

Ungarra Primary School Site Improvement Plan 2017

Every Child Learning Every Day in Every Way

Our priorities:

Our targets:

Conditions for learning:

Transforming Tasks
to allow for
Intellectual Stretch

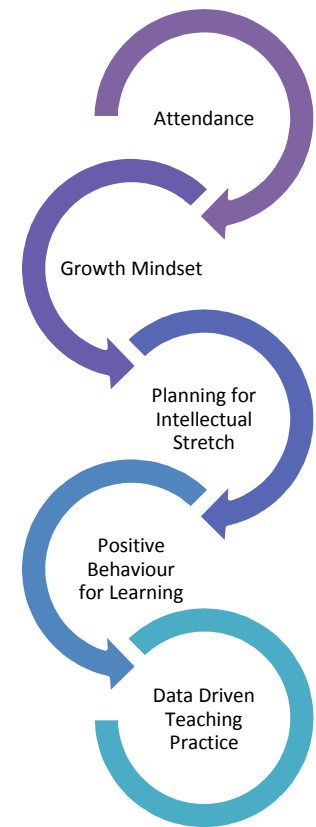
- Transforming tasks to ensure students are doing the thinking - effective use of questioning.
- 100% of students achieving middle and upper growth in NAPLAN (Year 5 and 7).
- 100% of students achieving middle and upper growth in PAT M and PAT R
- 100% of upper band retention (Year 3-5-7)
- Increase the amount of students achieving National Average for NAPLAN

Numeracy

- an increase by 20% of students achieving a level 5 (stanine) or above in PAT M by September 2017 (year 3-7).
- Increase in the amount of students reaching National Average for NAPLAN
- 90% of students reaching Standard of Educational Achievement (SEA) for Pat M (year 3-7).

Reading
Comprehension

- an increase by 20% of students achieving a level 5 (stanine) or above in PAT R by September 2017 (year 3-7).
- Increase in the amount of students reaching National Average for NAPLAN
- 90% of students reaching Standard of Educational Achievement (SEA) for Pat R (year 3-7).





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Purpose: Create powerful, confident learners who can expand their capacity to learn in order to succeed as effective global citizens.

Vision: For our students to exceed National Standards and ensure students are engaged in their learning and setting their own challenging targets.

<p>Priorities: <i>The two or three key areas for specific focus over the next 12 months, as determined by Self Review processes.</i></p>	<p>Targets: <i>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate.</i></p>	<p>Key Strategies: <i>The key actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the targets.</i></p>	<p>Evidence and Evaluation: <i>The processes, data and timelines to be used to monitor/measure/evaluate programs towards achievement of the targets and/or implementation of Key Strategies</i></p>
<p>Transforming Tasks to allow for intellectual stretch – Tell to Ask</p>	<ul style="list-style-type: none"> • 100% of students achieving middle and upper growth in NAPLAN (Year 5 and 7) • 100% of students achieving middle and upper growth in PAT M and PAT R • 100% of upper band retention (Year 3-5-7) • Transforming tasks to ensure students are doing the thinking • Increase the amount of students achieving National Average for NAPLAN 	<ul style="list-style-type: none"> • Effective use of SLIPP for support with effective task design that: <ol style="list-style-type: none"> a) allows students to do the thinking b) demonstrates effective questioning techniques by all staff • Focus on Questioning (Tell to Ask) to ensure that students are doing the thinking • Unpack elements of Tell to Ask: <ol style="list-style-type: none"> 1. Socratic questioning: ask questions that help students dig deeper 2. Explore before explain: ask students to try their ideas first 3. Student voice: ask students to decide how they might do this best 4. Use dialogue: ask students to interact and build meaning through learning conversations 	<ul style="list-style-type: none"> • 100% of students achieving middle and upper growth in NAPLAN (Year 5 and 7). • 100% of students achieving middle and upper growth in PAT M and PAT R • 100% of upper band retention (Year 3-5-7) • Effective use of questioning in lesson observations. • Evidence in planning of elements of tell to ask. • Increase the amount of students achieving National Average for NAPLAN • Student feedback • Disposition data

