



## Loxton Primary School Site Improvement Plan 2017-2019

### PURPOSE

*To provide quality teaching and learning experiences*

### VISION

*(To be inserted when completed)*

### OUR VALUES

*Belonging, Caring, Learning, Persisting, Respecting*

### PRIORITIES

*Quality Teaching Literacy Numeracy Wellbeing*

#### Quality Teaching Priority

- Teachers consistently design and deliver learning experiences using visible learning strategies based on John Hattie's research of Visible Learning. It *"involves impacting on the love of learning, inviting students to stay in learning, and seeing the ways students can improve their healthy sense of being, respect for self, and respect for others, as well as enhancing achievement."* (John Hattie, *Visible Learning for Teachers*, 2012).
- Teachers use the Australian Curriculum, Teaching for Effective Learning framework and Australian Professional Standards for Teachers for continual improvement of professional knowledge and practices
- Teacher expectation that students will engage, be intellectually stretched and develop a positive mindset towards learning

#### Literacy Priority

- Students develop higher order comprehension skills for reading a variety of genres and texts
- Improve reading achievement, growth and retention in upper NAPLAN bands
- Improve running record achievements in R-Year 2

#### Numeracy Priority

- Students understand and apply problem solving strategies
- Students understand and apply mathematical vocabulary
- Improve numeracy achievement, growth and retention in upper NAPLAN bands

#### Wellbeing Priority

- To have a Whole School Focus on the Well Being of the Loxton Primary School including students, staff, families and the wider community
- This will be achieved through Behaviour Education, Social and Emotional Learning Programs, Child Protection Curriculum and the Kids Matter Framework.
- Focussing on the whole child to improve learning outcomes



**STRATEGIC PRIORITY**

**NUMERACY PRIORITY  
Operational Plan 2017**

**DATA DASHBOARD**

**To have a whole school focus motivating students to see themselves as mathematicians, using problem solving strategies and to understand there are many ways in solving problems but the importance of choosing the most efficient way.**

CHANGES IN THE THINGS STUDENTS DO

*Students will*

- See themselves as successful mathematicians
- Discover and connect Maths to real life experiences
- Demonstrate and share problem solving options

CHANGES IN THE THINGS TEACHERS DO

*Teachers will*

- Follow the school Maths agreement and embed in classroom practice the Ann Baker strategies which include:
  - computation strategies
  - mental routines
  - problematized situations
  - vocabulary top 5
  - reflection time
- Explicitly teach problem solving skills in numeracy
- Align teaching plans to assessment procedures linked to the data cycle
- Analyse PAT M and NAPLAN data to inform their programming and planning
- Track every student in their numeracy learning and differentiate the curriculum
- Share at Parent Information sessions and in class newsletters/blogs the Maths strategies that are being used

*Leaders will*

- Support professional learning to implement agreed strategies for numeracy
- Provide support for staff to collaboratively share teacher practice and programming
- Embed clear and consistent data collection and analysis processes
- Staff to be released for half day once per term to work in like year levels to discuss student learning, programmes, improvement agendas.
- Support the implementation of the Numeracy agreements
- Discuss the existing evidence that demonstrates students' progression
- Support intervention with Quick Maths
- Engage the community through parent workshops, school newsletters and blogs

