

Balaklava Primary School Site Improvement Plan 2016



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Priorities:	Targets: Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate by the end of 2016	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
Literacy	<p>Targets Running Records Target 1: Receptions 85 % at or above level 5 DECD SEA (Standard of Educational Achievement) Target 2: Year 1 85 % at or above level 15 DECD SEA Target 3: Year 2 80% at or above level 21 DECD SEA</p> <p>Targets PAT R (Reading Comprehension) Expected DECD Scale Score for year Levels. Year 3 – 100 or above Year 4 – 110 or above Year 5 – 115 or above Year 6 – 120 or above Year 7 – 124 or above</p> <p><u>Target Year 3:</u> 75% of wave 1 and 2 students achieve expected or above <u>Target Year 4:</u> 80% of wave 1 and 2 students achieve expected or above (69% 2015) <u>Target Year 5:</u> 85% of wave 1 and 2 students achieve expected or above (72% 2015) <u>Target Year 6:</u> 75% of wave 1 and 2 students achieve expected or above (58% 2015) <u>Target Year 7:</u> 80% of wave 1 and 2 students achieve expected or above (71% 2015)</p> <p>NAPLaN Targets Reading Progress between tests: Target 1 Year 3-5 Increase to 85% in medium and upper growth. (78% 2015) Year 5-7 Increase to 70 % in medium to upper growth. (57% 2015)</p>	<ul style="list-style-type: none"> • 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

	<p>Target 2 Year 3 60% in top 3 bands (Bands 4,5,6) increase from 49% in 2015</p> <p>Target 3 Year 5 Reading 40% In top bands (Bands 6,7,8) increase from 31% in 2015</p> <p>Target 4 40% Year 7 Reading (Bands 7,8,9 and above) increase from 30% in 2015</p> <p>Writing</p> <p>Target 1 Year 3 Writing 55% in top 3 bands of writing (Bands 4,5,6) Increase from 45.7% in 2015</p> <p>Target 2 Year 5 Writing 25% in top 3 bands of writing (Bands 6,7,8) lincrease from 15.6% in 2015</p> <p>Target 3 Year 7 Writing 35% in top 3 bands of writing (Bands 7,8,9 and above) Increase from 25% in 2015</p>	<ul style="list-style-type: none"> • 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
<p>Numeracy</p>	<p>Targets PAT M (Maths) Expected DECD Scale Score for year Levels. Year 3 – 110 or above Year 4 – 115 or above Year 5 – 120 or above Year 6 – 124 or above Year 7 – 125 or above</p> <p><u>Target Year 3:</u> 75% of wave 1 and 2 students achieve expected or above <u>Target Year 4:</u> 60% of wave 1 and 2 students achieve expected or above (48% 2015) <u>Target Year 5:</u> 80% of wave 1 and 2 students achieve expected or above (68% 2015) <u>Target Year 6:</u> 70% of wave 1 and 2 students achieve expected or above (47% 2015) <u>Target Year 7:</u> 80% of wave 1 and 2 students achieve expected or above (73% 2015)</p>	<ul style="list-style-type: none"> • 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)

	<p>NAPLaN Numeracy Progress between tests</p> <p>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)</p> <p>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)</p> <p>Target 3 50% of Year 2’s to Trust the Count by the end of Year 2. How many already trust the count???</p>	<ul style="list-style-type: none"> • 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
<p>Student Engagement for Learning</p>	<p>Attendance Target 94%</p>	<ul style="list-style-type: none"> • 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