Ardtornish Primary School: Site Learning Plan 2016

Final   FEB '16

Vision: To empower students to create positive futures through high quality teaching.
Australian Curriculum Implementation 2016: Health and Physical Education & Technologies

Priorities	Key findings in 2015 data	Outcomes: What we will change for students	Strategies: What we will do to create the change	Evidence and Evaluation
1. To improve literacy outcomes for all students Increase the percentage of students whose NAPLAN results demonstrate they achieve the DECD Standard of Educational Achievement for Reading Increasing the number of students who, having attained NAPLAN scores in the higher bands in Year 3 in literacy, maintain their higher band achievement as they progress through their schooling years.	Reading. • At Reception 79% of Students achieved the Rec RR standard. Of these 29% met or exceeded the Yr 1 standard. • At Year 1: 92 % of students achieved the DECD Reading Recovery level target • At Year 2: 98% of students achieved DECD's target • At Yr 3: 36.9% of students were in the top 2 bands compared to 45.7% in like index. • At Yr 5: reading stayed steady at 31.6% in top 2 bands compared to 32.2% in our index. • At Yr 7: 17.1% of students were in the top 2 bands compared to 27.7% in our index .	• Students will have improved comprehension skills and be more skilled at applying the nine key comprehension strategies: 1. Activating prior knowledge 2. Self-monitoring 3. Predicting 4. Questioning 5. Making connections 6. Visualising 7. Inferring 8. Summarising 9. Synthesising. Plus know how to use skimming and scanning techniques • Students with reading difficulties, from Yr 4 onward, will demonstrate increased progress as a result of using the Fresh Start Program.	1. Review the implementation of the reading agreement to foster consistency of practice across classes and year levels. 2. Undertake further training in the use of the Read Write Inc. and Spalding Program. 3. Continue the Fresh Start program with older underperforming readers who lack phonological awareness. 4. Continue to group students for reading instruction using "Read Write Inc." until they complete the program 5. Staff will have T&D in Formative Assessment practices so they can use them to enhance student progress and support intellectual stretch	1. Classroom programs reflect the implementation of agreements. 2. Previous base line data for comprehension gathered from the PATR and Reading Recovery Levels is analysed at the beginning of the year and SMARTA (Specific, Measurable, Attainable, Relevant, Time Bound & Agreed) targets are set for improvement by each teacher. 3. Percentage of students reaching DECD Literacy targets increases and students do not drop into lower bands. 4. JP Teachers are confidently using, Read Write INC Program and Spalding approach to developing phonemic awareness. 5. Junior Primary students have automatic recall of all phonograms by the end of Year 2. 6. Evidence of progression through assessment tools: PATR and RR Levels and NAPLAN. 7. Students demonstrate an understanding of the key comprehension strategies. 8. Fresh start implemented in the primary Years and Middle Years with targeted students.

Continued. 1. **To improve literacy outcomes for all students**	**Writing, Grammar and Spelling.** NAPLAN results suggest across all grade levels we need to improve: • students' abilities to use cohesive devises and more precise vocabulary. • Correctly punctate and form simple and complex sentences. **Spelling:** • Yr 3 & 5 results were both slightly below national mean. There are 28.2% in Year 3 (37.9 Index) and 26.3% in Yr 5 (29.1% Index) in the top two bands. • The year 7 results are now above the National and Index Mean with 47% of student in the top 2 bands compared to 'like schools' at 31.5% ……………………………….. • NAPLAN Grammar results show we are performing below the 'national mean at each year level but slightly above our Index's mean at Year 5.	1. Students will improve their editing and proof reading skills and actively track their own writing development. At any given time, they will know what specific skill they need to develop, to improve their writing in relation to a particular genre. 2. Students will use functional grammar concepts and terminology to better analyse, understand and structure written texts. 3. Students will understand how to analyse the spelling of a word and mark it up using the Spalding Marking Technique.	1. Implement the whole school writing agreement. 2. Explicitly teach the Narrative and Persuasive writing genres 3. Staff increase their understanding and use of functional grammar as a framework to improve student writing. 4. PLC's refer to NAPLAN results and using moderation processes collect and examine baseline data about students' writing skills and set improvement targets in partnership with their students. 5. Staff continue to refine spelling programs in line with the school's spelling agreement and develop their understanding of the Spalding method of marking up through T&D.	1. Assessment records document improvements in each students' specific skills in relation to persuasive and narrative writing over the year. 2. The Writing Agreement is being implemented 3. Students undertake a school wide functional grammar test each term that shows continual improvement. 4. Formal records of each students writing development are examined each term and show improvement against targets. 5. NAPLAN results in writing, spelling and grammar improve. 6. Class spelling programs become more consistent across the school in line with our agreement. 7. Students undertake a termly "marking up" test to assess and track their skill development.

