



Government
of South Australia

Department for Education
and Child Development

PARAFIELD GARDENS R-7

Save the Children United Nations Global Peace School



Working Together

Our Vision: Quality partnerships in learning

2017 - 2019 Site Strategic Plan

Guiding principles

- ***Quality professional practice – ‘Shared understandings’***
- ***Quality learning – ‘High expectations of students to create powerful learners’***
- ***Quality partnerships – ‘Students, parents, teachers and the wider community – partners in learning’***

2017- 2019 School Priorities

- ***Literacy – Reading and Writing/Grammar***
- ***Numeracy – Big Ideas in Number / Natural Maths Strategies***
- ***STEM – an integrated approach***
- ***Student Wellbeing – Growth mindset and attendance***

Key Strategies	Actions	Evidence	Targets
<p>Literacy <i>Reading and Writing (Grammar focus)</i></p> <p>A focus on establishing the point that students have reached in the Literacy learning, setting authentic goals for future intentional learning based on clear data and monitoring progress of individuals over time.</p> <p>Continue the focus on consistent practice across the school based on the effective implementation of the school literacy agreement.</p>	<p>Professional learning</p> <ul style="list-style-type: none"> All staff to be engaged in internal professional learning and have access to external professional learning as needed All staff involved in authentic moderation processes, including discussions and agreements around what is 12 months growth. To support professional learning in targeted areas the Senior Leader Quality Teaching and Learning will work with teachers to plan, implement and assess literacy in classrooms. <p>Specific programmes</p> <ul style="list-style-type: none"> Reception students to be involved in the targeted phonological awareness program Specific SSO time scheduled to support identified students in Yrs 1 and 2 using the Mini Lit program Levelled Literacy intervention for targeted students Year 3-7 PGR7 in trial of Brightpath writing program - training to begin 2017 Programs implemented to provide intellectual stretch <p>Assessment</p> <ul style="list-style-type: none"> Teachers to assess literacy as per the guidelines as set out in the PGR7 literacy agreement. PAT – Grammar and Punctuation <p>Growth Mindset</p> <ul style="list-style-type: none"> Individual goal setting for all learners (including both student and teacher initiated goals) based on school and standardised test data Targeted strategies are outlined for students to monitor their progress in reading and writing and celebrate their successes. Goals to be revised at least once per semester (Wk 6 Term 1 and Wk 2 Term 3) with further revisions at parent teacher interviews Wk 10 Term 1 and Wk 8 term 3. Staff will track and monitor student data using tools effectively such as Mark It and the school data wall 	<p>2016</p> <p>Running Records Rec 52% (45 of 74) Yr 1 61% (45 of 74) Yr 2 71% (56 of 79)</p> <p>PAT-R Yr 3 85% (52 of 61) Yr 4 79% (50 of 63) Yr 5 86% (55 of 64) Yr 6 83% (40 of 48) Yr 7 85% (55 of 65)</p> <p>% Med/Upper Growth (NAPLAN) (2015) Yr 3-5 82% Yr 5-7 76%</p> <p>Upper Bands (2015) Yr 3 - 30% (23 of 76) Yr 5 - 20% (12 of 61) Yr 7 - 21% (13 of 62)</p>	<p>2017</p> <p>Running Records Rec 65% Yr 1 65% Yr 2 75%</p> <p>PAT-R Yr 3 90% Yr 4 90% Yr 5 91% Yr 6 91% Yr 7 88%</p> <p>% Med/Upper Growth (NAPLAN) Yr 3-5 87% Yr 5-7 81%</p> <p>Upper Bands Yr 3 - 35% Yr 5 - 25% Yr 7 - 26%</p>
<p>Numeracy <i>Big Ideas in Number and Natural Maths strategies</i></p> <p>A focus on establishing the point that students have reached in the Numeracy learning, setting authentic goals for future intentional learning based on clear data and monitoring progress of individuals over time.</p> <p>Continue the focus on consistent practice across the school based on the effective implementation of the school numeracy agreement.</p>	<p>Professional learning</p> <ul style="list-style-type: none"> All staff to be engaged in internal professional learning and have access to external professional learning as needed. This will be supported through Professional Learning Communities (PLCs) All staff involved in authentic moderation processes, including discussions and agreements around what is 12 months growth. Consolidation of knowledge and skills in Trusting the Count and Introducing Place Value (PFD) and Natural Maths strategies All staff supported in their learning and implementation of <i>Big Ideas in Number</i> through Maths Support Teachers (0.5) as set out the PGR7 school Numeracy agreement. <p>Specific programmes</p> <ul style="list-style-type: none"> Specific SSO time scheduled to support students identified in Yrs 4-7 using Quicksmart Maths (further investigation of Quicksmart Lite program) Continued implementation of Big Ideas in Number expanding to Place Value in years 3-7 Continued implementation of Natural Maths strategies R-7 Programs implemented to provide intellectual stretch <p>Assessment</p> <ul style="list-style-type: none"> Teachers to assess numeracy as per the guidelines as set out in the PGR7 Numeracy agreement. <p>Growth Mindset</p> <ul style="list-style-type: none"> Individual goal setting for all learners (including both student and teacher initiated goals) Targeted strategies are outlined for students to monitor their progress in numeracy and celebrate their successes. Goals to be revised at least once per semester (Wk 6 Term 1 and Wk 2 term 3) with further revisions at parent/teacher interviews Wk 10 Term 1 and Wk 8 term 3. Staff will track and monitor student data using tools effectively such as Mark It and the school data wall. 	<p>2016</p> <p>Trusting the Count (score of 8 or 9) Yr 2 - 7 67%</p> <p>PAT-M Yr 3 79% (48 of 61) Yr 4 69% (45 of 65) Yr 5 73% (47 of 64) Yr 6 85% (40 of 47) Yr 7 64% (41 of 64)</p> <p>% Med/Upper Growth (NAPLAN) (2015) Yr 3-5 72% Yr 5-7 81%</p> <p>Upper Bands (2015) Yr 3 - 7% (5 of 76) Yr 5 - 13% (8 of 61) Yr 7 - 5% (3 of 62)</p>	<p>2017</p> <p>Trusting the Count (score of 8 or 9) Yr 2 – 7 80%</p> <p>PAT-M Yr 3 84% Yr 4 84% Yr 5 74% Yr 6 78% Yr 7 90%</p> <p>% Med/Upper Growth (NAPLAN) Yr 3-5 77% Yr 5-7 86%</p> <p>Upper Bands Yr 3 - 12% Yr 5 - 18% Yr 7 - 10%</p>

