

Site Improvement Plan 2017 – 2018



English – Led by Principal and Literacy Strategic Team

Goals	Agreed Strategies	Success Indicators	Targets																																																																														
<p>Our goal, with a focus on reading comprehension and writing, is to develop every student’s operational skills in Literacy to enable them to understand, analyse, critically respond to and produce spoken, written, visual and multi – media communications in a range of contexts so they can apply their understanding of Literacy across the curriculum.</p>	<p>Development of a whole-school Literacy Agreement.</p> <p>Development of a “Literacy Block” Model for all year levels to deliver 300 minutes of quality, differentiated, weekly teaching and learning in English.</p> <p>Staff learning time allocated for collaborative planning (Learning Design) and moderation of teaching and learning in English.</p> <p>Early intervention for identified students (PATR / NAPLAN). Strategic Team investigates high yielding, evidence informed intervention resources / programs. Relevant training for SSO’s.</p>	<p>A consistent approach to the teaching of English exists across the school.</p> <p>Staff program documents and Performance and Development discussions / observations reflect Agreement.</p> <p>All students engaged in 300 minutes of weekly learning in English.</p> <p>A consistent approach to the planning, teaching and assessment of learning in English exists across the school.</p> <p>Staff develop a deeper, shared understanding of the Australian Curriculum content specific to their year level.</p> <p>Identified students accessing intervention. (At present MiniLit / MultiLit / reading Doctor))</p>	<p>Above NMS Reading.</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Yr3</td> <td>84</td> <td>88</td> <td>92</td> </tr> <tr> <td>Yr5</td> <td>79</td> <td>85</td> <td>90</td> </tr> <tr> <td>Yr7</td> <td>86</td> <td>90</td> <td>95</td> </tr> </tbody> </table> <p>Above NMS Writing.</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Yr3</td> <td>89</td> <td>95</td> <td>100</td> </tr> <tr> <td>Yr5</td> <td>79</td> <td>85</td> <td>90</td> </tr> <tr> <td>Yr7</td> <td>80</td> <td>85</td> <td>90</td> </tr> </tbody> </table> <p>Higher skill band percentages.</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Yr3</td> <td>31.8</td> <td>30</td> <td>30</td> </tr> <tr> <td>Yr5</td> <td>13.4</td> <td>20</td> <td>25</td> </tr> <tr> <td>Yr7</td> <td>11.5</td> <td>20</td> <td>25</td> </tr> </tbody> </table> <p>PAT-R Percentage of DECD Standard of Achievement.</p> <table border="1"> <thead> <tr> <th></th> <th>Score</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Yr3</td> <td>100</td> <td>55</td> <td>60</td> <td>70</td> </tr> <tr> <td>Yr4</td> <td>110</td> <td>69</td> <td>65</td> <td>75</td> </tr> <tr> <td>Yr5</td> <td>115</td> <td>65</td> <td>80</td> <td>75</td> </tr> <tr> <td>Yr6</td> <td>120</td> <td>55</td> <td>75</td> <td>90</td> </tr> <tr> <td>Yr7</td> <td>124</td> <td>27</td> <td>65</td> <td>85</td> </tr> </tbody> </table>		2016	2017	2018	Yr3	84	88	92	Yr5	79	85	90	Yr7	86	90	95		2016	2017	2018	Yr3	89	95	100	Yr5	79	85	90	Yr7	80	85	90		2016	2017	2018	Yr3	31.8	30	30	Yr5	13.4	20	25	Yr7	11.5	20	25		Score	2016	2017	2018	Yr3	100	55	60	70	Yr4	110	69	65	75	Yr5	115	65	80	75	Yr6	120	55	75	90	Yr7	124	27	65	85
	2016	2017	2018																																																																														
Yr3	84	88	92																																																																														
Yr5	79	85	90																																																																														
Yr7	86	90	95																																																																														
	2016	2017	2018																																																																														
Yr3	89	95	100																																																																														
Yr5	79	85	90																																																																														
Yr7	80	85	90																																																																														
	2016	2017	2018																																																																														
Yr3	31.8	30	30																																																																														
Yr5	13.4	20	25																																																																														
Yr7	11.5	20	25																																																																														
	Score	2016	2017	2018																																																																													
Yr3	100	55	60	70																																																																													
Yr4	110	69	65	75																																																																													
Yr5	115	65	80	75																																																																													
Yr6	120	55	75	90																																																																													
Yr7	124	27	65	85																																																																													

