

**TRINITY GARDENS SCHOOL SITE IMPROVEMENT PLAN 2017**

PRIORITY AREA	CURRENT DATA/EVIDENCE	ACTIONS	TARGETS/OUTCOMES
<b>Improve student achievement in mathematics</b>	<p>NAPLAN PAT MATHS STUDENT PERCEPTION SURVEYS STUDENT ACHIEVEMENT DATA FORMATIVE ASSESSMENTS</p>	<ul style="list-style-type: none"> <li>Teachers will identify students to target rigorous learning for identified students at risk of not retaining NAPLAN achievement in the higher skill bands e.g. use PAT M as a predictor of high band retention and as a result, implement intervention strategies.</li> <li>The ELC moderates and reports on the Early Years Numeracy Indicators for every child.</li> <li>Teachers will work in collaborative teams to develop a planned approach to learning design, task assessment and Partnership moderation in Mathematics.</li> <li>A working party is established to develop a whole site agreement for the teaching of mathematics /numeracy.</li> <li>Make recommendations and trial the use of on line programs to support Maths learning.</li> <li>Explore the use of 'Too Smart' intervention for junior primary students.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment driven processes exist to systematically track, monitor and intervene for students identified as at risk of not retaining achievement in the top two bands in year 5 and 7.</li> <li>Teachers can demonstrate individual student progress across a year in mathematics achievement.</li> <li>ELC monitors &amp; reports on each child's numeracy development utilising numeracy indicators.</li> <li>Our students are achieving Maths results at each year level at or above DECD Standards of Educational Achievement (SEA).</li> </ul>
<b>Improve student achievement in literacy</b>	<p>NAPLAN PAT Reading RUNNING RECORDS STUDENT ACHIEVEMENT DATA PASM (ORAL LANGUAGE – REC) FORMATIVE ASSESSMENTS</p>	<ul style="list-style-type: none"> <li>Teachers will identify students to target rigorous learning for identified students at risk of not retaining NAPLAN achievement in the higher skill bands e.g. use PAT R as a predictor of high band retention and as a result, implement intervention strategies.</li> <li>The ELC moderates and reports on the Early Years Literacy Indicators for every child.</li> <li>A working party is established to develop a whole site agreement for the teaching of English (reading, writing, spelling &amp; grammar)</li> <li>Our school supports Partnership EALD moderation in Language &amp; Literacy Levels.</li> <li>Teachers will participate in "The Literacy Cycle" and reading comprehension trainings.</li> <li>Clarify reading levels appropriate for the Steiner stream at each year level.</li> </ul>	<ul style="list-style-type: none"> <li>There are assessment driven processes to systematically track, monitor and intervene for students identified as at risk of not retaining achievement in the top two bands in year 5 and 7.</li> <li>Teachers can demonstrate individual student progress across a year in literacy achievement.</li> <li>The ELC monitors &amp; reports on each child's literacy development utilising literacy indicators.</li> <li>Our school is achieving reading results at each year level at or above DECD Standards of Educational Achievement (SEA).</li> <li>Students at or below instructional reading level 13 by September of Year 1 are proactively monitored.</li> </ul>
<b>Improve learner well being &amp; engagement</b>	<p>MDI data Kids Matter student survey Bully audit Kids Matter staff survey Parent survey Staff audit Attendance data</p>	<ul style="list-style-type: none"> <li>Continue implementation of Play Is The Way</li> <li>Finalise Behaviour Education Policy and provide to Governing Council for approval</li> <li>Complete the Induction Policy for new staff</li> <li>Staff participate in Kids Matter training Component 4 (Mental Health)</li> <li>Continue to review 'hotline 63' support</li> <li>Provide training and development to support parents and carers</li> <li>Games in staff meeting</li> <li>Provide workshops/wellbeing (Madhavi Barwon Parker – GC, Staff &amp; SSOs, Steiner Education workshops )</li> <li>Activities for students</li> <li>Support wellbeing and morale of teachers                             <ul style="list-style-type: none"> <li>Ensure circle time happens on regular basis</li> <li>Investigate an alternate / streamlined method of communication between parents/careers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>All teachers will provide 3x20min sessions per week focussing on Play is the Way activities relating to the weekly focus</li> <li>A higher percentage of parents / carers access the newsletter each week.</li> <li>Increase teacher motivation and willingness to deliver curriculum.</li> <li>Up skill teachers to feel more confident to deliver curriculum</li> <li>Increased use of Play Is The Way language, builds consistent approach</li> <li>Teachers have a work life balance, feel more energy to connect with students and deliver an engaging and challenging curriculum.</li> <li>Teachers use consistent language in working with students</li> </ul>
<b>Develop and strengthen student critical &amp; creative thinking skills</b>	<ul style="list-style-type: none"> <li>Current research identifies the need for students to develop a wide range of skills in problem solving, creativity, communication and collaboration.</li> <li>PAT Science</li> <li>NAPLAN High band achievement and retention have been identified as areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Nominated staff participate in the Uni SA R – 12 Questioning Project and the Year 7/8 Collaborative Inquiry Project.</li> <li>ELC participates in the STEM Pedagogy Inquiry Project.</li> <li>Strengthen STEMMIES and STEM CLUB initiatives.</li> <li>Further build teacher pedagogy and child/student capacity in STEM.</li> <li>Analyse PAT Science assessment data (Year 3-10) to plan for STEM learning at site and Partnership level.</li> <li>Explore possibilities of STEM using Portrush Forest</li> </ul>	<ul style="list-style-type: none"> <li>PAT Science data will reflect a year's growth of learning for each student.</li> <li>Documented evidence of STEM projects within the Partnership.</li> <li>School STEM assessment tool informs student progress.</li> <li>The 7/8 STEM disposition data demonstrates growth over time across the community.</li> <li>Preschools document children's learning in STEM.</li> <li>Increase the number of students retaining achievement in the top two bands of NAPLAN numeracy.</li> <li>Teachers self report improved confidence in asking quality questions.</li> </ul>