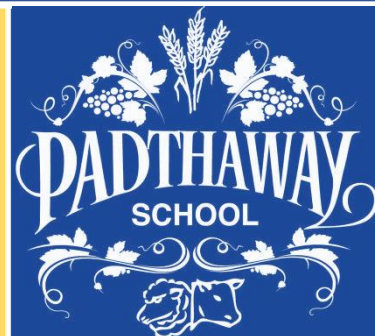


Padthaway Primary School

Site Improvement Plan



2017



Government of South Australia

Department for Education and
Child Development

Site Overview

Statement of Purpose:

The core business of Padthaway Primary School is our focus on providing quality teaching that will support active student learning and engagement with our community and with the wider world.

Padthaway Primary School plans for improvement in a way that builds upon its current strengths, whilst strategically implementing new priorities. We aim to develop a community of optimistic, respectful and dynamic learners.

Vision:

Padthaway Primary School is a dynamic learning community empowering students to be learners for life. We are committed to providing a happy, secure and stimulating environment where all students are motivated and confident to reach their full potential and move confidently into the future. We aim to provide an educational programme that will develop in each student a passion and purpose for learning and a commitment to maximise their learning potential. We are distinguished by the quality of partnerships between students and staff and the involvement of the broader community.

Values:

Be Respectful

Act Responsibly

Strive for Excellence

In our daily operations Padthaway Primary School aims to make explicit common values held by all stakeholders in our school community. These values are the foundation for what we do individually, collectively and as a whole when we interact with each other and the world around us.

School Context Report

Padthaway Primary School is a small school with an enrolment trend that has lifted since 2010 when the initial enrolment was 43 R-7 Students (Term 4). This year we start with 60 enrolments from R-7. PPS is located in a farming community whose economy is centred on intensive broad acre agriculture and viticulture. There is a strong community spirit and this is reflected in the active and regular parent participation in all aspects of school life along with considerable voluntary support from individuals, businesses and sporting groups.

Rationale:

Priorities in this site improvement plan arise from consideration of learning priorities identified through analysis of the school's NAPLAN and ICAS results, our early years data and internal school diagnostic assessments of literacy, student and staff opinion and parent community feedback.

Priorities:

Priorities are consistent with our Tatirara/Wrattonbully Partnership focus on quality teaching and learning whilst building our professional capacity to continuously improve. Our priorities are Literacy with a focus on reading comprehension, Numeracy and Behaviour and student well-being. These are consistent with data analysis and the Literacy and Numeracy Results Plus expectations of the Tatirara/Wrattonbully Partnership.

Improvement Priorities

- 1: Literacy: Implement a Whole School Literacy Plan to ensure Literacy teaching has a fluid and consistent approach and teachers are aware of the expectations of the school. With Partnership development DECD Numeracy and Literacy Plus Strategic Plan with a Partnership focus on Literacy and Numeracy.
- 2: Literacy: Reading Comprehension: improvement of student reading comprehension achievement with a focus on understanding more complex textual devices/ language features. Undergo this in conjunction with the Partnership Strategic Plan.
- 3: Numeracy: Development and implementation of whole-school numeracy plan. With Partnership development DECD Numeracy and Literacy Plus Strategic Plan with a Partnership focus on Literacy and Numeracy.
- 4: Behaviour and Well Being: Increase the opportunities for student voice to improve their learning, wellbeing and engagement and to involved in site improvement and programming.
- 5: STEM: Develop a whole school direction for Science, Digital Technologies and Maths incorporating opportunities for includes with the community.
- 6: Develop teacher capacity mapped against TfEL and Professional Standards for teachers with specific emphasis on deprivatising classroom practice through peer observation.
- 7: Develop use of data moderation as formative assessment tools across the School. This includes data collected from students, staff and community.

