2014 – 2016 Site Improvement Plan

Our key **improvement priority is continuous** individual learner **achievement**.

### Australian Curriculum (AC)
- **Learn**
  - **Content**
    - Learning Design
    - Achievement Standards
    - Data driven analysis for intervention
    - Assessment and Reporting
    - EYLF (Early Years Learning Framework)
  - **Implementation Pedagogy**
    - SA Tfel (Teaching for Effective Learning)
    - RRR (Reflect Respect Relate)
    - BitL (Bringing it to Life)
    - Natural Mathematics strategies

### Partnerships
- **Connect**
  - Tea Tree Gully Partnership
  - PLCs site/ trio - Moderation/assessment/ portfolios/reporting (cycle)
  - DECD and outside services
  - Community connections – PCW, SAPOL, TTG Council
  - Wellbeing for learning and engagement
  - Authentic student voice – social learning for global citizenship

### Intentional Teaching
- **Lead**
  - Problem Solving
    - Powerful learners
  - High Expectations
    - Intellectual stretching
  - Questioning
  - Formative Assessment of and for learning
  - Differentiation
  - Learning Technologies
  - Quality tasks for effective teaching

**Effective leadership of learning reflects our values of respect, inclusivity and quality.**
<table>
<thead>
<tr>
<th>Priorities</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Improvement Planning to support all learning)</td>
<td>(Intervention for Improvement)</td>
</tr>
</tbody>
</table>

### Intentional teaching
- Annual Performance Management timelined meetings are documented and linked to SIP and TTG plan
- Data is used as a formative tool to inform teacher practice (reflection, differentiation and intentional teaching)
- PAT Interpretation Training and data is used for 2x2x2 differentiation
- Reflective teaching supports achievement
- Learning processes and content is designed to engage learners and connect with their interests and experiences
- Purposeful use of learning technologies supports student engagement and achievement
- Students have opportunities to ‘have a say’ in their learning through reciprocal feedback.
- Revisit Vision and values – staff and students
- Introduction of whole school proactive behaviour intervention groups: Repeat offenders in EDSAS (Lightening boys) and Anxiety Group (Believers)
- ‘No interruption’ time established during literacy and numeracy blocks - am

### Partnerships – Site and Community
- Families are connected to site priorities and learning progress through strategic communication, consultation and engagement
- Strategic relationships are formed with the local community and key partners to extend learning opportunities eg Way2Go, Bike Education
- Staff use PLCs for collaborative planning for teaching and learning programs
- Local partnership supports classroom teachers, specialist teachers, SSOs, PCW and student leaders.
- Decision making includes students through student leadership structures P – 7
- Continually share high expectations with families – change overviews/ acquaintance night and offer workshops
- Report format updated to all AC
- Establish online learning community for middle school with family involvement
- Establish consistent routines/ processes for year levels and communicate this to families –Make role family can play in learning explicit.

### Australian Curriculum
- Professional learning for staff in AC is facilitated
- Teaching, assessment and reporting processes are in line with DECD reporting timeline for AC implementation.
- Individual AC area for development is part of Performance Plans
- Class swaps for specific subject areas to share collective expertise
- Staff develop a deeper understanding of HASS and content
- Staff engage in familiarisation and learning for all other learning areas in AC
- Curriculum and professional learning plans reflect partnership engagement (Mathematics student portfolios)

### Strategies
- Site funded Professional Learning budget supports SIP
- Annual Performance Management processes & review processes prioritise and address assessment for and of learning
- Program documents & term overviews reflect learning priorities and role of teacher/ student/ family
- Performance Management process includes peer review documentation and staff sharing of assessment and moderation with regular leadership feedback 2x2x2 – waves of learning (written and verbal)
- 100% of teachers have a Performance Plan with PLC focus and moderation link for student improvement
- 100% teachers implement documented site agreements for assessment measures including annual data sets
- Two-way feedback structures for teachers and students support targeted learning
- Teaching programs reflect use of data to differentiate for individuals
- Class displays regularly change and are relevant to learning including Ann Baker Natural Mathematics strategies vocab walls
- Vision and SIP values displayed in all areas

### PLC time allocated as part of staff meeting. Professional learning twice (minimum) each term as site and once (minimum) for partnership context
- Pre and post testing – share PLC/buddy/rubrics/marking codes
- Surveys for families inform communication and workshop priorities
- Reading Support Teacher works with early years in class collaboratively and works with primary years staff via PLCs
- Staff use NAPLAN data & agreed school data sets to team plan
- Staff PLCs focus on year level moderation & key transition points (school and partnership)
- Collaborative planning with TTG partnership sites for moderation
- Learning opportunities and collaborative planning is planned for all stakeholders of learning environment
- NIT structure provides shared release times for PLC teacher pairs to collaboratively plan
- EDMODO 5/6/7 middle school with student and family logins.

