

HENLEY BEACH PRIMARY SCHOOL

SITE IMPROVEMENT PLAN 2017-20

Focus: Numeracy and Literacy

Higher achievement, engagement, intellectual stretch, resilience and a growth mind set for every learner in numeracy and literacy – powerful learners of numeracy and literacy.

- Track and monitor every learner's growth
- Have a numeracy and literacy improvement cycle
- Enact changes in pedagogical practice
- Identify and enact clear intervention processes

From the DECD Strategic Plan Priority, "South Australia will have a strong public education system, characterized by high achievement, growth, challenge, engagement and equity."

One of the most important jobs in our system is to build the professional capacity of our teachers to be even more effective and intentional learning designers, understanding each learners starting point, engaging and challenging every learner and maximising the learning growth and achievement of every learner every year.

Performance Reporting

Who will we involve, inform and how?

- ❖ Staff- staff meetings, Professional Learning Teams, Leadership and Partnership teams
- ❖ Parents- Newsletter, open mornings, parent-teacher interviews, annual reports.
- ❖ Governing Council- reports, meetings,
- ❖ Students- Student Leadership, Student Voice, formative feedback and co-design.
- ❖ Assemblies

Intervention and Support (Strategies)

How will we do it?

- ❖ Extend common agreements in Literacy and Numeracy to reflect pedagogical initiatives, through formalized learning teams, action research, sharing practice in STEM, Learning Design, Collaborative Assessment and Moderation, locally and across the Partnership. [ESR 1,2,4]
- ❖ Implement a common approach F- 2, 3-7 Jolly Phonics/Grammar/ Pre-lit/ Mini lit/ Multi Lit/ Reading Doctor/ SSP
- ❖ Refine successful practice in middle primary numeracy that has resulted in 3 years of steady improvement to be common.
- ❖ Empower staff to use student data to track and analyse achievement and growth, and design learning. [ESR 3]
- ❖ Use common collaborative assessment and moderation strategies at both local and partnership levels.
- ❖ Respond to the 2015/16 Running Records and NAPLAN Literacy and Numeracy with targeted strategies.
- ❖ Implement online Progressive Assessment Testing (PAT) Reading Comprehension and Mathematics.
- ❖ Continually review and revise student data collection process. [ESR 3]



Standards (Targets)

What targets do we aim to achieve?

- ❖ All teachers involved in professional learning teams to explore, action and embed evidence-based pedagogy. [ESR 1,2,4]
- ❖ Staff are collaborative and engaged in furthering their personal professional profile against TFEI and AITSL standards. [ESR 4]
- ❖ All teachers follow the school data collection process and utilise the information to evidence pedagogy and Learning Design. [ESR 3]
- ❖ A 5% reduction in the number of students represented in the lower NAPLAN achievement bands, reading and numeracy, with no child below SEA DECD plus an improvement in students represented in higher reading and numeracy bands from prior year.
- ❖ No non-NEP students, below SAE levels 3,5,7
- ❖ Intervention structures and processes support the learning of identified students measured by growth [ESR 3]
- ❖ Improve student engagement, learning behavior and growth mindsets.
- ❖ STEM learning as part of all programs.

Self-Review (Performance Measures)

What information we will collect on progress?

- ❖ Whole school data sets at agreed timelines as outlined in the student data collection plan
- ❖ Record, collate common data sets at an individual teacher, year level teams, whole school and across Partnership level. [ESR 3]
- ❖ Regular classroom teacher "on track" professional judgement checks. Evidence based (Red/Yellow/Green) [ESR 3]
- ❖ Student, staff and family formative feedback as an ongoing development /involvement process and formal reporting with targets (2x per year)
- ❖ Performance Development Plan feedback and professional review. [1x per term]

Improvement Planning

What are the emerging issues? What do we need to address?

- ❖ Catering for the range of learner needs within current classrooms
- ❖ Teacher pedagogy that engages and stretches each student including evidence-based features of Growth mindset, Co-design, clear learning intentions, collaborative moderated learning design and assessment, STEM thinking
- ❖ Staff focus on embedding evidence-based pedagogy into their classroom practice, to engage and stretch each child.
- ❖ Promoting Powerful Learning disposition.

Vision

"Henley Beach Primary School aims to be a healthy and collaborative community of learners in which all members are encouraged and supported to live the school values. The school strives to have an inspiring curriculum which promotes the learning of life skills and responsibility for one's own learning and behavior"

Values

- **Respect**
- **Care**
- **Safety**
- **Doing your best**