Site Improvement Plan 2017

Key Priorities	Intended Outcomes	Targets Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate	Key Strategies The key actions that staff commit to do so that learners are supported at classroom level to achieve the Targets
<p>Improvement Priority 1: Literacy</p> <p>Whole School Literacy Plan</p>	<p>1: All students to demonstrate a year's growth or more in 10 months in spelling, reading fluency, grammar, language conventions, vocabulary</p> <p>2: Increase % of students improving in the upper 25% band in NAPLAN in Literacy</p> <p>3: Explicit teaching of grammar at least once a week</p> <p>4: Explicit teaching of spelling to increase student knowledge of spelling rules and application</p>	<p>-Increase NAPLAN data to increase percentage of students improving in the upper 25% band</p> <p>-All students to demonstrate growth of a year in spelling, reading fluency, language conventions and vocabulary each year.</p> <p>-Teachers to assess using the following programs: Spelling- Reading Fluency- Fountas & Pinnell</p> <p style="text-align: center;">Resources</p> <p>-Financial resources for targeted release time -T & D -Fountas and Pinnell RR -MacqLit, MiniLit and MultiLit -Bloom's questioning -Daily 5 Program</p>	<ul style="list-style-type: none"> -Budget finances for resources and PD and organise Pupil Free Days -Develop timetabling and support to enable early intervention for identified students -Release staff for T&D and observations -Implement a new classroom structure for Literacy to ensure teachers are only teaching 2 year levels -Analyse NAPLAN Data and rubric to identify priority areas -Use site data to identify student learning priorities -Use Bloom's questioning for deeper thinking and reasoning -Review and develop the whole site approach to the teaching of literacy -Use and implement MULTILIT, MINILIT and MACQLIT to improve literacy understanding -Develop use and resources of Guided Reading practices -Explicit teaching of grammar once a week -Build on results plus learning -Teach using a focus on differentiation -Implement Daily 5 program effectively to ensure students have time to improve in their Literacy learning -students to have a daily reading opportunities -students to receive regular feedback on progress and achievements -students to engage in lessons and complete any home learning given to them -apply self to learning through self-driven work -Support for families to be able to use support learning at home

Everyone Principal

Staff Students

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Improvement Priority 2: Literacy Reading Comprehension	1: Improve achievement by all learners in reading with a focus on Reading Comprehension skills and fluency. 2: Increase % of students improving in the upper 25% band in NAPLAN 3: All students are performing in reading and comprehension at their chronological age or above	-Increase NAPLAN data to increase percentage of students improving in the upper 25% band -Students to be reading at or above their chronological age	-Budget finances for resources and PD and organise Pupil Free Days -Develop timetabling and support to enable early intervention for identified students -Release staff for T&D and observations -Implement a new classroom structure for Literacy to ensure teachers are only teaching 2 year levels -Analyse NAPLAN Data and rubric to identify priority areas of Reading -Use site data to identify students with learning needs within Reading -Use Bloom's questioning for deeper thinking and reasoning in developing Reading Comprehension -Review and develop the whole site approach to the teaching of literacy -Use of MULTILIT or MACQLIT to improve literacy understanding -Develop use of Guided Reading practices -Build on results plus learning -Teach using a focus on differentiation -students to have a daily reading opportunities with emphasis on comprehension and fluency -students to receive regular feedback on progress and achievements -peer reading and tutoring with a focus on comprehension -students and staff to use IT to support reading -Support for families to be able to use support reading at home
		Resources	
	4: Develop teacher capacity through Professional Development -Fountas and Pinnell -Jolly Phonics and Jolly Grammar training -Results Plus- Literacy -Tefl- Transforming Tasks	-Financial resources for targeted release time -T & D -Fountas and Pinnell RR -MacqLit and MultiLit -Bloom's questioning -Daily 5 Program	

