

# **Seaford K-7 School Site Improvement Plan 2018**

## **“Learning for Our Futures”**

### **Our priorities for 2018:**

- **Higher standards of learning achievement in English – Reading**
  - **Higher standards of learning achievement in Maths**
  - **To build whole school and community engagement**

## Priority: Higher standards of learning achievement in Literacy – Improve student’s reading levels

<p><b>We will:</b> Track and monitor children’s achievement and progress in Reading</p>	<p><b>Commitment:</b></p> <ul style="list-style-type: none"> <li>Use the whole school reading Data Wall to lead professional discussions on RR and growth in staff meetings, individually and PLCS</li> <li>Leaders to meet teachers to case manage student who are not at benchmark and put in intervention programs and strategies</li> <li>Leaders to monitor Data Wall and reflect in leadership meetings about relevant T&amp;D</li> <li>Teachers will use the evidence from the data to inform whole class and small group intentional teaching</li> <li>Teachers will set RR targets &amp; reading learning goals for each child that will be displayed on the Data Wall</li> <li>Scorelink to be used to store data and to track and monitor student growth</li> </ul>	<p><b>Timeline &amp; Responsibility:</b></p> <p>End of Term 1 Teacher and leadership analyse of RR</p> <p>End of Term 3 Teacher and leadership analyse of RR</p> <p>Termly teacher and leadership “Data Chats”</p> <p>Teachers update each term with leadership</p> <p>Teachers to input RR data each Term</p>	<p><b>Targets:</b></p> <p><b>60% of Yr 1s at RR level 13 by Sept, Term3</b> (In 2017 – 61.5% achieved this)</p> <p><b>65% of Yr 2s at RR level 21 by Sept, Term3</b> (In 2017 – 48% achieved this)</p> <p><b>Increase the % of students in top 2 bands in NAPLAN Reading</b> (In 2017 – 4.8% in Yr 3 and 16.5% in Yr 5 achieved this)</p> <p><b>50% of Yr 3s to achieve SEA in NAPLAN Reading</b> (In 2017 – 42.9% achieved this)</p> <p><b>65% of Yr 5s to achieve SEA in NAPLAN Reading</b> (In 2017 – 54.95% achieved this)</p> <p><b>PAT Reading targets for 2018</b></p> <p><b>75% of Yr 3s at DECD benchmark of 95+</b> (In 2017 60% students achieved this)</p> <p><b>75% of Yr 4s at DECD benchmark of 106+</b> (In 2017 86% students achieved this)</p> <p><b>92% of Yr 5s at DECD benchmark of 112+</b> (In 2017 69% students achieved this)</p> <p><b>80% of Yr 6s at DECD benchmark of 118+</b> (In 2017 83% students achieved this)</p>
<p><b>Enact changes in Pedagogical Practice in Reading</b></p>	<ul style="list-style-type: none"> <li>Teachers will implement and review whole school literacy agreement</li> <li>Teachers will engage in co planning team meetings twice a term with a focus on intentional reading teaching strategies with strategies</li> <li>Build leadership capability and improve teaching quality through relevant reading professional learning during staff meetings and pupil free days</li> <li>All staff will do professional learning run by school leaders and teachers on: Running Records, Daily 5, Big 6 in reading, PASM, Jolly Phonics</li> <li>Identified Daily 5 specialist teacher to lead T&amp;D and coach and mentor teachers</li> </ul>	<p>Term 1- Agreed by all staff</p> <p>Term 4- Review and update by all staff</p> <p>Leaders meet with teacher teams in Term 2 &amp; 3</p> <p>Teachers to share with staff at staff meetings. Leadership to organise &amp; support</p>	<p>Literacy Agreement implemented and reviewed</p> <p>Teachers track &amp; monitor identified student’s progress (at least 3 across the year)</p> <p>100% of teachers will engage in Reading T&amp;D in the Big 6, Daily 5, Jolly Phonics and RR</p> <p>All Early Years teachers to engage in PASM T&amp;D and then implement in classes</p> <p>Staff PDPs and review processes reflect reading targets set and achieved</p>
<p><b>Identify and Enact Clear Intervention Processes in</b></p>	<ul style="list-style-type: none"> <li>Teachers introduced to the wave model and use PASM to identify students needing Phonological support</li> <li>Teachers to case manage identified students with</li> </ul>	<p>River Hub Speech Pathologist T&amp;D in Term 2</p>	<p>All teachers use PASM in their classes</p> <p>All students to show progress on their scores from</p>

<p><b>Reading</b></p>	<p>leadership and Intervention SSOs</p> <ul style="list-style-type: none"> <li>• Leaders to meet with intervention coordinator and team twice a term to monitor students achievements and progress</li> <li>• Data to be used to identify students needing intervention for Multilit and Quicksmart</li> <li>• Implementation of Multilit in Yr2 and 3</li> <li>• Progress of students in intervention programs is reported to parents in writing</li> </ul>	<p>End of Term 2 –Intervention SSO and leader</p> <p>End of Term 4 –Intervention SSO and Leader</p> <p>End of Term 4 –Intervention SSO and Leader</p>	<p>benchmark assessments</p> <p>All students to show progress on their scores from benchmark assessments</p> <p>Students identified for 2019 intervention programs</p>
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## Priority: Higher standards of learning achievement in Maths