	<p>All staff involved in the Visible Learning Professional Development Program.</p> <p>Investigate the use of the TfEL Compass to identify areas for improvement in pedagogy.</p> <p>All staff have (and are supported in developing) components of English (Comprehension & Writing) teaching as part of their Performance and Development Plan.</p>	<p>All staff implementing high yielding pedagogies and practices within their classrooms as evidenced by Performance and Development discussions and observation.</p> <p>Performance and Development discussions and observations indicate improvement / development of individually identified areas of practice.</p>	<p>PAT-R Percentage of students achieving growth.</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Yr3</td> <td>57</td> <td>70</td> <td>80</td> </tr> <tr> <td>Yr4</td> <td>68</td> <td>80</td> <td>90</td> </tr> <tr> <td>Yr5</td> <td>70</td> <td>80</td> <td>90</td> </tr> <tr> <td>Yr6</td> <td>40</td> <td>50</td> <td>60</td> </tr> <tr> <td>Yr7</td> <td>28</td> <td>40</td> <td>50</td> </tr> </tbody> </table> <p>Running Records % Achieved</p> <table border="1"> <thead> <tr> <th></th> <th>Level</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>5+</td> <td>53</td> <td>63</td> <td>73</td> </tr> <tr> <td>Yr1</td> <td>13+</td> <td>24</td> <td>35</td> <td>45</td> </tr> <tr> <td>Yr2</td> <td>21+</td> <td>52</td> <td>62</td> <td>72</td> </tr> </tbody> </table>		2016	2017	2018	Yr3	57	70	80	Yr4	68	80	90	Yr5	70	80	90	Yr6	40	50	60	Yr7	28	40	50		Level	2016	2017	2018	Rec	5+	53	63	73	Yr1	13+	24	35	45	Yr2	21+	52	62	72
	2016	2017	2018																																												
Yr3	57	70	80																																												
Yr4	68	80	90																																												
Yr5	70	80	90																																												
Yr6	40	50	60																																												
Yr7	28	40	50																																												
	Level	2016	2017	2018																																											
Rec	5+	53	63	73																																											
Yr1	13+	24	35	45																																											
Yr2	21+	52	62	72																																											