<p>Transform tasks to allow students to engage in deeper understanding of mathematical concepts. Student to engage in problem solving tasks with a focus on problem solving strategies and explaining their thinking strategies.</p>	<ul style="list-style-type: none"> • An increase by 20% of students achieving a level 5 (stanine) or above in PAT M by September 2017 year 3-7 • 100% of students reaching NMS in NAPLAN for 3, 5, and 7 • 90% of students reaching SEA for Pat M by September 2017 year 3-7 • 100% of staff using problem based learning design in classrooms • Maintain and sustain 2016 strategies and professional leaning • Whole school numeracy agreements established for numeracy 	<ul style="list-style-type: none"> • Timely data analysis of Pat M and NAPLAN data to inform best teaching practice (planning for improvement) • Numeracy plans to be developed from anaylsis of NAPLAN data and Pat M data and implemented in to 100% of classrooms • Maintain three numeracy groups for maths based on thorough data analysis and areas identified for explicit teaching. • Quicksmart – continue intervention in a timely manner • Whole Staff PD: continue Back to Front Mathematics • Deprivatising practice – Ashleigh modelling • Use of SLIPP to support staff with learning design, assessment and moderation • Differentiated teaching practice to respond to student needs and include higher order thinking for all students • Task design is transformed to ensure students are doing the thinking (Tell to Ask) 	<ul style="list-style-type: none"> • PAT-M – analysis of Scale Scores (SEA) • PAT M – analysis of Stanine’s • NAPLAN scores annually – analysis of question type correct and incorrect • Quicksmart Maths all children to increase speed and accuracy in all areas
<p>Raise reading standards across the school with a focus on Reading Comprehension.</p>	<ul style="list-style-type: none"> • An increase by 20% of students achieving a level 5 (stanine) or above in PAT R by September 2017. • 90% of students from year 3-7 achieving SEA by September 2017 • Running records - 100% of reception students improving by a minimum of 2 levels per term • Running records – 100% of year one students improving by a minimum of 2 levels per term and targeted intervention and referrals 	<ul style="list-style-type: none"> • Explore reading strategies presented in the teaching resources CARS and STARS, unpack this with staff • Thorough and timely data analysis of both Pat R data and CARS and STARS (diagnostic –each term) information to inform teaching practices and key areas of focus for explicit teaching • Junior Primary teacher to undertake Running Record training to ensure consistent approaches to 	<ul style="list-style-type: none"> • PAT-R – analysis of Scale Scores (SEA) • PAT R – analysis of Stanine’s • NAPLAN scores annually – analysis of question type correct and incorrect • Lexile (twice yearly) • Running Records termly testing to take place by week 8 of each term • Sight words tested twice termly • PASM/SPA by week 5 Term 1

for students who are not

- Running records - 100% of year two students improving by a minimum of 2 levels per term and targeted intervention and referrals for students who are not.
- Running Records – year 3-7 students identified at risk to continue reaching benchmark for running records (level 30) and intervention measures in place for those who have not reached this benchmark at the end of year 2.
- 95% of students are reading to an adult on a daily basis

data collection and reporting for reading

- Explicit teaching of reading comprehension strategies from R-7
- Teacher's team teaching every Monday to support multi-age level teaching of reading comprehension
- Information about reading comprehension strategies shared with parents and community through fortnightly newsletters
- Running record data to be collected on all students in the school (Term 1). Students in the Upper Primary identified at risk will have a plan implemented by end of Term 1
- PASM for all new reception students and a phonological awareness program implemented
- Increase in adults reading to students every day (volunteers/support staff)
- Increased use of Lexile to track and monitor progress in the Upper Primary Class of reading comprehension
- Unpack the BIG 6 in reading with all staff (PD with Bec Jamieson)