

2017 Site Improvement Plan – Naracoorte South Primary School

		State/Literacy Numeracy +/Partnership Priorities					
Site Priorities		Pedagogical Practices	Whole Site Improvement	Monitoring and Tracking	Intervention and Support	Targets	
		<p>Literacy Student spelling is improved using a whole school approach to spelling 'Words Their Way' and Jolly Phonics</p> <p>All staff to be familiar with the "big 6" and to implement these strategies.</p>	<p>Key contact person to assist staff in implementation of Jolly Phonics and Words Their Way.</p> <p>All teachers explicitly teaching whole class and small group reading comprehension lessons.</p>	<p>Internal training beginning 2017 to new staff on Words Their Way and Jolly Phonics and trail streaming of spelling. Using literacy data to formulate student groupings, between classrooms where necessary. (Use PAT tracker, NAPLAN, phonological testing and WTW test). Refresher on running records for All staff ASAP.</p> <p>Literacy room to be organised and user friendly with more up to date resources.</p>	<p>Use WTW and Jolly Phonics assessments to move students forward, initial test completed by week 3.</p> <p>NAPLAN and PAT- Analysis Running records- make results more transparent to students.</p>	<p>Mini-Lit and Multi-Lit for those students who have not consolidated letter sound knowledge</p> <p>Appropriate level grouping for students to learn and their appropriate level.</p>	<p>Consistent pedagogy across site in the approach to teaching phonics and spelling</p> <p>All students will attain a years' growth or above in reading comprehension (PAT-R)</p>
		<p>Numeracy Building competence with number strategies.</p> <p>Developing knowledge of problem solving strategies and how to apply them.</p>	<p>Explicitly teaching mental computation strategies using scope and sequence</p> <p>All classroom teachers tuning in with a daily mental routine that is number based.</p> <p>All teachers to include a reflection at the end of each numeracy lesson.</p> <p>Teachers use relevant testing materials eg PAT Tracker to create learning teams and to target specific needs.</p>	<p>Resources including Quicksmart and TooSmart resources to be sourced and used in every classroom</p>	<p>Data collection and assessment measures will show growth in students' recall of number facts and use of number strategies.</p> <p>-PAT-M NAPLAN SENA testing Junior Primary</p> <p>Teachers document any form of students use of mental computation strategies in their work samples.</p> <p>Pedagogical practices used to support all learners.</p>	<p>Quicksmart intervention for students identified as stanine 2-3 through PAT-M testing</p> <p>Too Smart intervention for students in Year 2 identified as stanine 2 through PAT-M testing.</p> <p>SENA data used to target individual or small group intervention.</p>	<p>Students will show growth in PAT-M and SENA numeracy.</p> <p>Students will attain a years' expected growth or above. (PAT-M)</p>
		<p>Science</p> <ul style="list-style-type: none"> * Fully utilise existing equipment and local resources to support engagement in science * Continually add to resources to further engage learning. Application of grants where possible. 	<p>Year level teams and specialist science teacher to plan together utilising Primary connections and other resources. Year level to refer to science strand overview.</p>	<p>Connect and use a variety of local resources available</p> <p>Showcase Science with NSPS Science Expo during Science week, including parent and community members and visiting organisations</p>	<p>PAT- Science</p> <p>Analyse PAT data as PLC and look for target areas of improvement and extension</p> <p>Time - T&D sharing (yearly)</p>	<p>Science club with parent assistance operating throughout the year</p> <p>PAT- science will help us identify areas for development</p> <p>Time - ongoing</p>	<p>Student feedback surveys will show high levels of engagement in science as a human endeavour. PAT-S will show improvement in students' science understanding.</p>
		<p>Wellbeing</p> <ul style="list-style-type: none"> * build connections with classmates, other students, teachers * Develop outdoor play areas which foster safe and creative experiences * Create engaging learning spaces 	<p>KidsMatter programme is imbedded in the curriculum</p> <p>PITW programme is implemented in all classrooms</p> <p>Restorative justice is practised and consistent</p> <p>Walker Learning and Lisa Burman philosophies are imbedded in classroom practices</p>	<p>Intervention and mindfulness</p> <p>T and D on mindfulness and meditation</p> <p>Outdoor play areas / Nature Play areas developed in conjunction with students, families and community</p> <p>Teachers take on aspects of 'engaging environments' practices</p>	<p>Traffic lights data</p> <p>Referral to wellbeing support (Counsellor, PCW)</p> <p>Comparative behaviour data/ break time incidences</p> <p>Classroom visits (e.g staff meetings held in different classrooms).</p>	<p>What's the Buzz,</p> <ul style="list-style-type: none"> • PALS, • Buddy class • PITW, Star Buddies • Brekky Club every day <p>Sharing information and resources - Year Level teams, Mentors and Wellbeing PLC</p>	<ul style="list-style-type: none"> • students identify with the School and feel that they belong • it is worth attending every day • students feel safe, understood and supported <p>Student Survey - 'Middle Years Development Index www.awesomeschools.com</p> <p><i>During Term 1, a decrease of 10% of in class behaviour issues requiring green forms - compared to 2016 term 1</i></p>