Site Improvement Plan 2017 – 2018



Mathematics – Led by Principal and Mathematics Strategic Team

Goals	Agreed Strategies	Success Indicators	Targets																																																																																						
<p>Our goal is to develop every student’s knowledge and confidence in Mathematics to enable them to use operational skills to understand, analyse and critically respond to and use Mathematics in a variety of contexts so they can apply their mathematical understandings across the curriculum.</p>	<p>Development of a whole-school Mathematics Agreement.</p> <p>Development of a “Numeracy Block” Model for all year levels to deliver 300 minutes of quality, differentiated, weekly teaching and learning in Mathematics.</p> <p>Staff learning time allocated for collaborative planning and moderation of teaching and learning in Mathematics.</p>	<p>A consistent approach to the teaching of Mathematics exists across the school. Staff program documents and Personal Performance and Development discussions / observations reflect Agreement.</p> <p>All students engaged in 300 minutes of differentiated weekly learning in Mathematics which includes elements of Understanding, Fluency, Problem Solving and Reasoning.</p> <p>A consistent approach to the planning, teaching and assessment of learning in Mathematics exists across the school. Staff develop a deeper, shared understanding of the Australian Curriculum content specific to their year level.</p>	<p>Above NMS Maths.</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Yr3</td> <td>84</td> <td>100</td> <td>100</td> </tr> <tr> <td>Yr5</td> <td>90</td> <td>100</td> <td>100</td> </tr> <tr> <td>Yr7</td> <td>91</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Higher skill band percentages.</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Yr3</td> <td>16.4</td> <td>25</td> <td>25</td> </tr> <tr> <td>Yr5</td> <td>6</td> <td>25</td> <td>25</td> </tr> <tr> <td>Yr7</td> <td>6</td> <td>25</td> <td>25</td> </tr> </tbody> </table> <p>PAT-M Percentage of DECD Standard of Achievement.</p> <table border="1"> <thead> <tr> <th></th> <th>Score</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Yr3</td> <td>101</td> <td>44</td> <td>95</td> <td>95</td> </tr> <tr> <td>Yr4</td> <td>110</td> <td>69</td> <td>95</td> <td>95</td> </tr> <tr> <td>Yr5</td> <td>112</td> <td>65</td> <td>95</td> <td>95</td> </tr> <tr> <td>Yr6</td> <td>120</td> <td>56</td> <td>95</td> <td>95</td> </tr> <tr> <td>Yr7</td> <td>121</td> <td>53</td> <td>95</td> <td>95</td> </tr> </tbody> </table> <p>PAT-M Percentage of students achieving growth.</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Yr3</td> <td>33</td> <td>100</td> <td>100</td> </tr> <tr> <td>Yr4</td> <td>63</td> <td>100</td> <td>100</td> </tr> <tr> <td>Yr5</td> <td>38</td> <td>100</td> <td>100</td> </tr> <tr> <td>Yr6</td> <td>50</td> <td>100</td> <td>100</td> </tr> <tr> <td>Yr7</td> <td>18</td> <td>100</td> <td>100</td> </tr> </tbody> </table>		2016	2017	2018	Yr3	84	100	100	Yr5	90	100	100	Yr7	91	100	100		2016	2017	2018	Yr3	16.4	25	25	Yr5	6	25	25	Yr7	6	25	25		Score	2016	2017	2018	Yr3	101	44	95	95	Yr4	110	69	95	95	Yr5	112	65	95	95	Yr6	120	56	95	95	Yr7	121	53	95	95		2016	2017	2018	Yr3	33	100	100	Yr4	63	100	100	Yr5	38	100	100	Yr6	50	100	100	Yr7	18	100	100
	2016	2017	2018																																																																																						
Yr3	84	100	100																																																																																						
Yr5	90	100	100																																																																																						
Yr7	91	100	100																																																																																						
	2016	2017	2018																																																																																						
Yr3	16.4	25	25																																																																																						
Yr5	6	25	25																																																																																						
Yr7	6	25	25																																																																																						
	Score	2016	2017	2018																																																																																					
Yr3	101	44	95	95																																																																																					
Yr4	110	69	95	95																																																																																					
Yr5	112	65	95	95																																																																																					
Yr6	120	56	95	95																																																																																					
Yr7	121	53	95	95																																																																																					
	2016	2017	2018																																																																																						
Yr3	33	100	100																																																																																						
Yr4	63	100	100																																																																																						
Yr5	38	100	100																																																																																						
Yr6	50	100	100																																																																																						
Yr7	18	100	100																																																																																						

	<p>Early intervention for identified students (PATM / NAPLAN). Strategic Team investigates high yielding, evidence informed intervention resources / programs. Relevant training for SSO's.</p> <p>Investigate the use of the TfEL compass to identify areas for improvement in pedagogy.</p> <p>All staff involved in the Visible Learning Professional Development Program.</p> <p>All staff have (and are supported in developing) components of Mathematics teaching as part of their Performance and Development Plan.</p> <p>Selected / nominated staff participate in the ACER Thinking Maths program and share their learning with staff.</p>	<p>Identified students accessing intervention.</p> <p>All staff implementing high yielding pedagogies and practices within their classrooms.</p> <p>Performance and Development discussions and observations indicate improvement / development of individually identified areas of practice.</p> <p>Thinking Maths participants have modelled and shared learning with colleagues through both informal and formal staff learning sessions.</p>	
--	---	--	--