<p><b>We will:</b> <b>Track and Monitor every learners growth in Maths</b></p>	<p><b>Commitment:</b></p> <ul style="list-style-type: none"> <li>• Use Scorelink to store PATM &amp; NAPLAN data electronically and track and monitor student growth</li> <li>• Leaders to facilitate analysis of PATM &amp; NAPLAN data in staff meetings as per Assessment Schedule</li> <li>• Teachers to triangulate student's data to track individual growth and identification for intervention</li> <li>• Teachers to analyse A-E standards</li>   <li>• Special class teachers to use ABLES to track &amp; monitor in Maths</li> </ul>	<p><b>Timeline &amp; Responsibility:</b></p> <p>Term 3 – teachers and leadership</p> <p>Term 3 – teachers and leadership</p> <p>Termly data chats between teachers and leadership. Intervention team</p> <p>End of Term 2 &amp; Term 4 Staff meetings –teachers and leadership</p> <p>ABLES Assessment &amp; data collection timeline to be developed by the end of Term 2 by Special Class teachers &amp; leadership</p>	<p><b>Targets:</b></p> <p><b>55% of Yr 3s to achieve SEA in NAPLAN Maths</b> (In 2017 – 47% achieved this)</p> <p><b>60% of Yr 5s to achieve SEA in NAPLAN Maths</b> (In 2017 – 56.7% achieved this)</p> <p><b>Increase the % of students in top 2 bands in NAPLAN Maths</b> (In 2017 – 0% in Yr 3 and 33.3% in Yr 5 achieved this)</p> <p><b>PAT Maths targets for 2018</b></p> <p><b>74% of Yr 3s at DECD benchmark of 101+</b> (In 2017 38% students achieved this)</p> <p><b>60% of Yr 4s at DECD benchmark of 110+</b> (In 2017 63% students achieved this)</p> <p><b>72% of Yr 5s at DECD benchmark of 112+</b> (In 2017 88% students achieved this)</p> <p><b>90% of Yr 6s at DECD benchmark of 120+</b> (In 2017 74% students achieved this)</p>
<p><b>Enact changes in Pedagogical Practice in Maths</b></p>	<ul style="list-style-type: none"> <li>• Leaders to facilitate process to develop whole school Maths Agreement</li> <li>• Teachers engage in professional learning with River Hub LDAM facilitators and will use formative assessment strategies to inform task learning design &amp; planning</li> <li>• Time is provided for River Hub Maths teachers to share strategies with all staff and in team meetings</li> <li>• STEM teachers to attend DECD T&amp;D and develop Maths knowledge</li> </ul>	<p>Leadership collaborate in Staff Meetings in Term 3</p> <p>Teachers attend twice a term River Hub Staff mtgs –follow up in data chats and staff meetings</p> <p>After T&amp;D with group, teachers to share with staff and teams</p> <p>After T&amp;D with group, teachers to share with staff and teams</p>	<p>A whole school Maths Agreement is developed by the end of the year to implement in 2019</p> <p>100% of teachers use formative assessment intentionally to inform their planning and task design (Check in and Act)</p>
<p><b>Identify and Enact Clear Intervention Processes in Maths</b></p>	<ul style="list-style-type: none"> <li>• PAT M and NAPLAN Data to be used to identify students needing Quicksmart Numeracy Intervention</li> <li>• Year 4 and 3 students identified by teachers to be assessed for Maths 4 Learning Inclusion intervention program</li> </ul>	<p>End of Term 2 –Intervention SSO and DP</p> <p>End of Term 4 –Intervention SSO and DP</p>	<p>All students to show progress on their scores from benchmark assessments</p> <p>All students to show progress on their scores from benchmark assessments</p>

**Priority: To build whole school and community engagement**

<p><b>We will:</b> Track and Monitor students' social and emotional wellbeing</p>	<p><b>Commitment:</b></p> <ul style="list-style-type: none"> <li>• Whole school "Setting Up for Success" program and form a committee to review and update this for 2019</li> <li>• Implement R-7 Getting Along Surveys and teachers to follow up any concerns with parents and in student reports</li> <li>• Participate in the Yr 4-7 Wellbeing and Engagement Collection</li> <li>• Implement appropriate social skills and engaging learning programs to identified students</li> </ul>	<p><b>Timeline &amp; Responsibility:</b> Student Wellbeing Leader and staff volunteers meeting throughout the year Term 2- staff analysis and follow up if required Term 4- staff analysis and follow up if required Term 3 in line with state  Senior leader work with identified students on Drumbeat program</p>	<p><b>Targets:</b> Updated program ready for 2019 Increase % of positive behaviours and decrease % of negative behaviours from Term 1 to Term 3</p>
<p><b>Develop student voice</b></p>	<ul style="list-style-type: none"> <li>• Teachers will use formative assessment strategies to "Check in and Act" and inform task learning design &amp; planning</li> <li>• TfEL tool will be used annually in line with Partnership Plan to collect feedback from students and set pedagogical goals in response to feedback</li> </ul>	<p>River Hub Staff Mtgs twice a term with facilitators  Staff analyse in Term 3</p>	<p>Action to use formative assessments Office 365 to be fully implemented by end Term 3 and used by students in staff (surveys, feedback) in Term 4 TfEL Review Tools show students engagement with higher levels of real life learning</p>
<p><b>Increase community volunteers at on site</b></p>	<ul style="list-style-type: none"> <li>• Volunteer Policy updated in line with new DECD policy</li> <li>• Use this new procedure to induct volunteers and get them volunteering in the school</li> <li>• Collate feedback from volunteers about the process</li> </ul>	<p>Student Wellbeing Leader  Student Wellbeing Leader end of Term 4</p>	<p>Ratified Volunteer Policy by Governing Council Term 2 Number of volunteers trained to increase to more than 5. (In 2017 we had 5)</p>