



## **Loxton Primary School**

### **Site Improvement Plan - 2016**

*Priorities are Literacy, Numeracy & Well-being*

*As determined from analysis of learner data and self-review processes*

**Belonging \* Caring \* Learning \* Respecting \* Persisting**

#### **TEACHING FOR EFFECTIVE LEARNING**

Our improvement plan is underpinned by the SA Teaching for Effective Learning. It guides our designs for learning and decision making about our practice.

In 2015 we will focus on:

Formative Assessment & the following TfEL elements.

- 2.1** Develop democratic relationships
- 2.3** Negotiate learning
- 2.4** Promote dialogue as a means of learning
- 4.1** Build learners understandings

#### **VISIBLE LEARNING**

Our work will be guided by John Hattie's research on class size effect.

As educators we believe that:

The fundamental task is to evaluate the effect of our teaching on student learning and achievement.

Talking about the learning is very important.

Assessment gives us feedback about the impact of our teaching.

Differentiation of the curriculum is essential to meet the needs of the learners, including learning intentions and success criteria.

## ACTION PLANNING - LITERACY – With a focus on Reading

Strategies	Targets	Evaluation Measures																																																												
<p>The major actions which staff commit to do, so that all learners are supported to achieve the SMART targets.</p>	<p>SMART targets that indicate what improved outcomes learners will achieve or demonstrate.</p>	<p>The data, evidence, processes and timelines to be used to monitor and evaluate student learning through the use of SMART targets.</p>																																																												
<p><i>Implement an agreed approach to effective teaching and learning which is consistent and coherent across the school and aspires to achieve high standards.</i></p> <p>Agreements include:</p> <ul style="list-style-type: none"> <li>R-7 using WRAP program.</li> <li>Initial data collection, including use of Cars and Stars, to be completed by end of W4 (T1).</li> <li>Introduction of PAT Vocabulary Testing for R – 7.</li> <li>A focus on the teaching of comprehension strategies using data to inform teaching.</li> <li>Morrison McCall will be collected and analysed after every 4 weeks of teaching.</li> <li>Years R-2 collecting Running Record data using 3 levels of analysis to inform teaching.</li> <li>All students not reading independently at an age appropriate level to be using 'My Words'.</li> <li>A focus on differentiation of the curriculum and working with small groups of students.</li> <li>TfEL as a pedagogical focus.</li> <li>Teachers will be required to program using the Australian Curriculum Content Descriptors and Achievement Standards – in line with National Professional Standards for Teachers (AITSL).</li> <li>All NIT teachers will highlight their use of the Literacy General Capability through their programming.</li> <li>Use of 'Learning Intent and Success Criteria' consistently in Literacy lessons.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: left; padding: 2px;">Reading – By the end of term 4 students will read at the appropriate Instructional level at 95% accuracy.</th> </tr> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">RR Levels</th> <th style="width: 15%;">Actual 2014</th> <th style="width: 15%;">Target 2015</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>Level 8</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Year 1</td> <td>Level 16</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">55%</td> </tr> <tr> <td>Year 2</td> <td>Level 20+</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">75%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">NAPLAN Reading</th> <th style="width: 25%;">Actual 2014 below NMS</th> <th style="width: 20%;">Target 2015 Below NMS</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td style="text-align: center;">8.9%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Year 5</td> <td style="text-align: center;">4.2%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Year 7</td> <td style="text-align: center;">1.7%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;"><i>In NAPLAN Reading we want all students to be above National Minimum Standard.