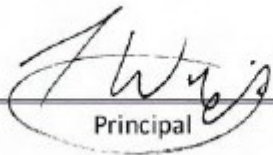


# Site Improvement Plan:

# 2018



Mount Pleasant Primary School



Principal

1/5/2018  
date



Governing Council Chair

2-5-18.  
date

<p><u>Priorities:</u></p> <p>The two or three key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes</p>	<p><u>Targets:</u></p> <p>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</p>	<p><u>Strategies:</u></p> <p>The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported to achieve the Targets</p>	<p><u>Evaluation Measures:</u></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><b><u>Numeracy</u></b></p> <p>Data analysis shows an improvement in maths with an increase in % of fluency based questions correct.</p> <p>Improve students' ability to understand mathematics in order to solve problems in mathematics.</p>	<p>By the end of 2018 students will show at least <b>12 months growth</b> in Maths as measured by NAPLAN and PAT testing.</p> <p><b>NAPLAN Maths Targets</b></p> <table border="1" data-bbox="427 699 835 970"> <thead> <tr> <th>Yr</th> <th>SEA</th> <th>Higher band</th> <th>Retention</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3/4</td> <td>1/4</td> <td></td> </tr> <tr> <td>5</td> <td>6/8</td> <td>4/8</td> <td>1/2</td> </tr> <tr> <td>7</td> <td>6/6</td> <td>2/6</td> <td>1/1</td> </tr> </tbody> </table> <p><b>PAT M Targets</b></p> <table border="1" data-bbox="427 1066 607 1262"> <thead> <tr> <th>Yr</th> <th>SEA</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3/4</td> </tr> <tr> <td>4</td> <td>6/8</td> </tr> <tr> <td>5</td> <td>6/8</td> </tr> <tr> <td>6</td> <td>9/12</td> </tr> <tr> <td>7</td> <td>6/6</td> </tr> </tbody> </table>	Yr	SEA	Higher band	Retention	3	3/4	1/4		5	6/8	4/8	1/2	7	6/6	2/6	1/1	Yr	SEA	3	3/4	4	6/8	5	6/8	6	9/12	7	6/6	<ul style="list-style-type: none"> <li>○ Revise the school's Numeracy Agreement to incorporate : <ul style="list-style-type: none"> <li>○ Problem based learning</li> <li>○ Misconception scans</li> <li>○ Expectations of Maths teaching and learning - with a focus on extending student number sense in 2018</li> <li>○ Professional learning for educators and leaders</li> </ul> </li> <li>○ Build staff data literacy in maths (NAPLAN, PAT, Australian Curriculum and local sources) to inform and enhance learning design. Staff to participate in data triangulation workshop.</li> <li>○ Staff and students analyse past PAT / NAPLAN problems to identify performance patterns and trends relating to the Australian Curriculum Maths Proficiencies.</li> <li>○ In line with External School Review direction, build the capacity of teachers and students to engage in: <ul style="list-style-type: none"> <li>○ ongoing and reciprocal formative and summative feedback and assessment processes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Focus on Maths proficiencies and number sense is evident in teacher planning and programming and incorporated in to each teacher's Performance Development plan. Discussion with principal during PDP meetings in Term 1 and Term 3.</li> <li>● PAT Maths term 3. Results to show an overall improvement with an increase in correct responses to problem solving, reasoning and understanding questions.</li> <li>● NAPLAN yrs 3,5 &amp; 7 term 2. Results to show an increase in correct responses to problem solving, reasoning and understanding questions.</li> <li>● All teachers will seek and act upon feedback from learners to inform pedagogy, programming and planning</li> </ul>
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		<ul style="list-style-type: none"><li>○ Every student will co-construct, set a personal goal in maths every 5 weeks or earlier as required. Goals reviewed by classroom teachers at least weekly.</li><li>○ Principal to work with upper primary class teacher to differentiate curriculum for students in higher and middle bands based on their individual learning goals.</li><li>○ At least two dedicated Maths staff meetings per term to enable co-planning and sharing of effective practices between teachers.</li><li>○ LDAM - Co-operative planning, assessment and moderation of maths tasks with staff, including those from Springton Primary School, at least twice per term.</li><li>○ Teachers, leaders and students collaborate to incorporate formative assessment techniques (specifically effective questioning techniques and feedback mechanisms) to check-in with students and develop the next steps for each learner.</li></ul>	<ul style="list-style-type: none"><li>● Goal tracking visible in every classroom. Goals reviewed at least weekly. Each student is meeting their individual goals within the 5 week period.</li></ul>
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## Reading

### Focus:-

#### Oral Language & Vocabulary

Oral language is foundational to learning and will be used to build letter / sound knowledge to support decoding and encoding.

Oral Language and Vocabulary will be used to extend student's thinking, inferencing and reasoning to provide challenge and higher band attainment.

Improve the teaching of reading comprehension for high achievers by using multiple approaches that extend students oral language, vocabulary knowledge and explicit use of comprehension strategies.

By the end of 2018 students will show at least **12 months growth** in Reading as measured by NAPLAN and PAT testing.

#### **NAPLAN Reading Targets**

Yr	SEA	Higher band	Retention
3	3/4	1/4	
5	6/8	4/8	1/2
7	6/6	4/6	1/1

#### **Running Records Targets**

Number of students reaching benchmark

Yr 1 – 8/12

Yr 2 – 5/8

#### **PAT R Targets**

Yr	SEA
3	3/4
4	7/8
5	7/8
6	10/12
7	6/6

- Staff to participate in professional learning to develop their understanding and capacity to explicitly plan for oral language, vocabulary and reading comprehension skills:

- Anne Bayetto - Big 6
- Sheena Cameron – A balanced reading program

- Build our data literacy in Reading (NAPLAN, PAT, Australian curriculum and local sources) to inform and enhance learning design through participation in a data triangulation workshop. Support teachers to use this approach with all students.

- MiniLit and MacqLit used as intervention strategy for identified students to fill gaps in letter sound knowledge to support decoding and encoding. 22 hrs SSO 1 supporting students.

- Build educators' capabilities in designing learning that incorporates Oral language, Vocabulary and explicit reading comprehension strategies to extend learning for all students. At least three staff meetings per term dedicated to new learning, sharing and/or co-operative planning with other staff including those from Springton Primary School, either in pairs or small groups.

- Focus on Oral Language/Vocabulary, explicit reading comprehension strategies is evident in teacher planning and programming and incorporated into each teacher's performance and development plan. Discussions regarding progress through Performance Development meetings in Term 1 and Term 3.

- NAPLAN yrs 3,5 & 7 term 2. Results to show an increase in students achieving SEA in Reading.

- Running Records performed and recorded at least twice per term for all students. All students to meet SEA.

- Weekly testing for fluency using WARL & WARP tests

- PAT R Comprehension term 3. Results to show an overall improvement with an increase in correct responses to inferential questions.

		<ul style="list-style-type: none"><li>○ In line with External School Review direction, build the capacity of teachers and students to engage in:<ul style="list-style-type: none"><li>○ ongoing and reciprocal formative and summative feedback and assessment processes</li><li>○ Every student will co-construct, set a personal goal in writing every 5 weeks or earlier as required.</li></ul></li><li>○ Teachers, leaders and students collaborate to incorporate formative assessment techniques (specifically effective questioning techniques and feedback mechanisms) to check-in with students and develop the next steps for each learner.</li></ul>	<ul style="list-style-type: none"><li>○ All teachers will seek and act upon feedback from learners to inform pedagogy, programming and planning</li> <li>○ Goal tracking visible in every classroom. Goals reviewed at least weekly.</li></ul>
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