

Andamooka Primary School Site Improvement Plan

2017



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Strategic Priority 1a: Maximising potential in literacy through effective teaching and learning practices

Intended Outcomes	Key Data	Targets and Indicators of Success																
<p>Improving student learning outcomes and engagement with the development of quality teaching and learning programs using the:</p> <ul style="list-style-type: none"> • Australian Curriculum • Teaching for Effective Learning framework • Australian Teacher Standards • The Far North Partnership <p>to underpin effective practice and improved pedagogy in literacy.</p>	<p>Naplan</p> <p>School based data:</p> <ul style="list-style-type: none"> • PAT R • Running records • Oxford Word List (OWL) • Words Their Way • Teacher judgement/ Anecdotal records 	<p>1. Achieve DECD SEA standards for students in Naplan.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Year Group</th> <th style="width: 80%;">Proficiency standards</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td>Band 3 or above</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Band 5 or above</td> </tr> </tbody> </table> <p>2. School based data will represent most students achieving the following standards.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Year Group</th> <th style="width: 85%;">Achievement</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Foundation</td> <td>Running record 5+ OWL- 2/3 letter words</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Running record 15+ Waddingtons at age for spelling and reading OWL- First 100+</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Running record 21+ Waddingtons at age for spelling and reading OWL- First 200+</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Running record 30+ PAT R 100+ Waddingtons at age for spelling and reading PAT S Lexile 500+</td> </tr> </tbody> </table>	Year Group	Proficiency standards	3	Band 3 or above	5	Band 5 or above	Year Group	Achievement	Foundation	Running record 5+ OWL- 2/3 letter words	1	Running record 15+ Waddingtons at age for spelling and reading OWL- First 100+	2	Running record 21+ Waddingtons at age for spelling and reading OWL- First 200+	3	Running record 30+ PAT R 100+ Waddingtons at age for spelling and reading PAT S Lexile 500+
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		5	PAT R 115+ Waddingtons at age for spelling and reading PAT S Lexile 700+
		6	PAT R 120+ Waddingtons at age for spelling and reading PAT S Lexile 800+

Strategic Actions

Track and Monitor every learner's growth

- Whole school schedule for standardised testing – PAT R
- Reviewing benchmarks for levels of schooling

Develop a literacy improvement plan

- Data analysis and action planning using school and national data
- Moderation of student work samples, within and across levels of schooling

Reflect and enact changes in pedagogical practice

- Whole staff literacy agreement on pedagogies used in quality teaching
- Walkthroughs and Observations

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Strategic Priority 1b: Maximising potential in numeracy through effective teaching and learning

Intended Outcomes	Key Data	Targets and Indicators of Success																						
<p>Improving student learning outcomes and engagement with the development of quality teaching and learning programs using the:</p> <ul style="list-style-type: none"> • Australian Curriculum • Teaching for Effective Learning framework • Australian Teacher Standards • The Far North Partnership • AMSI input <p>to underpin effective practice and improved pedagogy in literacy.</p>	<p>Naplan</p> <p>School based data:</p> <ul style="list-style-type: none"> • PAT M • Daily Maths Mental data • Teacher judgement/ Anecdotal records 	<p>1. Achieve DECD SEA standards for students in Naplan.</p> <table border="1" style="margin-left: 40px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Year Group</th> <th style="width: 80%;">Proficiency standards</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Band 3 or above</td> </tr> <tr> <td>5</td> <td>Band 5 or above</td> </tr> </tbody> </table> <p>2. School based data will represent most students achieving the following standards.</p> <table border="1" style="margin-left: 40px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Year Group</th> <th style="width: 80%;">Achievement</th> </tr> </thead> <tbody> <tr> <td>Foundation</td> <td>Teacher judgement</td> </tr> <tr> <td>1</td> <td>Teacher judgement PAT M</td> </tr> <tr> <td>2</td> <td>Teacher judgement PAT M</td> </tr> <tr> <td>3</td> <td>Maths Mental PAT M 101+</td> </tr> <tr> <td>4</td> <td>Maths Mental PAT M 110+</td> </tr> <tr> <td>5</td> <td>Maths Mental PAT M 112+</td> </tr> <tr> <td>6</td> <td>Maths Mental PAT M 120+</td> </tr> </tbody> </table>	Year Group	Proficiency standards	3	Band 3 or above	5	Band 5 or above	Year Group	Achievement	Foundation	Teacher judgement	1	Teacher judgement PAT M	2	Teacher judgement PAT M	3	Maths Mental PAT M 101+	4	Maths Mental PAT M 110+	5	Maths Mental PAT M 112+	6	Maths Mental PAT M 120+
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Strategic Actions

Track and Monitor every learner's growth

- Whole school schedule for standardised testing –
- PAT M
- Reviewing benchmarks for levels of schooling