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: left; padding: 2px;">Pat R Targets</th> </tr> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">Target Score</th> <th style="width: 15%;">Achieved 2014</th> <th style="width: 15%;">Target 2015</th> </tr> </thead> <tbody> <tr> <td>Yr 3</td> <td>100 or better</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">80%</td> </tr> <tr> <td>Yr 4</td> <td>110 or better</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">80%</td> </tr> <tr> <td>Yr 5</td> <td>115 or better</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">70%</td> </tr> <tr> <td>Yr 6</td> <td>120 or better</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">85%</td> </tr> <tr> <td>Yr 7</td> <td>124 or better</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">90%</td> </tr> </tbody> </table>	Reading – By the end of term 4 students will read at the appropriate Instructional level at 95% accuracy.					RR Levels	Actual 2014	Target 2015	Reception	Level 8	25%	50%	Year 1	Level 16	33%	55%	Year 2	Level 20+	50%	75%	NAPLAN Reading	Actual 2014 below NMS	Target 2015 Below NMS	Year 3	8.9%	0%	Year 5	4.2%	0%	Year 7	1.7%	0%	Pat R Targets					Target Score	Achieved 2014	Target 2015	Yr 3	100 or better	70%	80%	Yr 4	110 or better	70%	80%	Yr 5	115 or better	50%	70%	Yr 6	120 or better	75%	85%	Yr 7	124 or better	80%	90%	<p><b>Teachers will</b> analyse and compare the following sets of data as they become available:</p> <ul style="list-style-type: none"> <li>Running records data</li> <li>NAPLAN data</li> <li>Pat Testing</li> <li>Standardised tests</li> <li>Mid-Year and End of Year Achievement Standard levels</li> <li>Morrison McCall</li> </ul> <p><b>Teachers will</b> work in PLCs to analyse, moderate and share their Reading programs in relation to improving student learning strategies and targets.</p> <p><b>Students will</b> be able to articulate the Learning Intent and Success Criteria of their learning.</p> <p><b>Whole school</b> use of Scorelink</p> <p><b>TfEL and National Standards for Teachers</b> used as a basis for performance development as evidenced through teacher programming, including the use of the TfEL compass.</p>
Reading – By the end of term 4 students will read at the appropriate Instructional level at 95% accuracy.																																																														
	RR Levels	Actual 2014	Target 2015																																																											
Reception	Level 8	25%	50%																																																											
Year 1	Level 16	33%	55%																																																											
Year 2	Level 20+	50%	75%																																																											
NAPLAN Reading	Actual 2014 below NMS	Target 2015 Below NMS																																																												
Year 3	8.9%	0%																																																												
Year 5	4.2%	0%																																																												
Year 7	1.7%	0%																																																												
Pat R Targets																																																														
	Target Score	Achieved 2014	Target 2015																																																											
Yr 3	100 or better	70%	80%																																																											
Yr 4	110 or better	70%	80%																																																											
Yr 5	115 or better	50%	70%																																																											
Yr 6	120 or better	75%	85%																																																											
Yr 7	124 or better	80%	90%																																																											
<p><b>Resourcing – To support S.I.P</b></p> <ul style="list-style-type: none"> <li>Purchase 'Scorelink' – Data analysis program, plus training.</li> <li>Purchased increased Teacher release to support teacher use of Running Records (Year 1 – 3).</li> <li>Early Assistance –provision of small group support for Years 1 – 3, by S.S.O.</li> <li>Use of WRAP trainer to provide ongoing staff training &amp; planning.</li> <li>Partners in Print.</li> <li>\$5000 to support purchase of Literacy resources.</li> <li>Purchase of online 'Cars &amp; Stars' to support Reading Comprehension.</li> <li>Purchase of supportive adaptive technology apps for students with disabilities.</li> </ul>																																																														

