

Suttontown Primary School. Site Improvement Plan



SITE IMPROVEMENT PLAN 2015 – 2017



Values:

- Resilience
- Respect
- Doing your best

Vision:

to provide a learning environment that fosters confident and capable students who can meet the challenges of a rapidly changing world and can contribute as part of a global community

PURPOSE:

At Suttontown Primary School we aim to provide students with the opportunities to achieve personal excellence with the support of competent and accountable staff who use technology and pedagogy effectively. At the very core of this is a safe environment that builds strong connections with family, other schools and the wider community.

Our Beliefs about Learning

- Parents, Students and Teachers are partners in learning.
- Learning that is linked to the real world ensures understanding is more transferrable because it is purposeful and meaningful
- Quality planning and programming results in improved learning outcomes
- Intervention targets specific learning needs, enabling students to progress
- Learning opportunities are maximised when students are accurately informed of their progress and achievements
- Exposure to a range of text and number through writing, oral language and multimedia develops lifelong learning skills
- Educators make a positive contribution to learner wellbeing that is built on the strengths of individuals, groups and communities working together
- To develop expert learners high expectations should be clearly communicated to challenge and extend students
- That educators participate in regular professional development that challenges teacher thinking and supports best practice.

At Suttontown Primary, we:

- Review and refine our practice and performance as part of our professional responsibility to improve outcomes for students.
- Work collaboratively, focusing on continuous improvement, supporting and challenging each other through professional dialogue.
- Design and deliver explicit, coherent, sequenced learning programs, plans and assessments tailored to learning needs.
- Align our work with the Australian Curriculum (AC), Numeracy and Literacy Strategy, Teaching for Effective Learning (TfEL), the Australian Professional Standards for Teachers Framework

Our Site Learning Plan Priorities:

- Improving student outcomes in English
- Improving student outcomes in Mathematics
- Improving student engagement and wellbeing

<p>Priorities:</p> <p>The <i>two</i> or <i>three</i> key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes</p>	<p>Targets:</p> <p>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</p>	<p>Strategies:</p> <p>The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets</p>	<p>Evaluation Measures:</p> <p>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</p>
<p>Improve student outcomes in English</p> <p><i>The study of English is central to the learning and development of all learners. It helps create confident communicators, imaginative thinkers and informed citizens. (AC)</i></p> <p>Agreed Statement: Our whole school approach has a focus on improved skill development in teachers and achievement for students in Reading.</p>	<p>75% of year 1 & 2 students achieving reading levels at or above DECD Educational Achievement Standards. (2014-year 1 50%, year 2 – 44.4%) (2015-year 1 86%, year 2 – 63%)</p> <p>Improvement in site NAPLAN results – with a particular emphasis on Reading</p> <ul style="list-style-type: none"> - 25% of students achieving in the top 2 bands of NAPLAN Reading (Year 3 – 2013-21.4%,2014-27.3%,2015-11%; Year 5 -2013-9.1%,2014-7.7%,2015-33%; Year 7 -2013-22.2%,2014-22.2%,2015-14%) - 80% of students achieving NAPLAN Reading results at or above the DECD Educational Achievement Standard (Year 3 – 2013-79%, 2014-55%, 2015-88%; Year 5 2013- 55%, 2014-54% 2015-77%; Year 7 2013 – 67%, 2014-78%2015-85%) 	<ul style="list-style-type: none"> - Continue to implement Minilit as a targeted intervention program for Reception to Year 3 children who are not developing early literacy skills at the expected rate. - Continue to implement Multilit Reading Tutor as a targeted intervention program for Year 3 to Year 7 children who are not achieving Educational Achievement Standards in Reading. - All staff are using UbD methodologies and the online Unit Planner to plan a minimum of 2 units per term. - Increase teachers knowledge of teaching strategies that lead to deep understanding for students. - Increase teacher understanding of assessment and feedback strategies that lead to increased learning outcomes for students - Increase the use of growth mindset language & strategies in classrooms. - All teaching staff to work with Chris Killey to strengthen their understanding of strategies to develop independent spellers. 	<p>NAPLAN results Year 3,5 and 7</p> <p>Phonological awareness testing of all Reception & Year One students – during Term 1 & 4</p> <p>Single Word Spelling Test for all students Year 1 -Year 7 – during Terms 1 and 4</p> <p>One minute fluency tests</p> <p>Formal Reading Inventories for all students Reception to year 7 (Every term)</p> <p>PAT –R (Comprehension & Vocabulary) Year 3-7</p>

