

Craigmore South Primary School

Site Improvement Plan 2017

At Craigmore South we strive to create an environment that supports wellbeing and student engagement in learning. We believe in high expectations in Literacy and Numeracy for all learners.

Values

In our school we will work collaboratively, demonstrate responsibility, respect, integrity and embrace diversity.

Literacy

Develop a whole school approach to literacy focusing on reading, data, pedagogy, assessment and professional development.

Numeracy

Develop a whole school approach to numeracy focusing on data, pedagogy, assessment and professional development.

Student & Community Engagement

Develop a whole school approach to engage students and the community with a focus on attendance, behaviour and community participation at Craigmore South Primary School.

Site Improvement Plan LITERACY

Targets	Strategies	Evaluation Measures
<p>Running Records Based on individual student targets made by teachers End of term 3:</p> <ul style="list-style-type: none"> • Reception • Year 1 : 15/27 – level 13 or above • Year 2 : 19/27 – level 20 or above <p>NAPLAN – READING Based on individual student targets made by teachers</p> <ul style="list-style-type: none"> • Year 3 : 25/32 – Band 3 or above (SEA) • Year 3 : 10/32 – Band 4 or above (HB) • Year 5 : 18/31 – Band 5 or above (SEA) • Year 5 : 6/31 – Band 6 or above (HB) • Year 7 : 16/39 – Band 6 or above (SEA) • Year 7 : 6/39 – Band 7 or above (HB) 	<ul style="list-style-type: none"> • A focus on reading, using the ‘big six’ as a framework to underpin our professional learning. • Implement student tracking folders that contain an overview of student data, relevant assessments and targets for each student. A more detailed and holistic data collection process that places an emphasis on individual student progress and includes PAT, Probe and NAPLAN data. • Provide time and support for teachers to use data to plan individual targets and goals for students. • Analyse all individual student targets across the school to determine whole school targets, focus areas and particular cohorts that need more support. • All teachers commit to a focussed hour of teaching reading between 10-11am. Reading groups will continue for upper primary to consolidate the work we have done in this area. • The literacy working team will continue, consisting of the literacy coach and other staff members. • Regular professional development time will be given for reading. Professional development will continue to emphasize collaborative planning, sharing and reflection. • Initial survey of skills/needs of teachers in reading to inform a tailored professional development program. • The literacy coach will continue in the role in 2017. The role of the literacy coach is to lead the literacy working team to plan and implement professional development in reading across the school, oversee the collection and analysis of literacy data, and to coach teachers directly in relation to achieving student targets in literacy. • The literacy working team will implement a range of positive initiatives to lift the profile of literacy in the school. These include Poetry Object competition, Premier’s Reading Challenge, #craigmorewriters club and young writer’s festival. 	<ul style="list-style-type: none"> • Use of staff meeting time to analyse data and create targets for students using the green student tracking folders. • Implementation of a system to collate data for individual students including electronic (Scorelink) and hard copies (green student tracking folders). • Improved results in reading data across all cohorts of students. • Improved results in the higher bands of NAPLAN Reading. • Continuing development of the Whole School Literacy Agreement. • Increased teacher sharing and collaboration in literacy planning. • Regular and ongoing professional development in reading • Coaching for some teachers to improve literacy outcomes for their students using the data and targets from the tracking folder. • A clear direction and leadership for literacy across the school • Evaluate Minilit and Multilit programs by tracking student data (RRs, PAT R) for students involved.

