Balaklava Primary School
Site Improvement Plan 2016

Data and Evidence
- Every learner's data rigorously tracked, monitored, analysed and reviewed

Increased Attendance and Engagement
- Safe and secure environment
- Every learner has sense of belonging to school and wider community

Every learner engaged, stretched and achieving

Intervention and differentiation
- Assist and accelerate every learner's progress by providing multiple entry points and challenge to achieve their personal best

Pedagogy and Visible Learning
- Goals for each student based on success criteria
- Focus on growth mindsets
- Teachers/learners using self-reflection tools, data and feedback to inform teaching and learning
# Balaklava Primary School - Site Improvement Plan 2016

## Priorities:

Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate by the end of 2016

## Targets:

### Literacy

**Targets Running Records**

<table>
<thead>
<tr>
<th>Target</th>
<th>Year</th>
<th>DECD SEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target 1</td>
<td>Receptions</td>
<td>85% at or above level 5</td>
</tr>
<tr>
<td>Target 2</td>
<td>Year 1</td>
<td>85% at or above level 15</td>
</tr>
<tr>
<td>Target 3</td>
<td>Year 2</td>
<td>80% at or above level 21</td>
</tr>
</tbody>
</table>

**Targets PAT R (Reading Comprehension)**

<table>
<thead>
<tr>
<th>Expected DECD Scale Score for year Levels.</th>
<th>Year 3</th>
<th>100 or above</th>
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</thead>
<tbody>
<tr>
<td>Year 4</td>
<td>110 or above</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>115 or above</td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td>120 or above</td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>124 or above</td>
<td></td>
</tr>
</tbody>
</table>

**Target Year 3:** 75% of wave 1 and 2 students achieve expected or above

**Target Year 4:** 80% of wave 1 and 2 students achieve expected or above (69% 2015)

**Target Year 5:** 85% of wave 1 and 2 students achieve expected or above (72% 2015)

**Target Year 6:** 75% of wave 1 and 2 students achieve expected or above (58% 2015)

**Target Year 7:** 80% of wave 1 and 2 students achieve expected or above (71% 2015)

**NAPLaN Targets**

### Reading

<table>
<thead>
<tr>
<th>Progress between tests:</th>
<th>Target 1</th>
<th>Year 3-5 Increase to 85% in medium and upper growth. (78% 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 5-7 Increase to 70% in medium to upper growth. (57% 2015)</td>
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## Key Strategies:

The key actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets

- Minimum of two Running Records undertaken per term with week 8 results entered into EDSAS Term 1 and 3 for year 1 and year 2 (as per data schedule)
- R – 7 Running Records Data is collected and analysed to support planning for all students R-7 below Level 26.
- Students not making expected progress are reviewed for intervention termly through Student Review Team.

- Appointment of Coordinator in Learning Improvement with focus on pedagogy
- Scope and sequence developed for BIG 6 of reading
- Review Literacy agreements including Literacy Block, Guided Reading, Text Type scope and sequence

- Teachers administer PAT R in term 3 annually and CPAC and Coordinator work with teachers to ensure they understand and analyse PAT R data to inform programming, planning and differentiation.
- PAT R data is discussed in Year level PLC teams and shared at staff meetings.
- Intervention is resourced for students at risk in reading comprehension.

