

Sturt Street Community School Site Improvement Plan 2017

Site Priorities	Focus Area / Evidence	Actions	Targets/Outcomes
<p><b>Improve Learner Achievement in Literacy</b></p>	<p style="text-align: center;"><u>LITERACY</u></p> <p><b>READING</b> Running Records: Year 1: 2014: 17/26 - 65% 2015: 21/23 - 91% <b>2016:</b> Year 2: 2014: 17/20 - 85% 2015: 16/19 - 84% <b>2016:</b></p> <p><b>PAT-R data:</b> Students at DECD SEA 2016 Year 1 14/23 – 60% (not official) Year 2 18/20 - 90% (not official) Year 3 11/13 - 85% Year 4 18/19 - 95% Year 5 24/31 - 77% Year 6 14/15 - 93% Year 7 8/8 – 100%</p> <p><b>NAPLAN:</b> Number of students who demonstrated expected achievement (DECD SEA)  Year 3 <b>11/13 87%</b> Year 5 <b>30/31 97%</b> Year 7 <b>8/8 100%</b></p> <p>Percentage of students who achieved in the upper band. Yr 3: <b>62.5%</b> Yr 5: <b>38.7%</b> Yr 7: <b>57%</b></p>	<p style="text-align: center;"><u>LITERACY</u></p> <p><b>Refine strategies using data to track and monitor learner progress to inform levels of intervention.</b></p> <p style="text-align: center;"><b>READING</b></p> <ul style="list-style-type: none"> <li>Running Records taken regularly for all students still on reading levels and used to inform teaching practice.</li> <li>PAT R for all students. Results analysed using disciplined dialogue</li> <li>Lexile levels for all students reading independently. Lexile levels monitored &amp; data analysed at PLTs</li> </ul> <p style="text-align: center;"><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>Westwood Diagnostic test used for all students and results to inform teaching</li> <li>Jolly Phonics assessments taken twice per year to inform teaching and monitor students needing intervention</li> </ul> <p style="text-align: center;"><b>WRITING</b></p> <ul style="list-style-type: none"> <li>All students participate in EALD writing task. All staff moderate all students</li> </ul>	<p style="text-align: center;"><u>LITERACY</u></p> <p><b>Monitor students achievement through a range of assessments (NAPLAN, PAT R, Lexiles, Spelling, EALD Scales) School data indicates that students are achieving writing results at each year level at or above the DECD SEA.</b></p> <p><b>READING</b> <b>Running Records</b></p> <ul style="list-style-type: none"> <li>Increase % of students who demonstrated expected year level achievement (DECD SEA)</li> <li><b>Pat R</b> Increased % of students growth in the Medium to Upper bands</li> <li><b>Lexile Levels</b> Students Lexiles levels increased through participation in Literacy Pro</li> </ul> <p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>Increased % of students attaining age level benchmarks</li> </ul> <p><b>BrightPath / EALD</b></p> <ul style="list-style-type: none"> <li>Using Brightpath Assessment tool to monitor student progress</li> <li>Implementing targeted intervention based on data from Brightpath Assessment tool and EALD levelling</li> <li>Tracking student achievement in writing through EALD levels</li> <li>Assessments and monitoring as per our yearly timetable</li> </ul> <p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>Increased % of students demonstrating expected Year level achievement (DECD SEA)</li> <li>Increased % of students who achieved in the upper band</li> <li>Increased % of students who, having achieved in the Higher Bands in year 3, were retained in the Higher Bands</li> </ul>

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	<p>Percentage of students who, having achieved in the Higher Bands in year 3, were retained in the Higher Bands in later years.</p> <p>Year 5 51.6% → 38.7% Year 7 42.9% → 57.1%</p> <p><b>SPELLING</b> students at above age benchmark Year 1 12/24 - 50% Year 2 18/20 - 90% Year 3 12/14 – 86% Year 4 14/19 - 74% <b>Year 5</b> <b>Year 6</b> Year 7 8/8 – 100%</p> <p><b>WRITING</b> <b>EALD:</b> Students at or above Language and Literacy levels:  Year 1 0/26 Year 2 1/23 Year 3 5/24 <b>Year 4</b> <b>Year 5</b> <b>Year 6</b> <b>Year 7</b></p>	<p>work using Language and Literacy levels.</p> <ul style="list-style-type: none"> <li>Teachers to develop understanding of writing through Literacy for Learning.</li> <li>NAPLAN writing to be interpreted using disciplined dialogue</li> </ul> <p><b>Trial Brightpath Writing Assessment</b></p> <ul style="list-style-type: none"> <li>All teachers to use the Brightpath Assessment tool to monitor student progress and inform teaching</li> <li>All teachers to provide feedback regarded the Brightpath Assessment tool to partnership</li> </ul>	<p>in later years.</p> <p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>Staff meetings to focus on data interpretation using a disciplined dialogue to inform teaching</li> <li>ILPs written for every identified student</li> <li>Intervention for every student identified</li> </ul>

