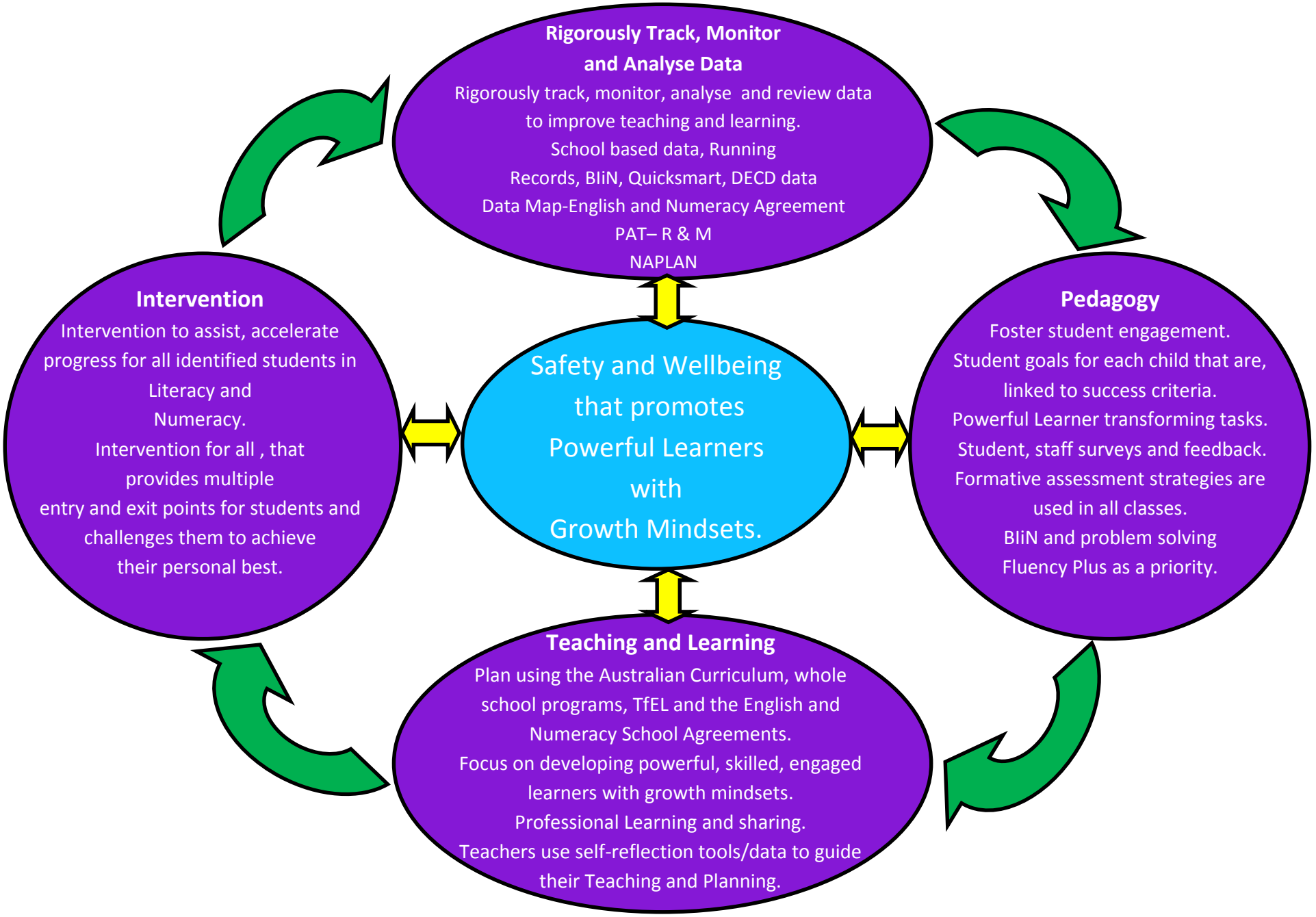
The Pines Site Improvement Plan 2016/17



The Pines Site Learning Plan	2017	Strategies	Evaluation/ Evidence
2016 **Targets Running Records** **Target 1** **Receptions increase to 55% at or above level 5 (SEA). This is 10% increase on 2015 results.** **Target 2** **Year 1 – 55% of students to be at or above level 15 (SEA). This is an 8% increase on 2015 results.** **Target 3** **Year 2 – 75% to be at or above level 21 (SEA). This is a 5% increase from 2015 results.**		Running Records training for all new teachers, term 1 to ensure consistency. All new teachers are trained in Running Records and feel confident to implement RR. All class teachers collect Running Records data regularly and provide data at the end of each term, to indicate progress for all students R – 7.Running Records Data is collected and analysed to support planning for all students R-7 below Level 30. Student progress is mapped termly, progress analysed and discussed. All students not making expected progress are reviewed for intervention termly. The Literacy Committee meets to evaluate progress of the implementation of the English Agreement, the English Block and determine strategies for development of Comprehension beyond level 30. Staff evaluate their Reading Programs with particular attention to Differentiation, Pedagogy and Learner Improvement Data. – teachers and SSOs are trained in Guided Reading which is implemented in the English Block R-7. Senior Leader- