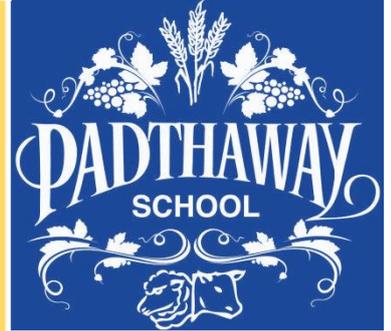


Padthaway School



Site Plan

2018

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Government of South Australia

Department for Education and
Child Development

Site Overview

Statement of Purpose

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

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

Vision:

Padthaway 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

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 School is a small school with a consistent enrolment trend. This year we start with 60 enrolments from R-7 and 6 enrolments in Preschool. Padthaway School 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 PAT results, our early years data and internal school diagnostic assessments of literacy, student and staff opinion and parent community feedback and align with the expectations of the Tatirara/Wrattonbully Partnership.

Priorities:

Priorities are consistent with our Tatirara/Wrattonbully Partnership focus on quality teaching and learning whilst building our professional capacity to continuously improve. An overview of our priorities is provided on the following page.

Improvement Priorities Overview

Whole Site:

1: Improve academic rigour to ensure students have the capacity to cope with challenging learning situations that stem from the development of deep learning experiences while improving the motivation in students to strive for excellence.

2: Ensure consistency with the expectations of students in relation to their academic learning and the challenges each face to improve their learning as well as the approach to behaviour throughout the school.

3: Develop sustainable practices within the staff and students to ensure students understand the importance of living a sustainable life.

R-7 Site:

4: Build the capacity of students to self-report learning to ensure students develop the skills to provide and respond to feedback to improve their learning outcomes. Staff value the opinions of their students and students recognise their opinion is respected.

5: Literacy improvement: Reading and Writing: All students to be performing at their age or above in reading and writing and demonstrate improvement in the year.

Preschool Site:

6: Relationships between children: Each child is consistently encouraged and supported to regulate their own behaviour and respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

7: Collaborative partnerships with families and communities: Respectful and supportive relationships with families are developed and maintained with an effective enrolment and orientation process for families.

8: Collaborative partnerships with families and communities: The service demonstrates a continuity of learning and transitions for each child are systemically promoted by sharing relevant information, clarifying responsibilities and building collaborative strategies with relevant stakeholders.

Site Operational Plan:

9: WHS: All WHS policies are followed by all and staff follow and respect these in their everyday practice.

10: Administrative Matters: Staff ensure their practice is in line with site requirements and decisions.

11: OSHC: Determine capacity for Padthaway School and Governing Council to operate a OSCH in 2 years' time to build student numbers.

Whole Site Directions 2018

Key Priorities	Intended Outcomes	Targets	Key Strategies
<p>Improvement Priority 1:</p> <p>Improve academic rigour of students</p> <p><i>In this context, academic rigour refers to the deep learning experiences that are sufficiently and appropriately challenging for individual students. These experiences motivate students to want to learn more while also giving a sense of personal accomplishment.</i></p>	<p>1: Students have a range of skills to draw upon when placed in challenging situations</p> <p>2: Strong culture of self-confidence to approach challenging situations in both staff and students</p> <p>3: Staff are rigorous in their expectations of student learning and the demonstration of values</p> <p>4: Whole school expectations are clear and followed by all</p> <p>5: Student wellbeing improves</p>	<p>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</p> <p>-Increase % of students in Upper Growth bands for Years 5 and 7 in NAPLAN. Reading: Year 5: Increase from 33% to 50% in U.B Year 7: Increase from 50% to 63% in U.B Numeracy: Year 5: Increase from 44% to 63% in U.B Year 7: Increase from 33% to 50% in U.B</p> <p>-All students to be reading (including comprehension) at their chronological age or above by October</p> <p>- All students to demonstrate a year's growth in Literacy (spelling (SA Spelling Test and Core List Words), Reading (Fountas and Pinnell) and Numeracy (number strand) by October.</p> <p>-research and implement Bloom's questioning in lessons to build student capacity for rigorous learning by the end of Term 2</p>	<p>The key actions that staff commit to do to ensure that learners are supported to achieve targets</p> <p>-Organise staff-wide training relating to class culture -Observe staff practice to determine areas of growth in relation to academic rigour -communicate student expectations to stakeholders through multiple pathways -Collect data around student and staff wellbeing and feed back to staff -Analyse data yearly and to identify priority areas and identify any misconceptions -Use site data to identify student learning priorities -Use Bloom's questioning for deeper thinking and reasoning *Review W4T1 -Implement agreed expectations throughout the school -commit to increasing expectations of student learning and work -Use a shared approach to problem solving -Teach, encourage and refer to School values -increase self-drive to respond to School expectations -commit to using problem solving strategies -feedback to staff when learning is not rigorous -follow school rules -respect school values -Support school expectations at home -Feedback to staff regarding student concerns</p>
<p style="text-align: center;">Resources</p> <p>-Agreed school expectations regarding student learning -Blooms Questioning Folder -*** -Agreed approach to problem solving -School values chart</p>			