<p>STEM (<i>Science, Technology, Engineering and Maths</i>)</p>	<p>Professional learning</p> <ul style="list-style-type: none"> All staff to be engaged in internal professional learning and have access to external professional learning as needed. This will be supported through Professional Learning Communities (PLCs) To support professional learning in targeted areas the Senior Leader Innovation, General Capabilities and STEM will work with teachers to plan, implement and assess incorporating an integrated STEM approach in classrooms <p>Assessment</p> <ul style="list-style-type: none"> Level of engagement as measured by student surveys 		<p>Common language across the site in regard to levels of questioning.</p> <p>Increased engagement of the learning design process by teachers.</p> <p>Increased engagement in students as measured in student survey.</p>
<p>Student Wellbeing Growth Mindset A focus on building students' self-confidence. Students will develop the skills necessary to see the progress they are making, appreciate how the quality of their work has improved and set clear, challenging and achievable goals for future development.</p> <p>Attendance A focus on the engagement of students and building an understanding of the importance of arriving at school on time and to consistently attend school making the links with learning progress and success.</p>	<p>Professional learning</p> <ul style="list-style-type: none"> All staff to be engaged in learning around authentic student voice and providing feedback about the learning with which they are engaging. (Use of TfEL resources and Australian Professional Standards for Teachers.) <p>Specific programs</p> <ul style="list-style-type: none"> School Counsellor to work closely with class teachers, families, other relevant staff and agencies (where necessary) to continue to build the links between school and home. Continued monitoring and action based on the electronic data collected and provide families with the information supporting the importance of being at school and arriving on time. Aboriginal Education team working closely with families and wider community to develop and implement the School Community Partnership Agreement Staff work with BSSOs and interpreters to assist and support EALD families and their engagement with school Reward and incentive programs continued and established to boost attendance and positive behaviour (ie Class Dojo and introduction of Breakfast Program) <p>Assessment</p> <ul style="list-style-type: none"> Student surveys – school, Pivot and MDI 	<p>Attendance 2016</p> <p>Rec 91.8% Yr 1 92.6% Yr 2 89.1% Yr 3 91.0% Yr 4 91.5% Yr 5 91.6% Yr 6 93.0% Yr 7 89.4%</p> <p>Total 91.1%</p>	<p>Consistent practice of authentic student voice is evident across the school to optimise student learning and achievement.</p> <p>Attendance 2017</p> <p>Total 95%</p>