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<p>Improvement Priority 3: Numeracy</p> <p>Numeracy Whole School Numeracy Plan</p>	<p>1: Improve achievement by all learners to show 1 year of growth in <u>Numeracy- number strand.</u></p> <p>2: Increase % of students improving in the upper 25% band in NAPLAN</p> <p>3: Teachers work from the Whole School Numeracy Plan (developed with teachers) to ensure continuity of teaching and teaching methodologies</p> <p>4: Develop teacher capacity through Professional Development -Ann Baker - Tfel Transforming Tasks -Results Plus- Numeracy</p>	<p>-Increase NAPLAN data to increase percentage of students improving in the upper 25% band</p> <p>-All students demonstrate growth of one year in Numeracy Number Strand.</p> <p>-T1- have at least 1 lesson a week with a focus on deeper, problem solving thinking with multi stepped problems.</p>	<ul style="list-style-type: none"> -Budget finances for resources and PD and organise Pupil Free Days to support teacher development -Develop timetabling and support to enable early intervention for identified students -Release staff for T&D and observations -Implement a new classroom structure for Numeracy to ensure teachers are only teaching 2 year levels -Analyse NAPLAN Data and rubric to identify priority areas for Numeracy development. -Use site data to identify students with learning needs for Numeracy- Number Strand -Implement Ann Baker number strategies from R-7 -Review and develop the whole site approach to the teaching of numeracy -Use of Fitzroy Maths or Maths Inclusion Folder for students with limited Maths Number skills -Build on results plus learning -Teach using a focus on differentiation -implement multi-stepped focus on problem solving to improve student thinking and process -students to have daily exposure to Maths. -students to complete maths mental routines in a week -students to complete problem solving routines in maths lessons -students to receive regular feedback on progress and achievements -students are exposed to group work, individual work and partner development -students and staff to use IT to support numeracy -Support for families to be able to use support reading at home to be able to read and comprehend Maths questions.

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Improvement Priority 4: Behaviour and Wellbeing	<p>1: Develop a culture of positive wellbeing by addressing school values</p> <p>2: Develop an agreed language for teachers to ensure consistency across site</p> <p>3: Increase the opportunities for student voice to improve their learning, wellbeing and engagement and to involved in site improvement and programming.</p>	<p>-Develop student friendly values and implement these throughout 2017</p> <p>-Implement change in values to ensure students can identify where growth is needed.</p> <p>-SRC to have more involvement in decision making processes in school and connect this with the class.</p> <p>-Increase amount of student lead class meetings held.</p>	<p>-Determine the school values in conjunction with the students/staff and Governing Council</p> <p>-Implement teaching of school values with a whole year plan</p> <p>-Continually survey staff and students about values at school</p> <p>-Collect data around student and staff wellbeing and feed back to staff/</p> <p>-develop a plan/use a program to teach values within a school</p> <p>-Follow this plan and identify areas of growth for students to explore school values</p> <p>-implement higher number of class meetings held in class to encourage passing on of information</p> <p>-use wellbeing data to build a cohesive class from the traffic light data</p> <p>-define SRC roles in class and provide opportunities for SRC to have a voice</p> <p>-agree on school values to be taught to</p> <p>-use same language throughout the school to improve ease as students transition through the years.</p> <p>-respect the school values and understand the importance of these in a school environment</p> <p>-work with SRC to develop school through building of ideas.</p>

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Key Priorities	Intended Outcomes	Targets	Key Strategies
Improvement Priority 5: STEM	<p>1: Develop a whole school Scope and Sequence for Science</p> <p>2: Develop a whole school direction for Digital Technologies</p> <p>3: Implement Numeracy direction in line with STEM focus</p> <p>4: Improve connection with other schools in the region to improve teacher capacity in Digital Technologies</p> <p>5: Formulate a directive for the Gardening Program as a form of cross curriculum learning with Science/Geography/Design and Technology</p> <p>6: Develop concepts of EY learning through play and connect these with whole school planning for Digital Technologies and Science.</p>	<p>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</p> <p>- incorporate Digital Technologies into multiple areas of the curriculum to explore a range of concepts.</p> <p>-Students develop ability to problem solve</p> <p>-Teachers have an initial plan to follow In regards to Science and Digital Technologies</p>	<p>The key actions that staff commit to do so that learners are supported at classroom level to achieve the Targets</p> <p>-Determine focus areas for 2017 in conjunction with staff</p> <p>-Support staff to develop STEM and develop capacity of staff to incorporate this into a range of curriculum areas</p> <p>-work to improve the facilities at PPS to best support STEM learning</p> <p>-support community involvement with STEM</p> <p>-Develop Gardening Plan to develop connection to curriculum learning</p> <p>-Develop program to include aspects of STEM at every possible opportunity</p> <p>-Reflect on how to improve practice involve STEM subjects</p> <p>-Engage students in learning to develop a capacity to problem solve</p> <p>-Develop plans in regards to Science and Digital Technology and follow these</p> <p>-Join a PLC to improve capacity to teach a STEM subject.</p> <p>-Engage with STEM learning</p> <p>-Treat resources with respect</p> <p>-Provide relevant feedback to staff in regards to STEM subjects</p> <p>-Engage with STEM teaching</p>