Families Principal
 Staff Students

Key Priorities	Intended Outcomes	Targets	Key Strategies
<p>Improvement Priority 2:</p> <p>Be consistent with the expectations of students</p> <p><i>When we refer to expectations, they are high expectations calling for all students to be held to the same challenging academic standards and expectations. All students, regardless of race, ethnicity, gender, socioeconomic status or disability should pursue a rigorous course of study that will prepare them for success in later life.</i></p>	<p>1: Students have a range of skills to draw upon when placed in challenging situations</p> <p>2: Strong culture of self-confidence to approach challenging situations in both staff and students</p> <p>3: Staff are consistent in their expectations of student learning and the demonstration of values</p> <p>4: Whole school expectations are clear and followed by all</p> <p>5: Student wellbeing improves</p>	<p>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</p> <p>-Increase % of students in Upper Growth bands for Years 5 and 7 in NAPLAN. Reading: Year 5: Increase from 33% to 50% in U.B Year 7: Increase from 50% to 63% in U.B Numeracy: Year 5: Increase from 44% to 63% in U.B Year 7: Increase from 33% to 50% in U.B</p> <p>-All students to be reading (including comprehension) at their chronological age or above by October</p> <p>- All students to demonstrate a year's growth in Literacy (spelling (SA Spelling Test and Core List Words), Reading (Fountas and Pinnell) and Numeracy (number strand) by October.</p> <p>-research and implement Bloom's questioning in lessons to build student capacity for rigorous learning by the end of Term 2</p>	<p>The key actions that staff commit to do to ensure that learners are supported to achieve targets</p> <p>-Organise staff-wide training relating to class culture -Observe staff practice to determine areas of growth in relation to academic rigour -communicate student expectations to stakeholders through multiple pathways -Collect data around student and staff wellbeing and feed back to staff -Analyse data yearly and to identify priority areas and identify any misconceptions -Use site data to identify student learning priorities -Use Bloom's questioning for deeper thinking and reasoning -Implement agreed expectations throughout the school -commit to increasing expectations of student learning and work -Use a shared approach to problem solving -Teach, encourage and refer to School values -increase self-drive to respond to School expectations -commit to using problem solving strategies -feedback to staff when learning is not rigorous -follow school rules -respect school values -Support school expectations at home -Feedback to staff regarding student concerns</p>
Resources		<p>-Agreed school expectations regarding student learning -Blooms Questioning Folder -*** -Agreed approach to problem solving -School values chart</p>	

Families Principal
 Staff Students

Key Priorities	Intended Outcomes	Targets <small>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</small>	Key Strategies <small>The key actions that staff commit to do to ensure that learners are supported to achieve targets</small>
Improvement Priority 3: Sustainability: Develop sustainable practices at Padthaway School	1: Students apply sustainable practices to their everyday lives 2: Staff and students are sustainable in the classroom and develop practices throughout the year to improve this 3: Staff demonstrate sustainable practices in their work 4: Whole site practices and goals are developed and implemented	Teachers implement a sustainability programme in their classrooms and educate students in the importance of sustainability by the end of Term 1. A 'sustainability' committee is developed involving students and staff by mid Term 1 to drive sustainable change. Whole site plan focusing on sustainable practices is developed before Mid Term 2.	-Organise staff-wide training relating to sustainability -Observe staff practice to determine areas of growth -Allocate finances where appropriate to support the development of sustainability at PPS -Implement a sustainability in classrooms -work together to develop sustainable practices -support students to explore sustainable practices at PPS -develop a whole site sustainability plan for PPS -research resources to support each other in the implementation of sustainable practices -participate in lessons about sustainability -commit to improving sustainable practice at PPS -provide feedback about sustainable practices -Support school expectations at home -Feedback to staff regarding student concerns -follow sustainable practices at home where possible
	Resources		
	NRM Coolaustralia.org Sustainabilityinschools.edu.au KESAB		

