



**FREELING PRIMARY SCHOOL**

**Site Improvement Plan**

**2016**

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

<b>PRIORITIES:</b> The key areas for specific focus over the next year, as determined from analysis of learner data and Self-review processes	<b>TARGETS:</b> Agreed specific SMART Targets that clearly indicate what improved outcomes learners will achieve or demonstrate	<b>STRATEGIES:</b> The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported to achieve the SMART Targets	<b>EVALUATION MEASURES:</b> The data, evidence, processes and timelines to be used to monitor / evaluate progress towards achievement of the SMART Targets and / or effectiveness of Strategies
<b>Improve student achievement in Numeracy</b>	1.1 90% non-withdrawn/non exempt students in Year 3, 5 and 7 will meet NMS in NAPLAN Numeracy in 2016 (100% in 2017) 1.2 The percentage of students meeting the DECD SEA (Standards of Educational Achievement) (indicators NAPLAN and PAT) will be above index schools 1.3 The percentage of students in the high bands will be above index schools 1.4 Retention of students in high bands will be above index schools	<p><b><u>CURRICULUM</u></b>            Development of a whole school agreement to teaching mathematics with PD to support staff to improve their teaching methodologies, planning, programming, assessment and reporting in Numeracy in line with the Australian Curriculum - Maths and school agreements.</p> <p>Teaching staff are released in Semester 1 to be involved in collaborative planning and mapping in Numeracy with their colleagues to explicitly teach identified areas of Mathematics</p> <p>Teaching staff are released at least twice each year to 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>The committee investigate current practice across the school regarding the teaching and Numeracy, and work to refine the whole school Numeracy agreement</p> <p><b><u>DATA</u></b>            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 data for students in the higher proficiency bands and identify the common errors made and provide the necessary support &amp; relevant programs</p> <p>Teaching staff analyse NAPLAN 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>	Numeracy Site Improvement Committee to Analyse NAPLAN Data in Term 4, each year.  Teachers will analyse other Data sets as they become available: <ul style="list-style-type: none"> <li>• Standardised Tests</li> <li>• Diagnostic Tests</li> <li>• Mid-Year and End of Year Achievement Levels</li> </ul>

<b>PRIORITIES:</b> The key areas for specific focus over the next 3 years, as determined from analysis of learner data and Self-review processes	<b>TARGETS:</b> Agreed specific SMART Targets that clearly indicate what improved outcomes learners will achieve or demonstrate	<b>STRATEGIES:</b> The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported to achieve the SMART Targets	<b>EVALUATION MEASURES:</b> The data, evidence, processes and timelines to be used to monitor / evaluate progress towards achievement of the SMART Targets and / or effectiveness of Strategies
<b>Improve student achievement in Literacy</b>	2.1 All students in Year 1 and 2 will meet the DECD SEA in reading 2.2 All non-withdrawn/exempt students in Year 3, 5 and 7 will meet NMS in NAPLAN reading 2.3 The percentage of students meeting the DECD SEA (indicators NAPLAN Reading and PAT-R Comp) will be above index schools 2.4 The percentage of students in the high bands in NAPLAN Reading will be above index schools 2.5 Retention of students in high bands in NAPLAN Reading will be above index schools 2.6 100% non-withdrawn/exempt students will meet NMS in NAPLAN Writing	<p><b><u>CURRICULUM</u></b>            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 reading P-7</p> <p>Teaching staff are 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>Teaching staff participate in partnership meetings for teachers in like year levels to share English planning and teaching approaches</p> <p><b><u>DATA</u></b>            Teaching staff ensure that there is a focus on reading comprehension and vocabulary development, supporting students to develop the skills to read and understand all text types</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 data immediately it becomes available and identify questions / strands 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>Literacy Site Improvement Committee to Analyse NAPLAN Data in Term 4, each year.</p> <p>Teachers will analyse other Data sets as they become available:</p> <ul style="list-style-type: none"> <li>• Running Records Data</li> <li>• Standardised Tests</li> <li>• Diagnostic Tests</li> </ul> <p>Mid-Year and End of Year Achievement Levels</p> <p>Ongoing Tracking through:</p> <ul style="list-style-type: none"> <li>• Running Records</li> <li>• Literacy Pro – Lexiles</li> <li>• Reading Eggspress</li> <li>• Guided Reading</li> <li>• Literacy Groups</li> </ul>

		<p><b><u>TRAINING</u></b>          Big 6          Running Records (particularly MP and UP)          Literacy Pro Features          Other training that may be negotiated throughout the year</p>	
<p><b>Improve student Wellbeing and Engagement</b></p>	<p>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</p>	<p><b><u>CURRICULUM</u></b>          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 counsellor, the committee will develop a consistent, whole school approach to wellbeing</p> <p>A partnership focus on 'Growth Mindsets' will support the work of the committee, all staff will attend a pupil free day</p> <p>Committee will design a timeline for revision of whole school wellbeing policies and begin implementation</p> <p><b><u>DATA</u></b>          The committee, in consultation with the counsellor, will analyse the behaviour and attendance data at the school, year level, class and individual student level</p> <p><b><u>WORKING WITH FAMILIES</u></b></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>	<p>Attendance data</p> <p>Behaviour data</p> <p>Student Opinion Survey</p>