Seaford K-7 School
Site Improvement Plan
2017

Our priorities for 2017:

- **Higher standards of learning achievement in reading**
- **Higher standards of learning achievement in numeracy**
- **To improve student social and emotional wellbeing**
- **Improve attendance rates**

Priority: Higher standards of learning achievement in reading

What success looks like:	We will:	Key Actions to gain shift towards achieving success	Evidence:
• *All students will achieve at or above the DECD Reading Education Standards:* **Reception**: Running Records level 5 or above **Year 1:** Running Records level 15 or above. Achievement at 'C' or above in English Australian Curriculum **Year 2**: Reading Recovery level 21 or above. Achievement at 'C' or above in English Australian Curriculum **Year 3**: NAPLAN band 3 and above/PAT R scale score 100 or above/ Achievement at 'C' or above in English Australian Curriculum **Year 4**: PAT R: scale score of 110 or above/ Achievement at 'C' or above in English Australian Curriculum **Year 5**: NAPLAN band 5 and above/ PAT R: scale core of 115 or above/ Achievement at 'C' or above in English Australian Curriculum **Year 6**: PAT R: scale score of 120.0 or above/ Achievement at 'C' or above in English Australian Curriculum **Year 7:** NAPLAN band 6 and above/ PAT R: scale score of 124 or above /Achievement at 'C' or above in English Australian Curriculum • *The achievement gap between the highest and lowest achievers has been reduced*	• have high expectations for all learners (see shared vision statement) • develop a whole school reading data wall • continue to build leadership capability and improve teaching quality • engage in professional learning and adjust our teaching to reflect new pedagogy • implement new pedagogies • implement, review and further develop whole school common agreements • track and monitor children's achievement and progress • provide timely intervention	**Track and Monitor all learners growth** • Teachers will develop whole school literacy assessment • Data Wall to lead professional discussions on RR and growth thus leading tio swift intervention • Leaders to meet with teachers about students who need case management to ensure student needs are met • Leaders to monitor Data Wall and reflect in leadership meetings about relevant D and T. During PLC time teachers will engage with the Data Wall for the first 10 mins of every session • Teachers will use the evidence from the data to inform whole class and small group strategy teaching • Teachers will set targets for each child that will be displayed on Data Wall • Scorelink to be used to store data electronically and to track and monitor student growth • Data to be used to identify students needing intervention for Multilit and Quicksmart **Enact changes in Pedagogical Practice** • Teachers will reflect on whole school literacy agreements • PLC protocols to be developed • All staff will reflect in professional learning run by school leaders and teachers re: Running Records, Daily 5, Big 6 in reading • Teachers will engage in co planning team meetings twice a term with a focus on intentional teaching strategies for implementing Jolly Grammar • Information will be shared with the community about reading and home learning strategies via established communication methods re: Jolly Grammar and Phonics, Phonological Awareness, Daily 5 **Identify and Enact Clear Intervention Processes** • Implementation of Multilit in in Y2 and 3 • Introduction of the Wave Model • Teachers to evolve case management structure uses, "Putting the Faces on the Data" literature.	*Increased % of Year 2 students achieve Standard Education Achievement in Running Records at Term 3 census* *Increase in numbers of students in top 2 bands in Reading & Writing NAPLAN* *Increased % of students achieve SEA in NAPLAN Reading (Year 3, 5, 7)* *Increase in % of Year 2-7 students (2016/17) achieving DECD SEA in PAT-R Comprehension Scale Score* *Students involved in intervention programs MacLit& QuickSmart, improve their scores on benchmark assessments*