Develop a literacy improvement plan

- Data analysis and action planning using school and national data
- Moderation of student work samples, within and across levels of schooling

Reflect and enact changes in pedagogical practice

- Whole staff numeracy agreement on pedagogies used in quality teaching
- Walkthroughs and Observations

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Strategic Priority 2: Centralising and collating data to provide greater support to teaching and learning

Intended Outcomes	Key Data	Targets and Indicators of Success
<p>Improving student learning outcomes and engagement by monitoring progress to inform lesson planning</p> <p>Centralising and collating historical and current data to provide an individualised programme of study</p>	<p>Naplan</p> <p>School based data:</p> <ul style="list-style-type: none"> • PAT R • Running records • Oxford Word List (OWL) • Words Their Way • Teacher judgement/ Anecdotal records • PAT M • Daily Maths Mental data • Teacher judgement/ Anecdotal records 	<ul style="list-style-type: none"> • A spreadsheet for each student in the school with key data presented since 2015 (some historical data may not be present). • Attendance present on spreadsheet • Data used to produce reports and other feedback to parents/carers. • Data used to aid transition from class to class. • Staff able to articulate progress to students more effectively and frequently. • Staff able to use data to inform lesson planning and sequencing.

Strategic Actions

Integrate data into lesson planning and sequencing.

- Data analysis and action planning using school and national data
- Moderation of student work samples, within and across levels of schooling

Reflect and enact changes in pedagogical practice

- Whole staff data review during meetings.
- Use data to review and amend 'One Plans' for students.

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Strategic Priority 3: Maximising potential by promoting well-being

Intended Outcomes	Key Data	Targets and Indicators of Success
<p>Set professional development targets for staff.</p> <p>Monitor professional development of staff</p> <p>Buddy staff to foster mentoring and sharing</p> <p>Engage students in an administrative role.</p>	<p>Records of professional development meetings</p> <p>Records of buddy meetings</p> <p>Records of Student Leadership meetings</p>	<ul style="list-style-type: none"> • Staff can articulate their key professional development targets for the year • Staff can articulate aspects of their practice which have been developed collaboratively • Walkthroughs and observations • Students can articulate their involvement in the development and undertaking of whole school events.

Strategic Actions

Staff Professional Development through internal and external mediums.

Articles read in lieu of staff meetings and discussions.

Work within Partnership to share strategies and professional learning

Issue all staff with observation recording sheet.

Support students to make connections through whole school activities, student voice, and class meetings.

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Strategic Priority 4: Maximising potential in Early Years and preparing students for Junior Primary

Intended Outcomes	Key Data	Targets and Indicators of Success
<p>Improving student learning outcomes and engagement with the development of quality teaching and learning programs using the:</p> <ul style="list-style-type: none"> • National Quality Framework • The Early Years Learning framework • Teaching for Effective Learning framework • Australian Teacher Standards • The Far North Partnership <p>to underpin effective practice and improved pedagogy.</p>	<p>Learning stories</p> <p>Numeracy and literacy indicators</p> <p>Children's Voice</p>	<ul style="list-style-type: none"> • Students have a strong sense of identity • Students are connected with and contribute to their world • Students have a strong sense of wellbeing • Students are confident and involved learners • Students are effective communicators

Strategic Actions

Staff Professional Development through internal and external mediums.

Articles read in lieu of staff meetings and discussions.

Work with other Early Years sites to share strategies and professional learning

Track and Monitor every learner's growth using numeracy and literacy indicators for Pre-school.

Reflect and enact changes in pedagogical practice through an Early Years and whole staff agreement.

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Strategic Priority 5: Develop and strengthen student critical and creative thinking skills

Intended Outcomes	Key Data	Targets and Indicators of Success
<p>Construct a program which integrates science, technology, engineering and mathematics (STEM) using:</p> <ul style="list-style-type: none"> • The Australian Curriculum • Teaching for Effective Learning program • Australian Teacher Standards • The Far North Partnership <p>to enable students to engage in critical and creative thinking.</p>	<p>Naplan (Higher level retention).</p> <p>School based data:</p> <ul style="list-style-type: none"> • PAT Science • Science Semester tests • Teacher judgement/Anecdotal records 	<ul style="list-style-type: none"> • PAT Science data will be comparable with similar schools in 2017 and will then reflect one year's growth from 2018. • Documented evidence of STEM projects • School STEM assessments informs student progress. • Increase the number of students obtaining the higher bands of NAPLAN numeracy. • Staff able to articulate progress to students more effectively and frequently.
<p>Strategic Actions</p> <p>Explore the possibility of participating in regional projects, programs and competitions.</p> <p>Analyse PAT Science assessment data to plan for STEM learning at the site.</p> <p>Explore the possibilities of STEM in the community</p>		