## ACTION PLANNING - NUMERACY

Strategies	Targets	Evaluation Measures																																								
<p>The major actions which staff commit to do, so that all learners are supported to achieve the SMART targets.</p> <p><i>Implement an agreed approach to effective teaching and learning which is consistent and coherent across the school and aspires to achieve high standards.</i></p> <p>Agreements Include:</p> <ul style="list-style-type: none"> <li>Using the Numeracy Agreement and developing an agreed Whole School Assessment Calendar.</li> <li>Using strategies, including mental computation, meaningful reflections, problem solving and higher order thinking skills to improve student learning outcomes.</li> <li>Staff trained with Ann Baker to lead training in P.L.Cs.</li> <li>Anchor Charts and word walls to support consistency across the school.</li> <li>A focus on differentiation of the curriculum and working with small groups of students.</li> <li>Introduction of ACER General Ability Testing for R – 7.</li> <li>TfEL as a pedagogical focus.</li> <li>Teachers will be required to program using the Australian Curriculum Content Descriptors and Achievement Standards – in line with National Professional Standards for Teachers (AITSL).</li> <li>All NIT teachers will highlight their use of the Numeracy General Capability through their programming.</li> <li>Running Numeracy parent workshop.</li> <li>Use of 'Learning Intent and Success Criteria' consistently in Numeracy Lessons.</li> </ul>	<p>SMART targets that indicate what improved outcomes learners will achieve or demonstrate.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>NAPLAN Numeracy</th> <th>Achieved 2014</th> <th>Target 2015</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>2.2%</td> <td>0%</td> </tr> <tr> <td>Year 5</td> <td>6.2%</td> <td>0%</td> </tr> <tr> <td>Year 7</td> <td>5.1%</td> <td>0%</td> </tr> </tbody> </table> <p style="text-align: center; font-size: small;"><i>In NAPLAN Numeracy we want all students to be above National Minimum Standard.</i></p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="4">Pat M Targets</th> </tr> <tr> <th></th> <th>Target Score</th> <th>Achieved 2014</th> <th>Target 2015</th> </tr> </thead> <tbody> <tr> <td>Yr 3</td> <td>40 or better</td> <td>48%</td> <td>60%</td> </tr> <tr> <td>Yr 4</td> <td>45 or better</td> <td>60%</td> <td>75%</td> </tr> <tr> <td>Yr 5</td> <td>50 or better</td> <td>55%</td> <td>70%</td> </tr> <tr> <td>Yr 6</td> <td>54 or better</td> <td>55%</td> <td>70%</td> </tr> <tr> <td>Yr 7</td> <td>55 or better</td> <td>70%</td> <td>80%</td> </tr> </tbody> </table>	NAPLAN Numeracy	Achieved 2014	Target 2015	Year 3	2.2%	0%	Year 5	6.2%	0%	Year 7	5.1%	0%	Pat M Targets					Target Score	Achieved 2014	Target 2015	Yr 3	40 or better	48%	60%	Yr 4	45 or better	60%	75%	Yr 5	50 or better	55%	70%	Yr 6	54 or better	55%	70%	Yr 7	55 or better	70%	80%	<p>The data, evidence, processes and timelines to be used to monitor and evaluate student learning through the use of SMART targets.</p> <p><b>Teachers will</b> analyse and compare the following sets of data as they become available:</p> <ul style="list-style-type: none"> <li>NAPLAN data</li> <li>ACER Testing</li> <li>Standardised tests</li> <li>Mid-Year and End of Year Achievement Standard levels</li> </ul> <p><b>Teachers will</b> work in PLCs to analyse, moderate and share their Numeracy programs in relation to improving student learning strategies and targets.</p> <p><b>Students will</b> be able to articulate the Learning Intent and Success Criteria of their learning.</p> <p><b>Whole school</b> use of Scorelink</p> <p><b>TfEL and National Standards for Teachers</b> used as a basis for performance development as evidenced through teacher programming, including the use of the TfEL compass.</p>
NAPLAN Numeracy	Achieved 2014	Target 2015																																								
Year 3	2.2%	0%																																								
Year 5	6.2%	0%																																								
Year 7	5.1%	0%																																								
Pat M Targets																																										
	Target Score	Achieved 2014	Target 2015																																							
Yr 3	40 or better	48%	60%																																							
Yr 4	45 or better	60%	75%																																							
Yr 5	50 or better	55%	70%																																							
Yr 6	54 or better	55%	70%																																							
Yr 7	55 or better	70%	80%																																							
<p><b>Resourcing – To support S.I.P</b></p> <ul style="list-style-type: none"> <li>Staff trained in Quicksmart online intervention tool.</li> <li>S.S.O resourcing to support implementation of Quicksmart.</li> <li>\$5000 to support purchase of Numeracy resources.</li> <li>S.S.O participation in Natural Maths</li> </ul>																																										

## ACTION PLANNING – WELL-BEING

<b>Strategies</b>	<b>Targets</b>	<b>Evaluation Measures</b>
<p>The major actions which staff commit to do, so that all learners are supported to achieve the SMART targets.</p>	<p>SMART targets that indicate what improved outcomes learners will achieve or demonstrate.</p>	<p>The data, evidence, processes and timelines to be used to monitor and evaluate student learning through the use of SMART targets.</p>
<p>A focus on Well-being to include:</p> <ul style="list-style-type: none"> <li>Establishment of Kids Matter Team with a Whole School Approach.</li> <li>Development of a structured approach to the implementation of the Child Protection Curriculum.</li> <li>Develop a structured approach to implementation of Kids Matter throughout the school in line with Partnership focus.</li> <li>Develop a structured, sustainable approach to connecting with families.</li> <li>Improving involvement of families, with their child/ren and the school, ie; Whole School Information Evening, Partners in Print</li> <li>Embed School Values.</li> <li>Continue to improve attendance strategies and processes.</li> <li>Continue Well-Being meetings, minutes distributed and staff consistency around supporting students.</li> <li>Continue to monitor, update and manage Facebook, website, Skoolbag</li> <li>Communicate with families in relation to accessing camps, uniforms etc.</li> <li>Collection of data in relation to family involvement.</li> </ul>	<p>Kids Matter: All staff incorporating Kids Matter.</p> <p>Attendance: Target – 94%</p> <p>Improved School opinion survey results.</p> <p>Increased family engagement with school.</p> <p>All classes to participate in Child Protection Curriculum.</p>	<p>Review and update of attendance process.</p> <p>Review, refine and update of Whole School Information Evening .</p> <p>Staff &amp; Parent Survey Monkey in relation to Kids Matter</p> <p>Evaluation of data in relation to volunteers</p>
<p><b>Resourcing – To support S.I.P</b></p> <ul style="list-style-type: none"> <li>Kids Matter – Partnership priority (Teacher release)</li> <li>Salary directed into Well Being Teacher position</li> <li>Social Justice Budget</li> <li>Catering to encourage school community involvement.</li> <li>\$2000 to support purchase of Well-Being materials.</li> </ul>		