Site Improvement Plan 2017 – 2018



Government of South Australia
Department for Education and
Child Development

Nicolson
R-7 SCHOOL inspire+contribute+achieve

Site Wellbeing – Led by Principal / Counsellor and the Site Wellbeing Strategic Team

Goals	Agreed Strategies	Success Indicators	Targets
Continue to implement KidsMatter as a framework for wellbeing across the school			

<p>Develop a consistent approach to the implementation of our SBM Policy and procedures.</p> <p>Improve student attendance. (88% Nov 2016).</p> <p>All members of the school community develop a deep and shared understanding of our core values – Respect, Integrity, Teamwork, Resilience & Responsibility.</p> <p>Enable teachers to better understand and proactively manage their personal health and wellbeing.</p> <p>Staff are supported in their personal and professional growth.</p>	<p>Review / familiarise / induct staff and students with current SBM Policy and Procedures.</p> <p>Staff inducted in Attendance procedures and responsibilities. Attendance communicated to parents each term. Attendance acknowledged at weekly / end of semester assemblies.</p> <p>Induction of all new staff. Teachers work with students to develop a shared definition of each value and to identify the associated observable behaviours linked to each. Teachers work with students to develop Classroom Codes of Conduct based upon the five core values. Weekly Class Awards based on the five core values. Annual awards for students who live our core values over the course of the school year.</p> <p>Teaching staff involved in learning through The Australian Teachers Wellbeing Toolkit.</p> <p>Staff collaboratively develop an agreed and negotiated set of Performance and Development Guidelines and Processes.</p> <p>Staff are provided with opportunities to engage in professional development</p>	<p>Consistent implementation of SBM Policy and Procedures.</p> <p>Attendance procedures implemented consistently. Student attendance improves.</p> <p>Students and staff are able to clearly articulate the school values. All classes have Codes of Conduct based on our core school values. The “language” of our school values is used in all conversations and interactions with regard to student behaviour.</p> <p>All staff are involved in Performance and Development processes that supports their personal and professional goals.</p>	<p>Attendance meets / exceeds DECD target of 93 %.</p> <p>Percentage of staff agreement in regard to Individual Morale / Distress (71% 2016) as a Protective Health Factor increases to 80% according to the 2017 Staff Psychological Health Survey.</p> <p>Percentage of staff agreement in regard to Appraisal & Recognition (65% 2016) and Employee Development (60% 2016) as Protective Health Factors increases to 75% according to the 2017 Staff Psychological Health Survey.</p>
--	---	---	--

<p>Continue to implement Second Step and Child Protection Curriculum.</p>	<p>aligned with the goals of their individual Performance and Development Plans and offered the opportunity to share their learning with others.</p> <p>All staff timetable and program for the implementation / teaching of Second Step and the Child Protection Curriculum.</p>	<p>All staff have accessed Professional Development relevant to their Performance and Development goals.</p>	<p>All students can articulate their rights and responsibilities and safe practices with regard to the Child Protection Curriculum.</p>
<p>Extend the involvement of Junior Primary Students in Action Teams.</p>	<p>Site Wellbeing Team and School Counsellor investigate ways to involve and skill Junior Primary students to actively and effectively participate in Student Action Teams.</p>	<p>An increasing number of Junior Primary students are involved in Student Action Team facilitated projects.</p>	<p>All students develop a “better” sense of the physiological state of their bodies.</p>
<p>Implement Interoception program at Level 1 (with the Well Being Strategic Team to investigate progression to Level 3 – 2018)</p>	<p>Staff trained to implement daily Interoception exercises.</p>	<p>All students engage with Interoception exercises twice daily.</p>	<p>All students develop a “better” sense of the physiological state of their bodies.</p>