### Australian Curriculum
- Professional learning is timelined for Australian Curriculum each term by School Directions Committee
- Collaboration with TTG Primary Australian Curriculum Facilitator to plan shared partnership learning
- Staff are engaged in AC implementation timeline through performance review
- Professional learning supports opportunities to improve consistency in teacher assessment and moderation
- 100% of teachers collect evidence of achievement
- Formal reporting documents reflect Australian Curriculum only 2015 onwards
<table>
<thead>
<tr>
<th></th>
<th>2015 Targets</th>
<th>Measured</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td>90% recognising initial letter in own name and some letters</td>
<td>Reports</td>
<td>Term 2 and 4</td>
</tr>
<tr>
<td></td>
<td>95% recognising their own written name and writing it from memory</td>
<td>Troll</td>
<td>Term 2 and 4</td>
</tr>
<tr>
<td></td>
<td>90% recognising some initial sounds in words</td>
<td>Phonetic</td>
<td>Term 3</td>
</tr>
<tr>
<td></td>
<td>75% beginning to identify syllables in words</td>
<td>Awareness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>90% discriminate similarities differences between objects – visual processing</td>
<td>Observations and photographs</td>
<td>Focus students weekly rotation</td>
</tr>
<tr>
<td></td>
<td>75% displaying confidence in using oral language in front of peers</td>
<td>RRR – Engagement Scales</td>
<td>Term 2 and 4 (Reading Support Teacher Time)</td>
</tr>
<tr>
<td></td>
<td>75% using a mature tripod pencil grip</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>90% rote count 1 – 10</td>
<td>Observations and photographs</td>
<td>Focus students weekly rotation</td>
</tr>
<tr>
<td></td>
<td>90% touch count (1 – 1 correlation) 1 – 10</td>
<td>RRR – Engagement Scales</td>
<td>Term 2 and 4 (Reading Support Teacher Time)</td>
</tr>
<tr>
<td></td>
<td>90% recognise many colours and shades (light and dark)</td>
<td>Reports</td>
<td>Term 2 and 4</td>
</tr>
<tr>
<td></td>
<td>90% recognise multiple shapes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>75% beginning to experiment with pattern</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>90% recognise numerals 1 – 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wellbeing for</strong></td>
<td>100% of students screened in first term of preschool</td>
<td>Physical skills test</td>
<td>Term 1 and 4</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td>100% of students identified as requiring intervention referred to relevant services as appropriate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Mathematics Grades

<table>
<thead>
<tr>
<th></th>
<th>Achievement</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 1-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>C or above Total</td>
<td>18/27</td>
<td>16/21</td>
<td>39/44</td>
<td>21/31</td>
<td>27/30</td>
<td>20/30</td>
<td>11/14</td>
<td>152/197</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>67%</td>
<td>76%</td>
<td>88%</td>
<td>68%</td>
<td>90%</td>
<td>67%</td>
<td>79%</td>
<td>77%</td>
<td></td>
</tr>
<tr>
<td>B or Above Total</td>
<td>5/27</td>
<td>4/21</td>
<td>13/44</td>
<td>3/31</td>
<td>11/30</td>
<td>5/30</td>
<td>5/14</td>
<td>46/197</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>19%</td>
<td>19%</td>
<td>30%</td>
<td>10%</td>
<td>37%</td>
<td>17%</td>
<td>36%</td>
<td>23%</td>
<td></td>
</tr>
</tbody>
</table>

#### Targets

- 78% students 'C' or above in 2015 and 2016
- 24% students 'B' or above
- 100% maintain or improve grade from previous semester

### English Grades

<table>
<thead>
<tr>
<th></th>
<th>Achievement</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 1-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>C or above Total</td>
<td>19/27</td>
<td>15/21</td>
<td>31/44</td>
<td>22/31</td>
<td>27/30</td>
<td>24/30</td>
<td>13/14</td>
<td>151/197</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>70%</td>
<td>55%</td>
<td>70%</td>
<td>71%</td>
<td>94%</td>
<td>80%</td>
<td>93%</td>
<td>77%</td>
<td></td>
</tr>
<tr>
<td>B or Above Total</td>
<td>3/27</td>
<td>9/21</td>
<td>17/44</td>
<td>7/31</td>
<td>12/30</td>
<td>8/30</td>
<td>4/14</td>
<td>60/197</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>11%</td>
<td>33%</td>
<td>38%</td>
<td>23%</td>
<td>39%</td>
<td>27%</td>
<td>29%</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

