

Site Improvement Plan 2015 – 2017

Wellbeing - Quality Pedagogy - Literacy - Numeracy

TORRENSVILLE

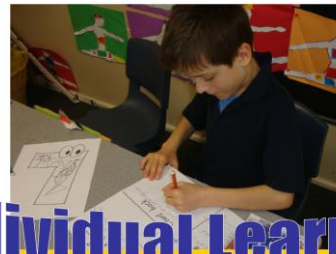
PRIMARY SCHOOL

harmony respect achievement



Creative Learners

Think Big Ideas
Are Inquirers
Set No Limits
Persist



Individual Learners

Have their own unique ideas
Know how they learn best
Learn with & from others

Vision: All of our students embrace learning to be successful in life.

Learning is based on an inquiry focus reception to year 7. We aim to develop inquiring, knowledgeable and caring people who help to create a better world. Supporting this, students learn about 5 learner qualities that will help them now and in the future to be successful and confident: being creative, confident, successful, individual, active and informed.



Active & Informed Learners

Are knowledgeable
Think globally
Care about others
Stand up for what they believe in



Successful Learners

Learn with others
Enjoy their learning
Listen to others carefully
Know how to improve



Confident Learners

Ask Questions
Have a Go
Take Risks
Are reflective

We are a learning community that values...

harmony, respect and achievement

Site Improvement Plan 2015 – 2017

Our priorities	To improve	We will
Wellbeing	The physical and mental health, satisfaction and social functioning of all.	<ul style="list-style-type: none"> • Create opportunities for students to learn appropriate decision making processes. • Focus on the importance of regular physical activity and other health and lifestyle choices. • Identify and embed successful intervention practises.
Numeracy	Students attaining high levels of achievement in Numeracy in all year levels	<ul style="list-style-type: none"> • Create safe conditions for rigorous learning in mathematics • Develop expert and numerate learners • Personalise and connect learning
Literacy	Literacy improvement through a strong focus across all curriculum areas with emphasis on developing critical literacies (reading/spelling/functional grammar)	<ul style="list-style-type: none"> • Create PLCs within school and across the partnership to explore, consolidate and develop good practice with particular emphasis on Reading Comprehension (Sheena Cameron) and Words Their Way • Revisit and consolidate site current best practice including text types and functional grammar through literacy for learning • Ratify TPS literacy agreements in line with Partnership/DECD/National Requirements including Genre Map, EALD levels/Australian Curriculum
Quality Pedagogy	Quality teaching and learning incorporating IT and inquiry to develop 21 st century skills	<ul style="list-style-type: none"> • Use data as a driver to improve student learning outcomes for all • Establish Professional learning Communities within our site and utilise ones established in the Partnership to share and develop best practice • Aim to further develop quality pedagogy by embracing our current skills set and extending that knowledge to the whole staff. We also aim to empower our staff in the area of ICT by providing current training (both on and off the site) • Monitor, evaluate and challenge quality pedagogy through implementation of TfEL

All teaching staff will be on a Site Improvement Committee (Wellbeing, Numeracy, Literacy, Quality Pedagogy), to lead improvement across the school.

2016 Action Plan –Well Being

Our priorities	To improve	Action	Indicators
Wellbeing	<ul style="list-style-type: none"> Investigate and implement effective student voice models Investigate Kids Matter as a whole school program Wellbeing programmes accessed by every student Intervention –through identification of students, targeted support and modifying pedagogy Transition strategies- Pre-School-School, Class-class, MY - High School 	<ul style="list-style-type: none"> Participate in Partnership student voice surveys and follow up strategies Observation at sites implementing Kids matter & training of relevant staff Life Education Van visit in 2016 Committee and PLC interpretation of additional data sets: AEDC Middle School Development Instrument Kids Matter Surveys TfEL feedback sheets Preschool, High school conversations PLC, Shared NIT conversations 	<ul style="list-style-type: none"> 100% of students to actively participate in school decision making 100% of students attend the Life Education Van
Behaviour	<ul style="list-style-type: none"> Look at playtime strategies to improve behaviour 	<ul style="list-style-type: none"> Upgrade school facilities including line marking/games painted on new asphalt Investigate Nature Play for play opportunities Look at time of recess/lunch breaks Training students in PALS program Play in the way Well Being facilitator targeted groups 	<ul style="list-style-type: none"> Increase in satisfaction and well-being in surveys Reduction of yard incidents through engaged students Reduction in learning time being spent resolving playtime issues
Attendance	<ul style="list-style-type: none"> Constant monitoring of Non-Attendees Work together with families to talk up attendance 	<ul style="list-style-type: none"> Involvement of support agencies <i>Attendance Officer</i> <i>Family Focus Worker</i> <i>Families SA</i> 	<ul style="list-style-type: none"> Improve our attendance to 93%