Families

Principal

Staff

Students

School Improvement Plan 2018

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 to ensure that learners are supported to achieve targets
<p>Improvement Priority 4:</p> <p>Build capacity for students to self-report learning.</p>	<p>1: All students to provide feedback to staff regarding their achievement.</p> <p>2: Staff actively responding to student feedback to improve student outcomes.</p> <p>3: Students identify what they need to improve their capacity to learn.</p> <p>4: Students recognise their opinion is valued by all staff.</p>	<p>-Increase % of students in Upper Growth bands for Years 5 and 7 in NAPLAN. Reading: Year 5: Increase from 33% to 50% in U.B Year 7: Increase from 50% to 63% in U.B Numeracy: Year 5: Increase from 44% to 63% in U.B Year 7: Increase from 33% to 50% in U.B</p> <p>-All students to be reading (including comprehension) at their chronological age or above by October</p> <p>- All students to demonstrate a year's growth in Literacy (spelling (SA Spelling Test and Core List Words), Reading (Fountas and Pinnell) and Numeracy (number strand) by October.</p>	<p>-Budget finances for resources and PD</p> <p>-Organise staff-wide training relating to feedback</p> <p>-Develop timetabling and support to enable early intervention for identified students</p> <p>-Release staff for T&D and observations</p> <p>-Continue to support Literacy/Numeracy hubs at PPS by teaching 1 class for 10 hours face to face a week</p> <p>-communicate student expectations to stakeholders through multiple pathways</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>-Analyse NAPLAN Data yearly and to identify priority areas and identify any misconceptions</p> <p>-Use site data to identify student learning priorities</p> <p>-Identify areas to increase opportunity for students to provide feedback regarding their learning</p> <p>-commit to increasing expectations of student learning and work</p> <p>-use wellbeing data to build a cohesive class from the traffic light data</p> <p>-students to receive regular feedback on progress and achievements</p> <p>-students to provide regular feedback on progress and achievements</p> <p>-students to engage in lessons and complete any home learning given to them</p> <p>-increase self-drive to respond to School expectations</p> <p>-Support for families to be able to use support learning at home</p>
	Resources		
	<p>-Budget to ensure staff can be released for targeted release time</p> <p>-Specific T&D relating to feedback and building student capacity</p> <p>- Leadership to commit to observations of teaching practice connected to AITSL standards.</p> <p>-Commit to Peer to Peer Observation at Padthaway (at least 1 a term).</p>		

Families Principal
 Staff Students

Key Priorities	Intended Outcomes	Targets <small>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</small>	Key Strategies <small>The key actions that staff commit to do to ensure that learners are supported to achieve targets</small>
<p>Improvement Priority 5:</p> <p>Literacy Improvement in Reading and Writing</p> <p>*Partnership Focus 2018*</p>	<p>1: All students to have age appropriate skills in reading comprehension</p> <p>2: All students to have age appropriate skills in writing</p> <p>3: All staff are trained in teaching all aspects of reading and are connected to the School and Partnership Plan for Literacy/English</p> <p>4: All staff are trained in teaching all aspects of writing and are connected to the School and Partnership Plan for Literacy/English</p>	<p>-Increase % of students in Upper Growth bands for Years 5 and 7 in NAPLAN.</p> <p>Reading: Year 5: Increase from 33% to 50% in U.B Year 7: Increase from 50% to 63% in U.B</p> <p>Numeracy: Year 5: Increase from 44% to 63% in U.B Year 7: Increase from 33% to 50% in U.B</p> <p>-All students to be reading (including comprehension) at their chronological age or above by October</p> <p>- All students to demonstrate a year's growth in Literacy (spelling (SA Spelling Test and Core List Words), Reading (Fountas and Pinnell))</p>	<p>-Budget finances for resources and PD</p> <p>-Organise staff-wide training relating to feedback</p> <p>-Develop timetabling and support to enable early intervention for identified students</p> <p>-Release staff for T&D and observations</p> <p>-Continue to support Literacy/Numeracy hubs at PPS by teaching 1 class for 10 hours face to face a week</p> <p>-commit to Partnership improvement for 2018</p> <p>-Use class data to identify student learning priorities</p> <p>-commit to improving practice</p> <p>-commit to building capacity of all students in the class</p> <p>-communicate needs to individual students who are not meeting School expectations and place these on a learning plan containing SMARTAR goals.</p> <p>-reflect on practice to identify areas for improvement</p> <p>-be responsible for research to develop own practice</p> <p>-students to receive regular feedback on progress and achievements</p> <p>-students to provide regular feedback on progress and achievements</p> <p>-students to engage in lessons and complete any home learning given to them</p> <p>-increase self-drive to respond to School expectations</p> <p>-commit to striving for excellence</p> <p>-Support school expectations at home</p> <p>-follow school homework policy</p>
		Resources	
		<ul style="list-style-type: none"> - Whole School English Plan - Guided Reading materials in Library and Activity Room - Writing and Reading resources in Teacher Resource Room - Big 6 Resources (can be found on DECD Intranet) - Specific T&D relating in the explicit teaching of Literacy Skills - TORCH materials 	