Key Priorities	Intended Outcomes	Targets	Key Strategies
<p>Improvement Priority 6: Develop teacher capacity</p> <p>Professional Development</p>	<p>1: Develop teacher capacity mapped against TfEL and the Professional Standards for teachers</p> <p>2: Establish the deprivatisation of classroom practice</p> <p>3: develop culture of pro-active teacher initiative for identifying and responding to whole school learner and wellbeing needs with targeted, measurable responses to identified issues</p>	<p>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</p> <p>-Teachers to undergo personal reflections on teaching practice with a focus on goals developed in PDP conversations</p> <p>-Staff undergo reviews to highlight areas for improvement and success. Discuss focus areas for staff- PDPs</p> <p>-Inform professional conversations against TfEL domains and AITSL Professional Standards for Teachers to support teaching's self selecting improvement goals related to their career stand and reasonable expectations.</p> <p>-Staff to implement peer-peer teaching observations in line with the Partnership priorities for 2017.</p>	<p>The key actions that staff commit to do so that learners are supported at classroom level to achieve the Targets</p> <p>-Lead staff in PDP process and support staff in reaching and building on goals set in this time</p> <p>-Foster personal reflection to build practice and demonstrate how this can be achieved</p> <p>-Provide time for staff to undergo reflection/observations/completion of PDPs</p> <p>-Highlight the importance of using AITSL Professional Standards and TfEL in teaching. Develop T&D around these areas.</p> <p>-Train staff to undertake peer-peer observations of each other.</p> <p>-Apply self to PDP process and determine achievable and specific goals to aim towards to develop capacity as a staff member</p> <p>-Reflect on practice and allow time to achieve this</p> <p>-Commit to deprivatisation of teaching spaces</p> <p>-Commit to learning about peer-peer observations and how this can be used to improve practice.</p> <p>-Use the AITSL Professional Standards and TfEL to develop practice.</p> <p>-Undergo peer-peer observations</p> <p>-Teach students to provide accurate feedback to help develop practice.</p> <p>-Provide staff with accurate feedback to develop teacher practice.</p> <p>-Support each other to achieve their best</p> <p>-Learn about each other and how we learn best/work with each other to best achieve a cohesive and supporting work environment</p>

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Key Priorities	Intended Outcomes	Targets	Key Strategies
Improvement Priority 7: Data Moderation	1: Develop use of data to help moderate work as formative assessment tools across the school 2: Moderate work samples 3: Use MarkIT 4: Develop a school data collection matrix to guide the 'what' and 'when' of data collection over a year	Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate -Teachers follow data collection guideline to limit 'unknown' in regards to data. -Staff understand what data is being used for and how this improves practice. -Teachers use MarkIT to record data -Teachers work with staff from other schools to moderate work to ensure PPS is in-line with assessment	The key actions that staff commit to do so that learners are supported at classroom level to achieve the Targets -Ensure MarkIT is working for relevant staff -Support staff to work with other schools to moderate work samples -Provide staff with a Data Collection matrix and develop this as whole school plans adapt and change -Collate data and review this with the support of staff members -Collect accurate and relevant data to support student learning -Collate data correctly to best support school improvement -Follow the Data Collection Matrix -Work with the Principal to analyse data and identify areas for improvement -Enter data into MarkIT -Keep hard copies of data -Engage with other schools to moderate work to ensure assessment of students is accurate at PPS -Always apply self to best of ability to provide school with accurate work samples -Work to improve student outcomes at PPS

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