



FREELING PRIMARY SCHOOL

Site Improvement Plan

2018

This is an agreement about what our site's improvement priorities will be for the specified year.

The agreement summarises the school's contribution to improving student learning at their site through a focus on improvement targets (SMART Targets) based on DECD priorities and other areas of local significance that are critical to learners' achievements and well being.

The school will report annually on progress made towards achieving the SMART Targets through the Annual Report. SMART Targets may be adjusted in consultation with the Governing Council.

A copy of the Site Improvement Plan will be provided to the Education Director and will align with the Goyder and Light Partnership Plan.

_____ Governing Council Chairperson

_____ Principal

_____ Date

PRIORITIES: The key areas for specific focus over the next year, as determined from analysis of learner data and Self-review processes	TARGETS: Agreed specific SMART Targets that clearly indicate what improved outcomes learners will achieve or demonstrate	STRATEGIES: The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported to achieve the SMART Targets	EVALUATION MEASURES: The data, evidence, processes and timelines to be used to monitor / evaluate progress towards achievement of the SMART Targets and / or effectiveness of Strategies
Improve student achievement in NUMERACY	1.1 100% non-withdrawn/non exempt students in Year 3, 5 and 7 will meet NMS in NAPLAN NUMERACY 1.2 The percentage of students meeting the DECD SEA in NUMERACY (Standards of Educational Achievement) (indicators NAPLAN and PAT) will be above index schools	<p>CURRICULUM</p> <p>Teachers following whole school agreement to teaching mathematics, which is aligned to partnership and site priorities.</p> <p>Teaching staff are provided with staff meeting sessions, to be involved in collaborative planning and mapping in Numeracy with their colleagues to explicitly teach identified areas of Mathematics.</p> <p>Teaching staff to work in teams and be involved in collaborative planning with their colleagues to develop assessment tasks and to collect and moderate evidence to support teacher judgement in determining outcomes achieved by individual students.</p> <p>Students receiving funding for not reaching NMS, identifying low growth and students in top bands in NAPLAN, will be involved in intervention and extension programs.</p> <p>Teachers will incorporate Big Ideas in Number strategies into their mathematics programs.</p> <p>DATA</p> <p>Teaching staff focus equally on the four proficiencies of Mathematics, ensuring that students are developing the ability to reason and problem solve; particularly focusing on providing multi-step word problems so that students are familiar with the way questions are asked in NAPLAN</p> <p>Teaching staff analyse NAPLAN/PAT data for students in the higher proficiency bands and identify the common errors made and provide the necessary support & relevant programs</p> <p>Teaching staff analyse NAPLAN/PAT data when it becomes available and identify questions / strands where students are having difficulty and provide further support with relevant programs and strategies</p> <p>Teaching staff administer whole school testing and analysis of testing results as per our school's testing schedule (including PAT, NAPLAN and QuickSmart) and provide the necessary support and relevant programs.</p>	<p>Numeracy Site Improvement Committee to Analyse NAPLAN Data each year.</p> <p>Teachers will analyse other Data sets as they become available:</p> <ul style="list-style-type: none"> • Standardised Tests • Diagnostic Tests • Mid-Year and End of Year Achievement Levels <p>Teachers will moderate open ended word problems with like year level teachers.</p>

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Improve student achievement in WRITING	2.1 100% non-withdrawn/exempt students will meet NMS in NAPLAN WRITING 2.2 The percentage of students meeting the DECD SEA (Standards of Educational Achievement) in WRITING (indicator - NAPLAN) will be above index schools 2.3 Students in years 1-7 show growth of 6 months or more (0.25 effect size) in persuasive and narrative writing Brightpath assessments	<p><u>CURRICULUM</u> Teaching staff access PD to improve their teaching methodologies, planning, programming, assessment and reporting in English in line with the Australian English Curriculum</p> <p>Teaching staff are involved in collaborative planning and mapping in Literacy with their colleagues to explicitly teach writing P-7</p> <p>Brightpath Writing Assessment and teaching points used in planning and teaching, supported with a pupil free day and some release time</p> <p><u>DATA</u></p> <p>Teaching staff analyse NAPLAN data for students in the higher proficiency bands and identify the common errors made and provide the necessary reinforcement and / or explicit teaching</p> <p>Teaching staff analyse NAPLAN/PAT data immediately it becomes available and identify areas where students are having difficulty and provide the necessary reinforcement and / or explicit teaching</p> <p>Teaching staff undertake whole school testing and analysis of testing results as per our school's testing schedule and provide the necessary reinforcement and / or explicit teaching</p> <p>Brightpath used to assess Narrative and Persuasive genres in years 1-7</p> <p>Seven Steps to Writing to continue as a whole school approach to the teaching of writing</p> <p><u>TRAINING</u> Brightpath Writing Moderation Seven Steps to Writing Literacy Co-ordinator to provide coaching and training, initially to new staff and staff teaching new year levels</p>	<p>Literacy Site Improvement Committee to Analyse NAPLAN Data each year.</p> <p>Teachers will use the Brightpath writing assessment tool twice in the year for each student</p> <p>Ongoing tracking through regular moderation sessions at staff meeting</p>

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Improve student WELLBEING and ENGAGEMENT	3.1 Attendance will be above 94% with all absences explained 3.2 There will be a decrease in behaviour requiring buddy class or office time out 3.3 An increase in students feeling that their opinions are taken seriously 3.4 Consolidate the use of Growth Mindset in all work areas across the school	<p><u>CURRICULUM</u></p> <p>The Wellbeing and Engagement Improvement Committee will revise the programs and policies in place regarding student wellbeing and engagement that are currently used within the school.</p> <p>Working with the Wellbeing Co-ordinator, the committee will develop a consistent, whole school approach to wellbeing</p> <p>Class meetings to be held regularly (at least fortnightly) in each class</p> <p>Use a Growth Mindset student and staff audit to gather baseline data of impact of Growth Mindset ideologies.</p> <p>Continue to provide professional development in the area of Growth Mindset.</p> <p><u>DATA</u></p> <p>The committee, in consultation with the Wellbeing Co-ordinator, will analyse the behaviour and attendance data at the school, year level, class and individual student level</p> <p>Student Opinion Survey Data analysed</p> <p>Surveys of students regarding their learning; teachers analysing and responding to results</p> <p>Wellbeing committee to organise a bullying audit to be conducted with all students</p> <p><u>WORKING WITH FAMILIES</u></p> <p>Celebrating/discussing individual, class and year level absences</p> <p>Publicising the impact of student lateness and absences</p> <p>Use of parental notification letter when students behave inappropriately</p>	Attendance data Behaviour data Student Opinion Survey