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<p><b>Improve Learner Achievement in Mathematics</b></p>	<p><b>NAPLAN Numeracy:</b> Number of students who demonstrated expected achievement (DECD SEA)</p> <p>Year 3      <b>87%</b>  Year 5      <b>87%</b>  Year 7      <b>100%</b></p> <p>Percentage of Year 3 students who achieved in the Higher Bands.  Year 3      8/14 57%</p> <p>Percentage of students who, having achieved in the Higher Bands in year 3, were retained in the Higher Bands in later years.  Year 5      5/7 71%  Year 7      3/4 75%</p> <p><b>PAT-M data:</b> Students at DECD SEA  Year 1 23/23 100% (not official)  Year 2 19/20 95% (not official)  Year 3 12/14 86%  Year 4 16/19 84%  Year 5 18/24 75%  Year 6: 12/14 86%  Year 7 8/8 100%</p>	<p><b>Numeracy</b></p> <p><b>Planned approach to task design, assessment and moderation.</b></p> <ul style="list-style-type: none"> <li>• Team teaching – teachers to plan in teams across teaching units according to student needs.</li> <li>• Professional Learning Teams to analyse data to seek student strengths &amp; areas of need</li> <li>• Staff to participate in Partnership Moderation processes.</li> </ul> <p><b>Trial and provide feedback on viable and guaranteed curriculum</b></p> <ul style="list-style-type: none"> <li>• Regular staff meetings to familiarise teachers with viable and guaranteed curriculum</li> <li>• Regular opportunities for teachers to provide feedback to be taken to Partnership</li> </ul> <p><b>Refine strategies to track and monitor learning growth and inform levels of intervention</b></p> <ul style="list-style-type: none"> <li>• Numeracy Data Analysis to be completed at set times by all teachers to analyse data</li> <li>• Data to inform teaching programmes.</li> <li>• Data to guide intervention strategies</li> </ul>	<p><b>Numeracy</b></p> <p><b>Monitor student’s achievement through a range of assessments (NAPLAN, PAT M). School data indicates that students are achieving Numeracy results at each year level at or above the DECD SEA</b></p> <p><b>Greater consistency in high quality teacher practice leading to improved outcomes for all learners by:</b></p> <ul style="list-style-type: none"> <li>• Further implementation of Natural Maths strategies to be embedded, creating a shared understanding of ‘how’ to teach Maths</li> <li>• Trial of Maths Curriculum Mapping developed in 2016. Shared understanding of “what, how, when” to teach in Maths</li> <li>• Implementation of Numeracy Agreement across SSCS</li> </ul> <p><b>Viable and guaranteed curriculum evident in Whole site Maths agreements and practice by:</b></p> <ul style="list-style-type: none"> <li>• shared understanding of viable and guaranteed Maths curriculum developed at staff meetings.</li> <li>• Numeracy Agreement reviewed for effectiveness each term</li> <li>• Professional Learning Teams and Teaching Teams to plan Maths programming using curriculum mapping that incorporates the viable and guaranteed curriculum</li> </ul> <p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>• Increased % of students demonstrating expected Year level achievement (DECD SEA)</li> <li>• Increased % of students who achieved in the upper band</li> <li>• Increased % of students who, having achieved in the Higher Bands in year 3, were retained in the Higher Bands in later years.</li> </ul> <p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>• Staff meetings to focus on data interpretation using a disciplined dialogue to inform teaching</li> <li>• ILPs written for every identified student</li> <li>• Intervention for every student identified</li> </ul>

