

Two Wells Primary School Site Improvement Plan 2018

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 whole school literacy and numeracy agreements, in line with site and partnership improvement plans, are underpinned by TfEL and drive improved learning outcomes for students in our care.

Therefore it is the responsibility of all staff to:

- Learn for effective teaching
- Create safe conditions for rigorous learning
- Develop expert learners
- Personalise and connect learning
- Focus on individual and whole school 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 expertise in implementing the Australian Curriculum and Early Years Framework.
- Develop, implement and regularly review whole of school literacy, numeracy and wellbeing agreements.
- Integrate literacy and numeracy across the curriculum.
- Increase confidence and capacity in using differentiated approaches for individualised student learning.
- Implement effective intervention R-7.

STUDENT ENGAGEMENT AND WELLBEING POLICY

At Two Wells Primary School we believe student engagement and wellbeing is enriched through Positive Education, and Teaching for Effective Learning (TfEL) to improve 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 implement and regularly review the Student Engagement and Wellbeing Policy, including the documented classroom practices R-7.

Priorities	Targets	Strategies	Timelines/Responsibility	Outcomes/Monitoring	Resourcing
Numeracy	<p>90% of Students achieving DECD SEA in NAPLAN & PAT M</p> <p>90% R-2 students Trust the Count. 100% Yr 3-7 students TTC. 90% Yr 2-7 PV.</p> <p>75% of students achieving medium and high growth in NAPLAN.</p> <p>All ATSI students achieve the SEA and medium to high growth in NAPLAN.</p>	<p>Staff are engaged in Professional Online learning with the Jo Boaler Course as well as PLC's focusing on Teaching Primary Mathematics (Booker et al), lesson study and observations. Connect learning from Jo Boaler and PLC to TfEL.</p> <p>Staff become proficient in the implementation of BliN testing and data analysis to support classroom planning, and the teaching for the development of conceptual understanding. Teachers released to test whole class based on end of 2017 data collection. All teaching programs include daily use of BliN strategies appropriate to the needs of students. Coordinator and SSOs to work intensively with identified students on Trust the Count/PV 3 times per week (Years 2 – 7) for five weeks (pre & post testing).</p> <p>Numeracy task design and questioning is developed through PLC's/PFD's and moderation processes to provide intellectual stretch and challenge.</p> <p>Monitoring of student (including ATSI) progress termly through Performance Development meetings and SWAN weekly meetings - analysis of student learning needs using BliN, NAPLAN & PAT M.</p> <p>Review of Numeracy Agreement to include new learning.</p>	<p>Staff to complete online course by Term 2 2018.</p> <p>Staff to participate in 4 PLC meetings per term in 2018.</p> <p>Staff to participate in a Lesson Study and observation as part of PLC term 2 & 3.</p> <p>BliN testing to be completed by week 3 of Term 1 and then repeated in Term 4, week 5.</p> <p>Coordinator and SWAN to establish intervention groups by the end of week 5 term1.</p> <p>Coordinator to support teachers in classrooms.</p> <p>Partnership buddy groups /SLLIP/Principal as scheduled each term. Pupil Free Days.</p> <p>Review each term. Teacher feedback at PD meetings and classroom observations. SWAN team – intervention/SSO support. PFD – whole school data analysis in term 4 to inform priorities for 2019.</p> <p>Ongoing</p>	<p>Commitments to action from PLC's are recorded/addressed in PD conversations.</p> <p>Classroom observations provide feedback on specific pedagogical changes to meet the needs of learners as identified through data analysis and learner feedback.</p> <p>Build deep conceptual understanding of staff.</p> <p>PD conversations about confidence implementing appropriate BliN strategies.</p> <p>Analysis of pre to post BliN data for class and intervention groups demonstrates growth – improved conceptual understanding of students. BliN concepts explicit in teaching.</p> <p>Feedback from teachers and PLC's</p> <p>Feedback from SLLIP</p> <p>PD conversations and observations.</p> <p>Analysis of A – E grades, NAPLAN and PAT M demonstrates growth for all students.</p> <p>All staff</p>	<p>Online Jo Boaler Course – Stanford Uni</p> <p>TRT release</p> <p>Teaching Primary Mathematics Edition 5</p> <p>Coordinator .8</p> <p>SSO hours</p> <p>Literacy & Numeracy First</p> <p>Better Schools</p> <p>Partnership funds</p> <p>SLLIP</p> <p>Release – Buddy Groups</p> <p>DECD – BliN Best Practice papers etc</p>

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Literacy	<p>90% of Students achieving DECD SEA in NAPLAN & PAT R.</p> <p>75% of students achieving medium and high growth in reading and writing.</p> <p>All ATSI students achieve the SEA and medium to high growth in NAPLAN reading and writing.</p>	<p>Explicit teaching of grammar and spelling as well as implementing strategies and modelling 'What Good Readers Do (Sheena Cameron). Professional Learning/sharing 2/3 times per term.</p> <p>Analysis of writing achievement using TWPS Writing Assessment and NAPLAN analysis from T4 2017. Learning Teams to moderate writing tasks. Specific interventions are provided in the classroom program.</p> <p>Monitoring of student (including ATSI) progress termly through Performance Development meetings and SWAN weekly meetings - analysis of student learning needs using Writing Assessment, NAPLAN & PAT R.</p> <p>Focus on Oral Language R-2 – improve receptive and expressive language. Increase opportunities for students to participate in meaningful dialogue and discussion. Meet at least twice per term to discuss/select strategies to embed into daily practice.</p> <p>Review of Literacy Agreement to include new learning.</p>	<p>Ongoing – all teaching staff</p> <p>Term 1 & Term 4 – all teaching staff Additional SSO support in classes to support identified students - ongoing.</p> <p>Review each term. Teacher feedback at PD meetings and classroom observations. SWAN team – intervention/SSO support. PFD – whole school data analysis in term 4.</p> <p>JP staff</p> <p>Ongoing as required</p>	<p>Classroom observations demonstrate required pedagogical practices to meet the needs of learners as identified through data analysis and learner feedback.</p> <p>Analysis of pre to post Writing data for class and cohorts demonstrates growth.</p> <p>PD conversations. Analysis of A – E grades, NAPLAN and PAT M demonstrates growth for all students.</p> <p>Students confidently participating in oral language activities that promote regular meaningful dialogue. Teachers are proficient in developing opportunities for oral language resulting in confident speakers and listeners, improved vocabulary and reading.</p>	<p>Oral Language Assessment tool</p> <p>PASM</p> <p>Writing Assessment</p> <p>PAT Spelling</p> <p>Literacy & Numeracy First</p> <p>Sheena Cameron Resources</p> <p>Better Schools</p> <p>Additional SSO hours</p> <p>Teacher release</p> <p>Professional Learning</p> <p>MiniLit</p>
Priorities	Targets	Strategies	Timelines/Responsibility	Outcomes/Monitoring	Resourcing
Wellbeing	<p>Attendance will meet or exceed an attendance target of 93%</p>	<p>Review Attendance Plan at Two Wells Primary School.</p> <p>Attendance is a regular agenda item Leadership/SWAN meetings, staff meetings. Celebration.</p> <p>Provide families with information around the importance of regular attendance, and attendance is promoted regularly through the Newsletter.</p>	<p>Week 1, Term 1</p> <p>Weekly</p> <p>Student Wellbeing Leader - ongoing</p>	<p>All staff implementing attendance practices.</p> <p>Early intervention</p> <p>Improved attendance and engagement of families in the process.</p>	<p>Allocate budget to implement attendance improvement strategies.</p>