with students in reading, writing and spelling and review targets previously set with students • Monitor students achieving in higher literacy performance at each year level and design strategies to maintain/extend numbers in higher bands and stretch each individual • Build their understanding and refine current practices/programs to effectively implement the Soundwaves spelling programme R-7. • Moderate narrative writing with colleagues in line with the Brightpath trial, Years 1-7. • Provide regular opportunities to build content area vocabulary and oral talk across all subject areas through group work, peer dialogue and student voice/co-design. • Integrate and align their developing STEM understandings/practice in literacy programs • Design targeted lessons to build and monitor students' comprehension skills using strategies such as the Beanie Strategy (R-2) and Sheena Cameron resources. • Share current approaches to the teaching of handwriting, investigate strategies and contemporary research to develop agreed whole school approaches. <p>THE LITERACY TEAM WILL:</p> <ul style="list-style-type: none"> • Plan, monitor and report on the progress towards achievement of these strategies • Review the implementation of Soundwaves spelling by December 2017 • Consult staff to upgrade resources for R-7 guided reading packs related to text types, big books on text types, IWB resources, cultural texts etc.

NUMERACY TARGETS (Every child achieves 12 months growth on site based testing)			KEY STRATEGIES
TARGET	OUTCOME	Target met/not met	
<p>Year 3: 20/31 students to achieve the SEA or higher. 6/31 students to achieve in the higher bands.</p> <p>Year 5: 12/20 students to achieve the SEA or higher. 3/20 students to achieve in the higher bands. Retain 2/2 students in the higher bands.</p> <p>Year 7: 22/29 students to achieve the SEA or higher. 9/29 students to achieve in the higher bands. Retain 2/2 students in the higher bands.</p>			<p>STAFF WILL:</p> <ul style="list-style-type: none"> Analyse numeracy achievement data each term to set clear, stretch targets and goals with students and review targets previously set with students. Extend their understanding and skills in task design and transforming tasks to design numeracy activities that increase the number of students achieving in the higher numeracy bands at each year level. Collaboratively identify and implement a common language and approaches to the teaching of daily mental routines, reasoning and problem solving P-7. (NIT teachers) incorporate mathematical language and processes within their areas. Integrate and align their developing STEM understandings/practice in Maths programs. <p>THE NUMERACY TEAM WILL:</p> <ul style="list-style-type: none"> Build staff understandings of STEM as a cross-curricular approach and identify and share effective every day STEM teaching practices for staff to adopt. Coordinate ongoing PD in STEM and numeracy including sharing, designing and moderating maths tasks, practical strategies for fluency and problem solving, transforming tasks and shared planning time. Strengthen consistency between classroom practices through involvement in collaborative planning, moderation, instructional rounds and peer observations.

Quality Teaching Expectations at PHSP-7:

Professional Learning - All staff work collaboratively to continuously develop the quality of their teaching through targeted professional learning, performance development and peer learning.

Learning Design- All staff expertly design effective learning programs tailored to the range of learners using the AC/EYLF/RRR/TfEL and engage students in the curriculum design and self-assessment practices

Assessment for Learning - All staff routinely use formative assessment to refine teaching and target student achievement and work with peers to develop consistent understandings and expectations of summative assessments and feedback for learning