Families Principal
Staff Students

Preschool Quality Improvement Plan 2018

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 to ensure that learners are supported to achieve targets
<p>Improvement Priority 6: Relationships between children Each child is consistently encouraged and supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p> <p>Standard/Outcome: 5.2: Relationships between children</p> <p>FOCUS: 5.2.2 Self-Regulation</p>	<p>1: All students experience a wide range of social learning opportunities that encourage interaction with each other.</p> <p>2: Students have continuous opportunities for group experiences involving investigation and problem solving.</p> <p>3: All students work through a social skills programme.</p> <p>4: All students are able to regulate their response to any changes or difficulties</p> <p>5: Families recognise the importance of encouraging students to be in charge of their behaviour</p>	<p>-All preschool students are able to articulate their emotions, feelings and choices in relation to themselves and others by the end of Term 4.</p> <p>-All procedures and policies on interactions with children reflect teacher practice and are available to visitors</p> <p>-Information is gathered from parents/carers to best prepare for students</p>	<p>-Provide funding for resources and training to be available to build this in children</p> <p>-adapt school behaviour management chart for preschool ages students</p> <p>-Introduce a social skills programme in Term 1</p> <p>-Discuss emotions and feeling with students</p> <p>-Discuss fair and unfair behaviour with students using a range of methods and mediums (books etc)</p> <p>-Supporting students to negotiate and share using literature to support this</p> <p>-collaborate with other kindergartens to broaden interaction students have with others</p> <p>-students to receive regular feedback on progress and achievements</p> <p>-students to provide regular feedback on progress and achievements</p> <p>-students to engage in learning</p> <p>-increase self-drive to respond to Preschool expectations</p> <p>-Support student development at home by following Preschool procedures/policies or learning plans</p>
Resources			
<p>-Social Skills characters for students</p>			

Key Priorities	Intended Outcomes	Targets <small>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</small>	Key Strategies <small>The key actions that staff commit to do to ensure that learners are supported to achieve targets</small>
<p>Improvement Priority 7: Collaborative partnerships with families and communities Respectful and supportive relationships with families are developed and maintained</p> <p>Standard/Outcome: 6.1: Collaborative partnerships with families and communities</p> <p>FOCUS: 6.1.1 There is an effective enrolment and orientation process for families</p>	<p>1: Well-established governance arrangements, which are regularly reviewed, contribute to the effective management of the service.</p> <p>2: Regular meetings with families are held to discuss student outcomes</p>	<p>- Educators talk with families about their values and expectations for their child's learning prior to Preschool and then again in first term.</p> <p>-All procedures and policies reflect teacher practice and are available to visitors</p> <p>-Information is gathered from parents/carers to best prepare for students</p> <p>-An agreed philosophy for Padthaway Preschool developed in consultation with staff, students and families</p>	<p>-Provide funding for resources and training to be available to build this in children</p> <p>-adapt school behaviour management chart for preschool ages students</p> <p>-commit to fortnightly meetings with the Preschool Teacher</p> <p>-Develop governance and management documents that reflect current practice.</p> <p>-Develop governance and management documents that reflect current practice.</p> <p>-collaborate with other kindergartens to broaden interaction students have with others</p> <p>-commit to fortnightly meetings with the Principal</p> <p>-students to engage in learning</p> <p>-increase self-drive to respond to Preschool expectations</p> <p>-Support student development at home by following Preschool procedures/policies or learning plans</p>
Resources			