**PAT M Scale Score**

	% 2016	% 2017
Year 3		
Year 4		
Year 5		
Year 6		
Year 7		

**NAPLAN Numeracy Upper Two Bands**

	LPS	DECD	National	Index
Year 3				
Year 5				
Year 7				

**NAPLAN Minimum Standard-Numeracy**

	Below in 2016	Below in 2017
Year 3		
Year 5		
Year 7		
Total		



<b>STRATEGIC PRIORITY</b>		<b>QUALITY TEACHING Operational Plan 2017</b>	<b>DATA DASHBOARD</b>										
<p>To engage students in their learning in a way which makes sense of their world by giving them a chance to think, problem solve, ask questions and be valued for what they bring to any learning task.</p> 	<p>CHANGES IN THE THINGS STUDENTS DO</p>	<p><i>Students will</i></p> <ul style="list-style-type: none"> <li>• See themselves as successful learners</li> <li>• Have the confidence to inquire into their learning</li> <li>• Become problem solvers</li> <li>• Be motivated as the take more responsibility for their own learning</li> <li>• Use the value of persisting to problem solve</li> <li>• Know themselves as powerful learners and will be able to answer the following 5 questions:                What are you learning?                How are you doing?                How do you know?                How can you improve?                Where do you go for help?</li> </ul>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="1541 288 2175 320"><b>PARENT OPINION SURVEY</b></th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="1541 320 2175 421">           1. <u>Quality of teaching and learning</u>            I think my child receives high quality teaching at this school         </td> </tr> <tr> <td data-bbox="1541 421 1930 475">2016</td> <td data-bbox="1930 421 2175 475">2017</td> </tr> <tr> <td data-bbox="1541 475 1930 529">Agree 45%</td> <td data-bbox="1930 475 2175 529"></td> </tr> <tr> <td data-bbox="1541 529 1930 584">Strongly Agree 41%</td> <td data-bbox="1930 529 2175 584"></td> </tr> </tbody> </table>	<b>PARENT OPINION SURVEY</b>		1. <u>Quality of teaching and learning</u> I think my child receives high quality teaching at this school		2016	2017	Agree 45%		Strongly Agree 41%	
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<p>CHANGES IN THE THINGS TEACHERS DO</p>	<p><i>Teachers will</i></p> <ul style="list-style-type: none"> <li>• Commit to follow the Partnership focus on Visible Learning</li> <li>• Strengthen their pedagogy to include:                learning intentions                success criteria                feedback                assessment                differentiation</li> <li>• Teachers will follow the planning and programming requirements</li> </ul> <p><i>Leaders will</i></p> <ul style="list-style-type: none"> <li>• Help to devise a document called 'Learning the Loxton Way'</li> <li>• Support the Teaching for Effective Learning (TfEL)</li> <li>• Support teachers with the Australian Curriculum</li> <li>• Training and development for Visible Learning</li> <li>• Use a coaching model to assist teachers in the further development of pedagogy</li> <li>• Provide opportunities for self-reflection, peer observation and feedback</li> <li>• Engage with the community through parent student opinion surveys, Governing Council information and newsletters</li> </ul>												

<b>STRATEGIC PRIORITY</b>		<b>WELLBEING Operational Plan 2017</b>	<b>DATA DASHBOARD</b>
<p>To have a Whole School Focus on the Well Being of the Loxton Primary School – students / staff / families and wider community, through: Behaviour Education, Social and Emotional Learning Programs, Child Protection Curriculum and the Kids Matter Framework.</p>	<p>CHANGES IN THE THINGS STUDENTS DO</p>	<ul style="list-style-type: none"> <li>• A change in focus from Behaviour Management to Behaviour Education – through the use of the Restorative Justice processes and practises.</li> <li>• Students will engage in Social and Emotional Learning lessons using: R – 2: The Incredible Flexible Me Program, 3-7: Building Resilience Program.</li> <li>• Students will engage in mandated Child Protection Curriculum learning.</li> <li>• Students demonstrate understanding of School Values in all aspects of school life (learning / interactions with others / self-regulation).</li> </ul>	<ul style="list-style-type: none"> <li>• A change in focus from Behaviour Management to Behaviour Education – through the use of the Restorative Justice processes and practises.</li> <li>• Review of Behaviour Management Policy – to Behaviour Education Policy – in line with School Values.</li> <li>• Teachers programming to include use of the agreed School S.E.L program.</li> <li>• Teachers programming to include the use of the mandated Child Protection Curriculum.</li> <li>• Re-Establishment of Kids Matter team – led by School Counsellor, to meet at least once per term. (Members: Principal / School Counsellor / Staff Rep / Parent Rep / Student Reps).</li> <li>• Planned Well-Being Staff Meetings and Well-Being training and development opportunities.</li> <li>• Planned parent/community workshops: 1 per term.</li> <li>• Embed School Values in all aspects of School life.</li> <li>• Continuation of Well-Being Team and weekly meetings: (Members: Principal / Deputy Principal / School Counsellor / PCW / A.E.T).</li> </ul>
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