

Two Wells Primary School Site Improvement Plan 2017

VISION:

Improve the educational attainment and wellbeing of students within our care.

BELIEFS about LEARNING:

- Learning is enhanced when the curriculum is differentiated with a variety of learning options to meet the individual needs of students.
- Students are more engaged in their learning when their curriculum is innovative, challenging, rigorous, and relevant to their life experiences, and connected to their world beyond school.
- Learning is enhanced when students are provided with a variety of processes that actively engage them in deep creative thinking, skill development and problem solving.
- Learning is strengthened when positive relationships are formed between students, staff, families and the community.

TEACHING FOR EFFECTIVE LEARNING

The South Australian Teaching for Effective Learning (TfEL) framework describes the DECD position on pedagogy for all schools. Our commonly agreed school values, in line with the Greater Gawler Partnership and underpinned by TfEL drive improved learning outcomes for students in our care.

Therefore it is the responsibility of all staff to:

- Learn for effective teaching
- Creating safe conditions for rigorous learning
- Develop expert learners
- Personalise and connect learning

As well, developing a whole school approach to pedagogy provides a focus for building individual and school-wide improvement.

LITERACY AND NUMERACY

Whole of school approaches enable consistent pedagogical practices that lead to improved learning outcomes for students.

Through all staff working interdependently to:

- Develop teacher expertise in implementing the Australian Curriculum and Early Years Framework.
- Develop, implement and regularly review whole of school literacy and numeracy agreements.
- Integrate literacy and numeracy across the curriculum.
- Increase teacher confidence and capacity in using differentiated approaches for individualised student learning.
- Implement effective intervention R-7.

WELLBEING

Teaching for Effective Learning (TfEL) as well as a focus on Positive Education will improve wellbeing outcomes for students in our care. Positive Education supports students to become powerful learners, cultivating habits and attitudes that enable students to be more confident about their own learning ability. Therefore it is the responsibility of all staff to:

- Build positive relationships with students.
- Implement Character Strengths, Mindsets and Mindfulness as part of daily practices.
- Deliver the Child Protection Curriculum, Play is the Way & Kimochis.
- Monitor student attendance.

Priority Outcomes	Strategies/Action	Targets	Evaluation Measures
<p>DATA: Track and monitor every learner's growth.</p> <ul style="list-style-type: none"> Embed systems at class, cohort and site level. Processes for regular discussion with and between teachers on individual learner growth. Demonstrating how the analysis of the tracking and monitoring informs action at class, cohort and site level. 	<ul style="list-style-type: none"> Teachers interrogate data sets (NAPLAN, PAT M/R, A-E data, Running Records, Writing) regularly to inform practice. Performance Development meetings include data discussion termly with leadership focus on 'shift' – tracking cohorts. Learning Teams meet regularly to plan and program using data analysis. 	<p>Consistent data collection practices.</p> <p>Consistent Performance Development practices.</p> <p>90% of students' achieving SEA.</p>	<p>Whole School Agreed practices are reflected in documented programs and lesson delivery - observable in the classroom.</p> <p>Student data re. Growth Mindset.</p> <p>Staff data re. Mathematical confidence.</p>
<p>NUMERACY & LITERACY IMPROVEMENT CYCLE:</p> <ul style="list-style-type: none"> Planning, target setting, resourcing of numeracy and literacy priorities. Identify and enact outstanding practices from within the site, partnership and other. 	<ul style="list-style-type: none"> Update Whole School Literacy, Numeracy and Wellbeing Agreements – align with new teaching and learning from 2016. Monitor implementation of Whole School Agreements through PD. TfEL Coordinator - continued focus on Numeracy coaching with staff. 	<p>Consistent Performance Development practices</p>	<p>Student feedback collected three times per term.</p> <p>Performance Development.</p> <p>NAPLAN</p> <p>PATm & PATrc</p>
<p>ENACT CHANGES IN PEDAGOGICAL PRACTICE:</p> <ul style="list-style-type: none"> Implement pedagogical practices that engage and intellectually stretch learners, develop resilience and growth mindsets and improve numeracy and literacy achievement. 	<p>Literacy:</p> <ul style="list-style-type: none"> continue with the literacy block using a balance of modelled, guided and independent strategies to support and extend student learning (Gradual Release of Responsibility Model)* continue with explicit teaching strategies for reading and writing as per NELSON Cengage professional learning explicit teaching of spelling using visual, etymological, phonological and morphemic strategies explicit teaching of Grammar – revision of basics particularly in term 1. R-7 Running Records Writing Assessment procedures (Narrative text type focus in term 1) The Big Six – how is this embedded into practice – revisit. <p>Numeracy Pedagogical practices exemplified by:</p> <ul style="list-style-type: none"> TfEL -students being active participants in their learning 	<p>90% of students achieving SEA.</p> <p>Increase % of students with Growth Mindset.</p> <p>NAPLAN - 95% students above NMS. Increase number of students in higher bands.</p> <p>Increase number of students obtaining middle to upper growth between tests.</p>	<p>Writing Assessment</p> <p>Wellbeing Tool</p> <p>SEA</p>

	<ul style="list-style-type: none"> • Ann Baker and Natural Maths, including problematised situations and fluency practice using the Secret Code strategies • Tierney Kennedy and Back to Front Maths, including uncovering misconceptions and asking 4 types of questions i.e. diagnostic, confronting, leading and generalising • Students compare/ prove/ show evidence/ explain/ justify / record thinking • Focussed informed teaching and monitoring of students conceptual development of the Big Ideas in Number. • Buddy Observation (Six Principles of Effective Maths Teaching) continues • Moderation and Assessment <p>Positive Education -implement the Student Engagement and Wellbeing Policy, adhering to the practices and procedures outlined to ensure a consistent whole school approach. Promote Positive Education via newsletter, Assembly and Parent workshop.</p>		
<p>IDENTIFY AND ENACT CLEAR INTERVENTION PROCESSES.</p> <ul style="list-style-type: none"> ▪ Processes are in place to identify and enact responsive and differentiated ‘intervention’ processes that are targeted, purposeful and time limited. 	<ul style="list-style-type: none"> ▪ Support teachers to use a differentiated approach to the teaching of Numeracy and Literacy including ‘providing challenge’ ▪ SMARTA and Wave models are used to differentiate the Numeracy and Literacy teaching program. 	<p>Consistent practices R-7. 90% of students’ achieving SEA.</p>	

Maintain

New