

2015/16 Site Improvement Plan

Greenwith Primary School

Version 4



Government
of South Australia

Department for Education
and Child Development

The sky's the limit

Established 1994



Vision:

To be recognised through multiple measures as a school of excellence within the community and the South Australian Education system.

Mission:

To educate and equip all students with the knowledge, understanding, skills and values to face the challenges of the future with confidence.

Our CORE Values: Collaboration Organisation Respect Excellence

Guiding Principles:

- positive relationships
- differentiated learning
- authentic engagement
- explicit teaching
- evidence based
- high expectations

Therefore at Greenwith Primary School, we:

- Review and refine our practice and performance as part of our professional responsibility to improve outcomes for students.
- Work collaboratively in Professional Learning Communities focusing on continuous improvement, supporting and challenging each other through professional dialogue.
- Design and deliver explicit, coherent, sequenced learning programs, plans and assessments tailored to learning needs.
- Align our work with the Australian Curriculum (AC), Early Years Learning Framework (EYLF), Numeracy and Literacy Strategy, Teaching for Effective Learning (TfEL), the Australian Professional Standards for Teachers Framework and the DECD Improvement and Accountability Framework (DIAf).

In 2015 our Site Improvement Plan priorities are:

- Mathematics - Number
- English - Writing
- Teaching and Learning

Mathematics - Number	English – Writing	Teaching and Learning
FOCUS - Increase teacher effectiveness to improve learning outcomes for students		
<p>Leadership Actions:</p> <ul style="list-style-type: none"> ▪ Consult with staff around the whole school numeracy agreement moving towards its ratification ▪ Coordinate professional development including: <ul style="list-style-type: none"> ○ Term 2 staff meetings ○ Term 2 moderation release ○ Term 2 partnership pupil free day <p>Mathematics Portfolio Actions:</p> <ul style="list-style-type: none"> ▪ Consult with staff and make decisions in regards to: <ul style="list-style-type: none"> ○ professional development ○ resourcing ○ whole school core learning resources ▪ Coordinate a stocktake of available and required maths resources ▪ Publish an article in the newsletter with a focus on number in Term 2 ▪ Coordinate a parent workshop or open morning during Literacy and Numeracy Week in Term 3 ▪ Facilitate Term 2 Staff Meetings <p>PLC Actions:</p> <ul style="list-style-type: none"> ▪ PLC analysis of collected data sets in PAT-Maths to inform teaching and to support targeted learning ▪ Explore engaging IT to assist numeracy skills learning ▪ Using PLC meetings to plan, review and target learning <p>Teacher Actions:</p> <ul style="list-style-type: none"> ▪ Implement whole school numeracy agreement and core resources ▪ Ensure wave 2 & 3 learners receive necessary support ▪ Use formative assessment to inform teaching ▪ Follow assessment and data collection timetables 	<p>Leadership Actions:</p> <ul style="list-style-type: none"> ▪ Facilitate the ratification of the remaining content strands of the whole school literacy agreement ▪ Coordinate professional development including: <ul style="list-style-type: none"> ○ Term 1 Jolly Grammar (Year 4) ○ Term 3 staff meetings ○ Term 4 pupil free day – Sheena Cameron <p>English Portfolio Actions:</p> <ul style="list-style-type: none"> ▪ Consult with staff and make decisions in regards to: <ul style="list-style-type: none"> ○ professional development ○ resourcing ○ whole school core learning resources ▪ Coordinate a stocktake of available and required literacy resources ▪ Publish an article in the newsletter with a focus on writing in Term 3 ▪ Coordinate a parent workshop or open morning during Literacy and Numeracy Week in Term 3 ▪ Facilitate Term 3 Staff Meetings <p>PLC Actions:</p> <ul style="list-style-type: none"> ▪ PLC analysis of collected data sets in PAT-Reading and Running Records / Lexile levels to inform teaching and to support targeted learning ▪ Explore engaging IT to assist writing skills learning ▪ Using PLC meetings to plan term units of work in writing <p>Teacher Actions:</p> <ul style="list-style-type: none"> ▪ Implement whole school literacy agreement and core resources ▪ Ensure wave 2 & 3 learners receive necessary support ▪ Use formative assessment to inform teaching ▪ Follow assessment and data collection timetables 	<p>Leadership Actions:</p> <ul style="list-style-type: none"> ▪ Coordinate professional development including: <ul style="list-style-type: none"> ○ Term 1 Heath and PE specialist release ○ Term 2 pupil free day – PLC observation visits ○ Term 2 moderation release ○ Term 3 inquiry in HASS release ○ Term 4 digital technologies release ▪ Facilitate staff meeting sharing of TfEL reflections ▪ Facilitate moderation workshops ▪ Supporting the use of professional standards <p>Teaching and Learning Portfolio Actions:</p> <ul style="list-style-type: none"> ▪ Support AC Phase 2: <ul style="list-style-type: none"> ○ Implementation of HASS - Geography ○ Familiarisation of Health & PE, HASS - Civics & Citizenship, Business & Economics, Technologies, The Arts ▪ Lead the management of AC resourcing to facilitate staff learning and teaching ▪ Work with AC Implementation Officer (IO) regarding site and partnership learning ▪ Engage in learning with peers in the local partnership ▪ Facilitate whole school inquiry model implementation ▪ Survey staff regarding AC: <ul style="list-style-type: none"> ○ time allocations ○ understanding ○ use <p>PLC Actions:</p> <ul style="list-style-type: none"> ▪ Collect evidence of student learning ▪ A shared understanding of the achievement standard ▪ Design common moderation tasks ▪ Organise a visit or PD for the Term 2 pupil free day ▪ Analyse cohort data in Term 1 and Term 4 <p>Teacher Actions:</p> <ul style="list-style-type: none"> ▪ Implement core programs ▪ Participate in peer observations ▪ Use the professional standards for teachers to inform the development of PD goals ▪ Use the professional standards for teachers to recognised current aspirations and achievements ▪ Enter data on MarkiT at documented scheduled times