		<ul style="list-style-type: none">- Audit and update the Level 15 – 30 take home readers - Continue to implement the Jolly Phonics/Jolly Grammar & Words their Way as a planned, structured and sequential approach to improve student results in literacy. - Teachers to work in Professional Learning Communities with staff from Suttontown & Blue Lake Partnership schools to plan units of work, design achievement tasks and moderate work samples using the Australian Curriculum and UbD.	
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<p>Improve Student Outcomes in Mathematics</p> <p><i>Learning mathematics creates opportunities for and enriches the lives of all students because it develops the numeracy capabilities that all students need in their life. (AC)</i></p> <p>Agreed Statement: <i>Our whole school approach has a focus on teachers implementing agreed practices in number that is evident through student achievement.</i></p>	<ul style="list-style-type: none"> • 25% of students achieving in the top two bands of NAPLAN Numeracy (Year 3 2013-21.4%, 2014-27.3%;2015-0.0% Year 5 2013 – 0.0%, 2014 -0.0%;2015-0.0% Year 7 2013-11.1%, 2014 – 11.1%, 2015-14%) • 75% of students achieving NAPLAN Numeracy results at or above the South Australian Educational Achievement Standard (Year 3 2013-86%, 2014-82%;2015 – 44% Year 5 2013-36%, 2014-38%, 2015-67% Year 7 2013-72%,2014-78%, 2015-88%) 	<ul style="list-style-type: none"> - All staff are using UbD methodologies and the online Unit Planner to plan a minimum of 2 units per term. One of these units will be a maths unit for classroom teachers . - Increase teachers knowledge of teaching strategies that lead to deep understanding for students. - Increase teacher understanding of assessment and feedback strategies that lead to increased learning outcomes for students - Increase the use of growth mindset language & strategies in classrooms. - Investigate and purchase resources that support the implementation of AC Mathematics with a focus on Natural Maths Strategies and higher order problem solving tasks. - Implement structured processes for collaborative planning, moderation of assessment tasks and feedback for teachers on effectiveness of mathematics teaching with a focus on Number and Problem Solving. Provide opportunities for teachers to work in professional learning communities with staff from Blue Lake Partnership schools. - Develop a whole school Numeracy Agreement that identifies curriculum agreements, high quality teaching strategies, moderation and assessment requirements. - Key staff to attend PD in Quicksmart Numeracy Intervention. Implement the program as an intervention program for year 4-7 students not achieving the DECD SEA in Mathematics. 	<p>NAPLAN data</p> <p>PAT-M Assessments years 3 to 7</p> <p>Student formative and summative assessment data</p>
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<p>Improving student engagement and wellbeing</p> <p><i>Mental health and wellbeing is vital for learning and life. Children who are mentally healthy learn better, benefit from life experiences and have stronger relationships with family members, school staff and peers. (Kids Matter)</i></p> <p>Agreed Statement: <i>Our whole school agrees to plan and take action to be a positive community; one that is founded on respectful relationships and a sense of belonging and inclusion.</i></p>	<p>Wellbeing programs and practices embedded in 100% of classroom.</p> <p>Surveys of students and staff indicate high levels of student and staff wellbeing.</p> <p>Decrease in recorded yard behaviour incidents</p> <p>Decrease in unexplained absences (2014-251, 2015 – 222)</p>	<ul style="list-style-type: none"> - Implement KidsMatter component 4 and review component 1, 2, & 3. - All staff receive training in Play is the Way and implement program in classrooms to teach social skills through a structured play program. - Teaching programs to include explicit teaching of school values - Include a planned Kids Matter time in Staff Meetings for sharing of resources and programs that can support improved student well being. - Redevelopment of Yard play Areas - Improve systems and common understandings to better document and review attendance and behaviour data - All staff are implementing: <ul style="list-style-type: none"> • <i>Restorative Practices</i> • <i>Circle Time</i> • <i>Kids Matter processes</i> - Participate in the White Ribbon in Schools program. 	<p>Class meetings are held regularly in all classrooms</p> <p>Circle time is held regularly in all classrooms</p> <p>Student, staff and parent opinion surveys</p> <p>EDSAS attendance data</p> <p>EDSAS behaviour incident data</p> <p>TfEL tools and surveys</p>
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