#### Targets

- 78% students 'C' or above in 2015 and 2016
- 31% students 'B' or above
- 100% maintain or improve grade from previous semester

### Running Records

<table>
<thead>
<tr>
<th></th>
<th>Achievement</th>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or Above DECD SEA</td>
<td>22/35</td>
<td>23/27</td>
<td>16/21</td>
<td></td>
</tr>
<tr>
<td>DECD SEA (Running Record)</td>
<td>RR9</td>
<td>RR17</td>
<td>RR21</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>63%</td>
<td>85%</td>
<td>76%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Achievement</th>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or Above Site target</td>
<td>15/35</td>
<td>12/27</td>
<td>13/21</td>
<td></td>
</tr>
<tr>
<td>Site Target (Running Record)</td>
<td>RR10</td>
<td>RR20</td>
<td>RR26</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>43%</td>
<td>44%</td>
<td>61%</td>
<td></td>
</tr>
</tbody>
</table>

### NAPLAN Reading

- Year 3 at or above SEA (proficiency band 3) | 84% - Historical average 80%
- Year 5 at or above SEA (proficiency band 5) | 88% - Historical average 86%
- Year 7 at or above SEA (proficiency band 6) | 93% - Historical average 86%

#### Targets

- Reading – upper two bands - 2014
  - Year 3 above SEA (proficiency bands 5 and 6) | 17 (40%)
  - Year 5 above SEA (proficiency bands 7 and 8) | 12 (38%)
  - Year 7 above SEA (proficiency bands 8 and 9) | 5 (36%)

- Reading – upper two bands - 2016 Targets cohort growth
  - Year 5 (proficiency bands 7 and 8) | 18+ (41% +)
  - Year 7 (proficiency bands 8 and 9) | 13+ (39% +)

- 82% year 3s band 3 or above in SEA
- 88% year 5s band 5 or above in SEA
- 88% year 7s band 6 or above in SEA

### Markit

- End Term 2
- End Term 4
- December levels

- NAPLAN Markit
- September
### NAPLAN Numeracy

| Year 3 at or above SEA (proficiency band 3) | 77% - Historical average 73% |
| Year 5 at or above SEA (proficiency band 5) | 85% - Historical average 77% |
| Year 7 at or above SEA (proficiency band 6) | 53% - Historical average 78% |

**NB Historical Average 2008 – 2014 School Performance Report Version 3.0**

**Numeracy – upper two bands**

| Year 3 above SEA (proficiency bands 5 and 6) | 6 (14%) |
| Year 5 above SEA (proficiency bands 7 and 8) | 6 (19%) |
| Year 7 above SEA (proficiency bands 8 and 9) | 3 (21%) |

### PAT Mathematics

<table>
<thead>
<tr>
<th>PAT Mathematics</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEA DECD SEA</td>
<td>40</td>
<td>45</td>
<td>50</td>
<td>54</td>
<td>55</td>
</tr>
<tr>
<td>At or Above DECD Total</td>
<td>11</td>
<td>13</td>
<td>17</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>31</td>
<td>31</td>
<td>30</td>
<td>14</td>
</tr>
<tr>
<td>Percentage</td>
<td>25%</td>
<td>42%</td>
<td>55%</td>
<td>53%</td>
<td>36%</td>
</tr>
</tbody>
</table>

90% of students meet or exceed DECD Standard of Educational Achievement (SEA)

### PAT RC

<table>
<thead>
<tr>
<th>PAT RC Comprehension scale</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEA DECD</td>
<td>100</td>
<td>110</td>
<td>115</td>
<td>120</td>
<td>124</td>
</tr>
<tr>
<td>At or Above DECD Total</td>
<td>33</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>31</td>
<td>31</td>
<td>30</td>
<td>14</td>
</tr>
<tr>
<td>Percentage</td>
<td>75%</td>
<td>81%</td>
<td>84%</td>
<td>90%</td>
<td>64%</td>
</tr>
</tbody>
</table>

90% of students meet or exceed DECD Standard of Educational Achievement (SEA)

### Wellbeing for Learning

- See PCW review December 2014
- 94.1% attendance
- See 2014 Annual Report Behaviour data

Survey data reflects increased use of PCW (new position and worker)
- 95% attendance R – 7
- 100% of students access Child Protection Curriculum
- Class and Yard behaviour data is reduced from 2014 data sets

Surveys, EDSAS, Staff Survey Performance Review, EDSAS GC reports, Annual Report

Term 4, Weekly, Term 3, Termly, 2 x Term November