- Student progress in NAPLAN is discussed in Year level PLCs and staff meetings and targets set for improvement.
- Students making low progress between tests are identified and data examined to determine where they have misconceptions or require further explicit instruction.
- MiniLit and MultiLit used as an intervention for identified students
<table>
<thead>
<tr>
<th>Writing</th>
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</thead>
<tbody>
<tr>
<td><strong>Target 1</strong></td>
</tr>
<tr>
<td>Year 3 Writing 55% in top 3 bands of writing (Bands 4,5,6) <em>increase from 45.7% in 2015</em></td>
</tr>
<tr>
<td><strong>Target 2</strong></td>
</tr>
<tr>
<td>Year 5 Writing 25% in top 3 bands of writing (Bands 6,7,8) <em>increase from 15.6% in 2015</em></td>
</tr>
<tr>
<td><strong>Target 3</strong></td>
</tr>
<tr>
<td>Year 7 Writing 35% in top 3 bands of writing (Bands 7,8,9 and above) <em>increase from 25% in 2015</em></td>
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<table>
<thead>
<tr>
<th>Numeracy</th>
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<tbody>
<tr>
<td><strong>Targets PAT M (Maths)</strong></td>
</tr>
<tr>
<td>Expected DECD Scale Score for year Levels.</td>
</tr>
<tr>
<td>Year 3 – 110 or above</td>
</tr>
<tr>
<td>Year 4 – 115 or above</td>
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<tr>
<td>Year 5 – 120 or above</td>
</tr>
<tr>
<td>Year 6 – 124 or above</td>
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<tr>
<td>Year 7 – 125 or above</td>
</tr>
<tr>
<td><strong>Target Year 3:</strong> 75% of wave 1 and 2 students achieve expected or above</td>
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<tr>
<td><strong>Target Year 4:</strong> 60% of wave 1 and 2 students achieve expected or above <em>(48% 2015)</em></td>
</tr>
<tr>
<td><strong>Target Year 5:</strong> 80% of wave 1 and 2 students achieve expected or above <em>(68% 2015)</em></td>
</tr>
<tr>
<td><strong>Target Year 6:</strong> 70% of wave 1 and 2 students achieve expected or above <em>(47% 2015)</em></td>
</tr>
<tr>
<td><strong>Target Year 7:</strong> 80% of wave 1 and 2 students achieve expected or above <em>(73% 2015)</em></td>
</tr>
</tbody>
</table>

- Staff regularly engage in analysis of data and review standards and provide challenging targets for students
- Daily writing incorporated into all programs
- PLCs to include moderation (school based and across LMN Partnership)
- Training in 7 steps of writing. Revisit Stephen Graham/Sheena Cameron
- Explicit teaching of vocab and increase student exposure to vocabulary through subject specific word lists and word walls in all classrooms
- Explicit teaching of self-editing skills
- Explicit teaching of spelling using synthetic phonics spelling approach
- Use of formative and summative assessment
- Student self and peer assessment
- Further development of Literacy Agreement to include writing

- PLC focus on Australian Curriculum and TfEL- plan, programming, assessment (formative and summative), reporting
- Examine /analyse/act on data
- Goal setting in maths
- Development of numeracy agreement including BIN and Ann Baker strategies
- Sharing peer assessment practices
- Review maths resources
- research other useful math intervention programs other than Quicksmart
- Investigate PAS maths testing for JP (part of LMN Partnership)
### NAPLAN Numeracy Progress between tests

**Target 1**
- Year 3-5: Increase to 75% in medium and upper growth. *(67% 2015)*
- Year 5-7: Increase to 75% of students in medium and upper progress *(62% 2015)*

**Target 2**
- Year 3 – 50% of students in top 3 bands (bands 4, 5, 6). *(37% 2015)*
- Year 5 – 35% of students in top 3 bands (bands 6, 7, 8). *(25.9% 2015)*
- Year 7 – 35% of students in top 3 bands (bands 7, 8, 9). *(22.8% 2015)*

**Target 3**
- 50% of Year 2’s to Trust the Count by the end of Year 2. How many already trust the count???

- Student progress in NAPLAN is discussed in Year level PLCs and staff meetings and targets set for improvement.
- Students making low progress between tests are identified and data examined to determine where they have misconceptions or require further explicit instruction.
- Trust the Count and Quicksmart used as an intervention for identified students.

### Student Engagement for Learning

**Attendance**

**Target 94%**

- Attendance is monitored regularly by teachers, School Counsellor and Leadership.
- School Procedures to improve attendance are regularly monitored and reviewed.
- Attendance Policy and Procedures are reviewed and implemented rigorously; non-attendance is a continuous priority for improvement.
- Attendance is a priority and regularly discussed at staff meetings and with families as needed.
- trauma training
- Child Protection Curriculum embedded in practice
- lesson planning for engagement- variety of pedagogies, student voice, goal setting, visible learning, ICTs
- continue Kids Matter
- regular celebrations of achievements
- recognition of students who are quiet achievers
- stretch for all students
- cross age tutoring, peer support, reading, strengthen student voice