Site Improvement Plan NUMERACY

Targets	Strategies	Evaluation Measures
<p>NAPLAN – NUMERACY Based on individual student targets made by teachers</p> <ul style="list-style-type: none"> • Year 3 : 25/32 – Band 3 or above (SEA) • Year 3 : 10/32 – Band 4 or above (HB) • Year 5 : 19/31 – Band 5 or above (SEA) • Year 5 : 5/31 – Band 6 or above (HB) • Year 7 : 11/39 – Band 6 or above (SEA) • Year 7 : 4/39 – Band 7 or above (HB) 	<ul style="list-style-type: none"> • Implement a data collection process involving individual student tracking and targets. These targets place an emphasis on individual student progress and includes PAT-M and NAPLAN data. • All teaching staff to attend week 0 training day at Craigmore High School. • Baseline data collected for all students using Tierney Kennedy Place Value Diagnostic Assessment. • Individual targets set for all students from year 2-7 for PAT M and NAPLAN assessments. • Four teachers will attend a series of workshops with Tierney Kennedy dealing with task design, diagnosing misconceptions in maths and designing intervention for students with misunderstandings. • Tierney Kennedy webinar series purchased and delivered to all teaching staff at least three times a term. • A numeracy working team will continue consisting of the principal and other staff members. The working team will determine further numeracy strategies and resources, the numeracy agreement and how best to ensure effective strategies are working throughout the school. • Quick Smart will continue primarily with our identified Aboriginal students. • Whole school numeracy agreement to be explored with the view to documenting the beliefs, values and practices that ensure mathematical success at Craigmore South Primary School. 	<ul style="list-style-type: none"> • Number of students meeting DECD SEA in numeracy • Comparison of Diagnostic Assessment of Place Value Concepts (pre- and post-intervention), effect size measured. • Use of staff meeting time to analyse data and create targets for students. • Implementation of a system to collate data for individual students including electronic (Scorelink) and hard copies (coloured folders). • Number of staff meetings used to view and discuss Tierney Kennedy webinars. • Improved results in number data across all cohorts of students. • Development of the Whole School Numeracy Agreement. • Increased teacher sharing and collaboration in numeracy • Improved results in number data, both in school collected data and NAPLAN Numeracy. • Retention of students in the higher band levels in NAPLAN (intellectual stretch)

Site Improvement Plan STUDENT & COMMUNITY ENGAGEMENT

Targets	Strategies	Evaluation Measures
<p>Increase the level of interpersonal skills from 71% to 80% (Resilience Survey)</p> <p>Increase school attendance to the mandated 95% in 2017. Currently 90%</p> <p>Reduction in unexplained non-attendance by 10%</p> <p>Reduce the incidences of all forms of bullying by 10% (Resilience Survey)</p>	<p>School Vision</p> <ul style="list-style-type: none"> • Review school values with staff and develop a vision of what is important for our school. • Encourage teaching staff to work with students to explore meanings, actions and examples that demonstrate our values. Share these through staff meeting discussions. • Continue development of Restorative Practices with Bill Hansberry, in particular developing circle time and counselling level I/II • Explore structures and programmes such as Kids Matter and PBL seeking opportunities to focus on more proactive and preventative engagement strategies. <p>Processes and Policies</p> <ul style="list-style-type: none"> • Review processes for rewarding student achievement (awards, rewards and public recognition). • Review assembly times to ensure parents have the maximum opportunity to attend. • Increase the amount of student work on display in classrooms and particularly in the front office. • Yard and class rules to be negotiated with students and documented and publicised. Links made with our values. • Continue the Student and Community Engagement working team to identify strategies, resources and site priorities. • Review attendance, Engagement and behaviour management policies and procedures. <p>Community Engagement</p> <ul style="list-style-type: none"> • Seek greater representation of parents on governing council. • Seek greater engagement with the community (development of the website, Facebook page and Skoolbag app). • Increase school awareness regarding the impact of non-attendance on student achievement. Regular information in newsletters. • Student Voice / Student Commission students to collect information about their learning and present to teaching staff and others to provide feedback, give advice about learning in the student commission. • Use the expertise of Matt Petch to enhance the profile of STEM teaching in all classes and provide high motivation and greater publicity of strong engagement at school. • Literacy Coach to run parent workshops around reading at home and early literacy. 	<p>EDSAS behaviour Data</p> <p>Bullying audits</p> <p>Resilient Youth Australia Resilience Survey</p> <p>Student, Staff and Parent perception surveys</p> <p>EDSAS and System Enrolment and Attendance Data</p> <p>Data of parental engagement with Facebook and Skoolbag</p>