2016 Action Plan –Quality Pedagogy

Our priorities	To improve	Action	Indicators
Quality Pedagogy- Becoming powerful learners through developing growth mindsets and utilising data for improved outcomes	<ul style="list-style-type: none"> • Effective technologies for incorporating into best teaching practices • To utilise the existing ICT skill set of staff and students at TPS • Greater data interpretation to assist with assessment and differentiation • Aim to develop quality pedagogy through PLCs- both school and partnership based 	<ul style="list-style-type: none"> • Visit sites with best facilities and quality practice • Where possible fortnightly PLC meetings • Provision of shared NIT • Shared Partnership staff meetings • Align Inquiry Units with Australian Curriculum and improve our teaching of inquiry through revisiting PD from Guy Claxton, Kath Murdoch and thinking hats • Introduce TfEL programs as part of PLC agendas 	<ul style="list-style-type: none"> • At least 40% of staff meeting time PLCs • Greater staff and PLC time allocated to data interpretation and team/PLC planning
Performance Development processes	<ul style="list-style-type: none"> • Performance Development processes include shared collegiate performance processes encompassing AITSL national standards and TfEL 	<ul style="list-style-type: none"> • Documented Performance Development processes established with PLC involvement/peer observation/student feedback 	<ul style="list-style-type: none"> • PLC agendas reflect focus on learning outcomes and pedagogy
Australian Curriculum	<ul style="list-style-type: none"> • Australian Curriculum implementation • Align Inquiry units with Australian Curriculum 	<ul style="list-style-type: none"> • PD from AC consultant in implementation of Digital Technologies/coding and LOTE 	<ul style="list-style-type: none"> • School reports reflect newly implemented aspects of ACARA

2016 Action Plan –Literacy

Our priorities	To improve	Action	Indicators
Our whole school approach delivers improved skill development and achievement in literacy for each learner	<ul style="list-style-type: none"> Writing 	<ul style="list-style-type: none"> All staff participate in Sheena Cameron Writing PD Literacy Committee to develop and facilitate process to implement Sheena Cameron Writing strategies Revise School Genre Map Use word study words in Grammar/Genre/Sentence construction 	<ul style="list-style-type: none"> Common language used across the school for writing Updated Literacy documents across all year levels
	<ul style="list-style-type: none"> Reading 	<ul style="list-style-type: none"> Embedding key strategies of Sheena Cameron Reading into common practice Implementation and documentation of successful Literacy intervention More opportunities for students to practise the skills of inferential comprehension 	<ul style="list-style-type: none"> Common language for staff and students re reading Visible resources Evidence of intervention for support and extension in literacy
	<ul style="list-style-type: none"> Word Study and Vocabulary 	<ul style="list-style-type: none"> Continued well resourced, structured implementation of Words Their Way including release time for implementation Develop program/activities for students who have completed the Words Their Way program Greater PLC time for data interpretation and development of strategies including Literacy Block structures Shared partnership staff meetings to share best practice Continued review and subsequent commitment to school assessment schedule and Literacy Agreement Increased parent awareness of successful literacy practices and programs 	<ul style="list-style-type: none"> All students participating in the Words Their Way program are engaged and can articulate their learning Continued reduction of students in Red & Yellow groups Continued monitored shift towards Blue groups Regular newsletter articles Workshops/Open mornings

2016 Action Plan –Numeracy

Our priorities	To improve	Action	Indicators
<p>Our whole school approach delivers improved skill development and achievement in numeracy for each learner</p>	<ul style="list-style-type: none"> Continue to implement Numeracy Agreement R-7, embedding in Numeracy blocks: mental computations, key vocabulary, problem solving, explicit teaching and reflection- with a focus on number Target intervention- Numeracy intervention programs will be targeted to the needs of individuals/groups. Trial intervention programs- year 2-5 Performance development includes discussion around the differentiation of Numeracy learning 	<ul style="list-style-type: none"> Professional Learning Communities-PLCs regular focus on TfEL/Numeracy/Mathematics further learning and discussion concerning embedding components of the Numeracy Block, analyse data to enrich numeracy sessions Mathematics learning intentions and Success Criteria are aligned with Australian Curriculum and also made visible to students Maths Moderation PD with Partnership and opportunity to network with staff in Partnership <u>Intervention</u> Focus on Wave 2 students needing extra support (M4LI, Place Value and fast fact recall sessions) Resourcing provided for extra adult support (teacher/SSO) for intervention programs Staff collect and analyse the key data to evaluate and improve numeracy outcomes- (PAT Maths Plus, I Can Do Maths, NAPLAN, George Booker Number assessment) Review school assessment schedule R-7 	<ul style="list-style-type: none"> Year 1-7: 20 % improvement in PAT Maths scaled score 2015 Numeracy Agreement implemented. PLCs analyse Numeracy data and share good practice. Intervention programs implemented for students wave 2 yr2-7 Wave 2 students, improvement in baseline Pat Maths data in term 3. As short term targets are met, students move out of wave 2 intervention.
<p>Strengthen learning partnerships between school and families</p>	<ul style="list-style-type: none"> Community engage in opportunities to know about numeracy/mathematics 	<ul style="list-style-type: none"> Numeracy/maths information included in newsletter Workshops/open mornings sharing Australian Curriculum, current pedagogies, content and strategies to support mathematical learning at home 	<ul style="list-style-type: none"> Parent/ carer feedback through Governing Council and annual questionnaire reflects positive involvement/interest/support for numeracy programs