2. To improve Maths outcomes for all students	Key findings in data	Outcomes: What we will change for students	Strategies: What we will do to create the change	Evidence and Evaluation
Increasing the percentage of students whose NAPLAN results demonstrate they achieve the DECD Standard of Educational Achievement for Numeracy Increasing the number of students who, having attained NAPLAN scores in the higher bands in Year 3 in Numeracy, maintain their higher band achievement as they progress through their schooling years.	• In 2015 31.6 % of students in Yr 3 were performing in the top two bands compared 28.9% in our index but overall we performed under our Index's mean. • In 2015 19% of Year 5's were performing in the top two bands compared to 11% in 2014 which was a positive improvement but we performed under our Index's mean. • In 2015 20% of Year 7 students were performing in the top 2 bands compared to 18% in our index but overall we performed slightly under our Index's mean.	1. Students will develop a wide range of mental computation strategies to solve real life mathematical problems 2. Students will have a positive attitude towards mathematics 3. Students will learn how to more independently use online resources to assess and improve their maths skills. 4. Students will develop strong foundational skills in numeracy.	1. Staff including SSOs will undertake Professional Development focussed on effectively implementing the school's Maths Agreement. Staff will undertake further training in the 'Natural Maths Approach' with Anne Baker 2. Staff will be supported to more effectively use the PAT Maths online assessment program and more confidently analyse a wide range of data to inform our practice, using 'Scorelink' to view whole class and individual student achievement. 3. Staff will explore a range of online learning tools to support student acquisition and assessment of mathematical skills 4. Staff will present students with: - TOP 5 goals - mental routines - mental computation strategies - problematised situations - reflection time - strategy lessons: formalised explicit instruction 5. Students in Yrs 3 to 7 may undertake the "How to Learn Maths course" from Stanford University. https://lagunita.stanford.edu/courses/Education/EDUC115-S/Spring2014/about	1. The whole school maths agreement is being effectively implemented and staff are confidently using the Natural Maths lesson structure. 2. NAPLAN and PAT Maths results improve. 3. Parents are supporting their child's access to online maths resources. 4. Teachers are confidently planning 'TOP 5' goals and are explicitly sharing these with students so they can effectively track and assess their achievement. 5. Students can use a range of maths strategies to solve real life mathematical problems 6. Student perception data shows that their disposition towards maths improves as the year unfolds.

3. To further develop Quality Teaching practices.	Recommendations from External Review	Outcomes: What we will change for students	Strategies: What we will do to create the change	Evidence and Evaluation

	1. Develop a clear and focused whole school approach to academic challenge that is monitored and adjusted regularly at the school, class and individual student level and shared explicitly with parents.
	
	2. Improve student outcomes by supporting students to benchmark their learning and achievement over time building their skills to meet identified criteria by implementing transparent strategies across the school for sharing assessment criteria with students
	
	3. Increase teacher's effective use of ongoing formative assessment practices that focus on constructive and timely feedback for students about learning progress against agreed actions.
		1. Students will benchmark their learning and by understanding the assessment criteria, identify the personal SMART goals they need to set to achieve at a higher standard.
		
		2. Students will participate more effectively in 3 way interviews
		
		3. Students will use ICT more effectively to support their learning
		
		4. Students will receive timely formative feedback
		
		5. Students will experience more intellectual challenge and display a growth mindset.
		
		6. Students engage in the technologies curriculum
		
		7. Students engage in the health curriculum
		
		8. Students in reception will experience more play based learning.
			1. Further develop Professional Learning Teams that:
			– discuss student learning and moderate work samples e.g. History, Geography, writing and maths.
			– Set joint improvement targets
			– challenge and support each others professional growth
			
			2. Provide training to staff and parents in the use of ICT, with a focus on the use of iPads, Blogs and Google Apps.
			
			3. Examine and implement ways for students to become more involved in their own self-assessment, setting SMART goals and reporting on their own learning with a focus on formative assessment processes.
			
			4. Design learning tasks that promote intellectual challenge.
			
			5. Trial a one to one chromebook program in Rooms 7,8 & 31.
			
			6. Form and ICT Committee and Develop a Design and Technologies Curriculum Plan to support its effective implementation.
			
			7. Develop a Health & PE Curriculum Plan to support its effective implementation.
			
			8. Develop a policy on the teaching of Growth and Development at APS.
			
			9. Reception teachers participate in the reimagining childhood project
			
			10. Explicitly teach students about fixed and growth mindsets and the implications they have for learning
				1. Staff members document their professional learning as an aspect of their PLC team work.
				
				2. Staff are using the Australian Curriculum – scope and sequence, TfEL and learning by design approach to plan, deliver and assess in a way that supports intellectual challenge.
				
				3. Evidence is collected to demonstrate that chromebooks are effectively supporting supporting student learning.
				
				4. Evidence is collected to demonstrate that students have become more involved in setting their own SMART learning goals and assessing their learning outcomes in a range of areas of their learning e.g. use of assessment rubrics.
				
				5. 'Mindset Survey' will show an improvement in the percentage of students who hold a growth mindset
				
				6. Play based learning is assessed as enhancing student learning by parents, staff and students.
				
				7. Parents report that 3 way interviews effectively meet their expectations
				
				8. Students are successfully achieving in the learning Area of:
				- Health and Physical Education and APS has a policy on the teaching of Growth and Development.
				- Technologies:
				   - Digital Technologies
				   - Design and Technologies

2016 Site Plan Summary

Students Achieve at Higher standards

Empowered Students

High Quality Teaching aligned with Tfel framework.

Staff members work in teams to support each other's learning and achieve agreed goals linked to the site improvement plan

Natural Maths Approach	Online maths Resources	RWI Spalding	Genre based writing. Functional Grammar	Chrome Book Program	Digital Technology	Implement AC Health	Reimagining Childhood Program	SMART goal setting	Timely Feedback
MATHEMATICS		**LITERACY**		**ICT**		**STUDENT WELLBEING**		**FORMATIVE ASSESSMENT**	