Priority: Higher standards of learning achievement in numeracy

What success looks like:	We will:	Key Actions:	Evidence:
• *All students will achieve at or above the DECD Numeracy Education Standards:* • *All students are engaged in their learning* **Year 3**: NAPLAN band 3 and above/PAT M scale score 40 Achievement at 'C' or above in Mathematics Australian Curriculum **Year 4:** PAT M scale core of 45 or above/ Achievement at 'C' or above in Mathematics Australian Curriculum **Year 5**: NAPLAN band 5 and above/ PAT M scale score of 50 or above/ Achievement at 'C' or above in Mathematics Australian Curriculum **Year 6**: PAT M scale core of 54 or above/ Achievement at 'C' or above in English Australian Curriculum **Year 7**: NAPLAN band 55 and above/ PAT M scale score of 125 or above/ Achievement at 'C' or above in Mathematics Australian Curriculum	• have high expectations for all learners (see shared vision statement) • use Scorelink to store data electronically and to track and monitor student growth • continue to build leadership capability and develop teacher pedagogy • design learning that is responsive to students needs and provides for appropriate intellectual challenge • engage in professional learning and adjust our teaching to reflect new learning • implement new targeted l teaching pedagogies • build our capacity to engage with children in our planning for teaching and learning	**Track and Monitor every learners growth** • 3-7 students complete PAT M in September • R-1 students complete I Can Do It Maths in term 2 and term 4 • Leaders to facilitate processes with staff to analyse data and to plan for effective teaching and learning to support individual student growth • Teachers to learn how to create a portfolio of students' work to be able to moderate on site and cross site A-E standards • Data to be used to identify students needing Quicksmart Numeracy Intervention **Enact changes in Pedagogical Practice** • Leaders to facilitate process to develop whole school agreements • Staff to engage in professional learning run by Partnership Focus Teachers, school leaders, teachers with a focus on number and redesigning tasks for engagement and differentiation • Time to share with like Year levels in team meetings **Identify and Enact Clear Intervention Processes** • Leaders to facilitate process to develop effective processes to identify and enact responsive and differentiated intervention for all leaners using the Wave Intervention Model • Portfolios to be part of the process to identify where intervention needed alongside other data (triangulating the data) • Teachers will use formative assessment strategies to assess learning and design learning that is differentiated for all learners • Initiate Maths for Learning Inclusion in Years 4 and 3.	*Increased % of students achieve DECD SEA in NAPLAN Numeracy Year 3,5, 7* *Increase in % students in top 2 bands in NAPLAN Numeracy* *Increase in % of Year 2-7 students (2016/17) achieving DECD SEA in PAT-M Scale Score* *Students involved in intervention programs Maths for Learning Inclusion & QuickSmart, improve their scores on benchmark assessments*

Priority: To improve student social and emotional wellbeing

What success looks like:	We will:	Key Actions to gain shift towards achieving success	Evidence:
• *All children are engaged and motivated learners (evidence through the Getting Along survey)*	• Engage students in relevant and meaningful learning experiences • Support strong student voice • Involve families in student's learning through improved communication and regular feedback • Create the opportunity for students to develop resilience, a sense of wellbeing and the ability to participate in the community as active citizens • Initiate a number of alternative learning programs to improve social skills in disengaged students	**Track and Monitor every learners growth** • High quality task design in maths seen through the portfolio work. • Involve students in feedback about their learning and teaching and learning programs though SRC • Three Way Conferences to be established. • TfEL tool will be used annually in line with Partnership Plan to collect feedback from students and set pedagogical goals in response to feedback. • Teachers to communicate effectively regularly with parents. • Students for alternative programs to be identified through yard and purple slips and getting along survey for alternative programs. • Child Wellbeing Practitioner to support identified key families (through SRT meetings). **Enact changes in Pedagogical Practice** • Staff will attend T and D about the You Can Do It program to ensure whole school consistency and language. • You Can Do It will be initiated across the site through regular PLC time. • Student Voice will be heard through regular class meetings and fed back to SRC. • Teachers will provide opportunity for students to have input into the planning of their learning. TfEL to be introduced to staff through performance management. • Establish processes through which students can provide feedback to their parents, teachers and peers • Embedding site wellbeing programs and practices	*TfEL Review Tools show students identify engagement with higher levels of real life learning* *Staff successfully achieve collaborative task design and moderation of tasks in maths* *Staff PDPs and review processes reflect goals set and achieved with staff demonstrating increased confidence in pedagogy & curriculum.* *Students use feedback as evidence to demonstrate stretch in their thinking and application* *Increase in % students behaviour as evidence through the Getting Along Survey (Term1 and Term 3)*

Priority: Improve attendance rates

What success looks like:	We will:	Key Actions:	Evidence:
95% attendance rate by the end of 2017 *All absences/lateness explained* *Reduction in lateness across the school*	• send SMS to families when students have unexplained absences or lateness • have high expectations for all children to attend school daily • Communicate and engage with families about the importance of attendance	• Office Administration to email all roll changes and all reasons for lateness • Teachers will mark the roll by 9.00am and follow up all unexplained absentees and lateness daily • Principal and Deputy Principal conduct regular reviews of data to identify trends and patterns for individual students and cohorts • Leadership to continue to work in partnership with DECD support service personnel and outside agencies • Principal and Deputy principal will work with families and other stakeholders to develop Attendance Action Plans where needed • DECD process to be followed • Termly SRT meetings to discuss attendance issues. • Children who achieve 95-100% get a canteen voucher. In term 2 children who improve by 15% get a voucher too.	*Increased % of students achieve DECD attendance goal* *Increased % of students achieving improvement in attendance each term* *Student engagement is demonstrated through improved attendance & behaviour data*