Families Principal
Staff Students

Key Priorities	Intended Outcomes	Targets <small>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</small>	Key Strategies <small>The key actions that staff commit to do to ensure that learners are supported to achieve targets</small>
<p>Improvement Priority 8: Collaborative partnerships with families and communities</p> <p>The service collaborates with other organisations and service providers to enhance children's learning and wellbeing</p> <p>Standard/Outcome: 6.1: Collaborative partnerships with families and communities</p> <p>FOCUS: 6.3.2 Continuity of learning and transitions for each child are systemically promoted by sharing relevant information, clarifying responsibilities and building collaborative strategies with relevant stakeholders</p>	<p>1: Children experience positive transitions between Preschool and School and these build in Term 4</p> <p>2: Educators communicate about children's learning and development</p> <p>3: Children are supported when moving from Preschool to School</p> <p>4: School enrolment forms for Preschool students are sent home at the beginning of Term 4 to aim with transition</p>	<p>- In Term 4, Preschool students are supported to increase their independence through joining in at lunch times, library and sending notes to the School office.</p> <p>-Students build self-confidence with School routines</p> <p>-All forms for Preschool transition are ready Term 4 for families to complete early Term 4.</p>	<p>-Provide funding for resources and training to be available to build this in children</p> <p>-adapt school behaviour management chart for preschool ages students</p> <p>-commit to fortnightly meetings with the Preschool Teacher</p> <p>-Develop governance and management documents that reflect current practice.</p> <p>-ensure all documentation is ready to send home Term 4</p> <p>-Develop governance and management documents that reflect current practice.</p> <p>-collaborate with other kindergartens to broaden interaction students have with others</p> <p>-commit to fortnightly meetings with the Principal</p> <p>-prepare documentation for transition/enrolment</p> <p>-students to engage in learning</p> <p>-increase self-drive to respond to Preschool expectations</p> <p>-Support student development at home by following Preschool procedures/policies or learning plans</p>
Resources			

Families Principal
Staff Students

Site Operational Plan 2018

Key Priorities	Intended Outcomes	Targets <small>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</small>	Key Strategies <small>The key actions that staff commit to do to ensure that learners are supported to achieve targets</small>
<p>Improvement Priority 9:</p> <p>WHS</p>	<p>1: All WHS checks are performed accurately and in the required time frame</p> <p>2: All invacuations and evacuations are performed once respectively each term and issues are addressed</p> <p>3: The playground checks are performed daily to ensure student safety</p>	<ul style="list-style-type: none"> - All processes are followed accurately to ensure all staff can complete their job accurately - PPS is following all DECD protocols and procedures - Padthaway reporting is accurate and meets all requirements by the end of 2018 	<ul style="list-style-type: none"> -Organise staff meetings to ensure School planning documents are collaborative and reflective of good practice -Connect across the Partnership to build capacity at the site -Provide opportunities for staff to attend T+D -Check playground daily for any issues or concerns -Support the WHS representative to complete tasks -Commit to following School and DECD policies and procedures -Be responsible for own behaviour and actively aim to improve outcomes for the school -Respect each Staff members roles and responsibilities -ask questions if unsure -search for information using the DECD intranet or by reading policies and procedures -Support the WHS representative to complete tasks

Principal Staff

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 to ensure that learners are supported to achieve targets
<p>Improvement Priority 10:</p> <p>Administration Matters</p>	<p>1: Staff finalise all financial matters at the end of term 3 with no reimbursements in Term 4</p> <p>2: The correct forms are completed prior to the event when booking a TRT, Absence or Purchasing</p> <p>3: The First Aid policy is followed correctly and IRMS forms are filled out within 24 hours of the event</p> <p>4: When purchasing, all WHS information is included prior to the purchase of the item.</p> <p>5: All books from the Library or Teacher Resource are borrowed for the year to limit the number of missing books in term 4.</p>	<ul style="list-style-type: none"> - All processes are followed accurately to ensure all staff can complete their job accurately - PPS is following all DECD protocols and procedures - Padthaway reporting is accurate and meets all requirements by the end of 2018 	<ul style="list-style-type: none"> -Organise staff meetings to ensure School planning documents are collaborative and reflective of good practice -Connect across the Partnership to build capacity at the site -Provide opportunities for staff to attend T+D if required -Commit to following School and DECD policies and procedures -Be responsible for own behaviour and actively aim to improve outcomes for the school -Respect each Staff members roles and responsibilities -ask questions if unsure -search for information using the DECD intranet or by reading policies and procedures

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 to ensure that learners are supported to achieve targets
Improvement Priority 11: OSCH	1: Padthaway School offers an OSCH to assist with those families living on the outskirts of Padthaway to attend the school 2: Governing Council and all involved are aware of their responsibility when running an OSCH on site	<ul style="list-style-type: none"> - All documentation is made available to Governing Council members by the end of Term 1 - The physical environment is reviewed to determine what is available at PPS for OSCH options 	<ul style="list-style-type: none"> -Read DECD documents and discuss with Governing Council -Share information with GC -Develop a plan to implement OSCH at site if this is the direction for the school

Document Located: J Drive: Site Improvement Plan: 2018: SIP 2018