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<p><b>K-12 Powerful Learning &amp; Teaching</b></p>	<p><b>Powerful Learning &amp; Teaching</b></p> <p>Student perception data collected and teachers focused on one area of student perception (Numeracy) as a basis of their TfEL project.</p> <ul style="list-style-type: none"> <li>• All teachers undertook classroom observations from peers and leadership based on focus point from student perception data</li> <li>• All teachers were actively engaged in regular Professional Learning Teams led by TfEL coach.</li> <li>• Collection of Growth Mindset data through Mindset works.</li> </ul>	<p><b>Powerful Learning &amp; Teaching</b></p> <p><b>Teachers support learners to engage in task design. Assessments and feedback processes aligned to TfEL.</b></p> <ul style="list-style-type: none"> <li>• School to progress the Teach On model in 2017.</li> <li>• Trial strategies for collecting, analysing and responding to learner dispositional data/evidence.</li> </ul> <p><b>2017 Specialist School Grant. STEAM</b> ( Science, Technology, Engineering, Arts, Mathematics)</p> <ul style="list-style-type: none"> <li>• Form committee to choose and purchase equipment</li> <li>• Provide in-house and external T&amp;D on a range of programmable robots</li> <li>• Develop teacher's expertise by investigating best pedagogical practices.</li> <li>• Creation of a Maker Space in the redeveloped Resource Centre</li> <li>• Purchasing of a range of STEAM related resources</li> </ul> <p><b>Embed Growth Mindset language across the school</b></p> <ul style="list-style-type: none"> <li>• Intentionally teach Growth Mindset concepts</li> <li>• Ensure effort is incorporated into student assessment rubrics</li> </ul>	<p><b>Powerful Learning &amp; Teaching</b></p> <p><b>Teacher practice is more intentional in the development of powerful learners by:</b></p> <ul style="list-style-type: none"> <li>• All teachers participate in classroom observations at least once throughout 2017.</li> </ul> <p><b>Use of learner disposition data/evidence to track and monitor progress in developing Powerful Learners by:</b></p> <ul style="list-style-type: none"> <li>• TfEL data to be collected to monitor student perceptions and inform teaching. Focus Area Science</li> <li>• Teachers and students co-designing lessons</li> </ul> <p><b>Higher levels of student engagement and achievement by:</b></p> <ul style="list-style-type: none"> <li>• Continued Implementation of a 1 to 1 iPad program across Years 3-7</li> <li>• Development of a learning culture where ICT is integrated across all learning areas</li> </ul> <p><b>Specialist School Grant...STEAM</b></p> <ul style="list-style-type: none"> <li>• Development of teachers expertise through trailing, designing &amp; evaluating problem based lessons which integrates subject areas across STEAM</li> <li>• A range of STEAM related resources are available</li> <li>• Evidence of student's engagement in STEAM through various projects.</li> <li>• Utilisation by students &amp; staff of the redeveloped Resource Centre, Maker Space</li> </ul> <p><b>Embed Growth Mindset language across the school</b></p> <ul style="list-style-type: none"> <li>• Evidence of Growth Mindset concepts in teachers Term overviews and daily classroom practices</li> <li>• Posters displayed around the school</li> <li>• Use of Student Diary Resources</li> </ul>

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<p><b>Continuity of learner well-being and relationships</b></p>	<p><b>Learner Well-being &amp; Relationships</b></p> <p><b>Middle Years Survey of well-being and learner engagement, DECD</b></p> <p>Yr 6/7 students showed mostly medium to high levels across all domains (wellbeing, support &amp; engagement, social &amp; emotional wellbeing, relationships &amp; learning in school, physical health &amp; lifestyle, after school activities).</p>	<ul style="list-style-type: none"> <li>• Use of growth mindset language when giving feedback to students.</li> </ul> <p><b>Implement Middle Years Survey of well-being and learner engagement, DECD</b></p> <p><b>Maintain Road Safety Education</b></p> <ul style="list-style-type: none"> <li>• All eligible students involved in program</li> <li>• Promotion of road safety in school newsletter</li> <li>• Participation in Bike Education</li> </ul> <p><b>Continued implementation of Play is the Way</b></p> <ul style="list-style-type: none"> <li>• New staff to be trained in Play is the Way and resources made available to them</li> <li>• Refine strategies to maintain Play is the Way in class programming</li> <li>• Promote Play is the Way in school newsletter and class newsletter</li> </ul>	<p><b>Students will develop positive well-being and learner relationships by:</b></p> <ul style="list-style-type: none"> <li>• Retaining students in the medium to high levels across the wellbeing and learner domains in the survey of well-being and learner engagement.</li> </ul> <p><b>Road Safety Education</b></p> <ul style="list-style-type: none"> <li>• Students are educated on aspects of Road Safety, especially when moving around the CBD</li> <li>• Termly Road Safety Focus Weeks</li> <li>• Bike Education</li> </ul> <p><b>Play is the Way</b></p> <ul style="list-style-type: none"> <li>• All new staff trained</li> <li>• Resources purchased</li> <li>• Promoted across the community</li> <li>• Embedded in classroom practices</li> </ul>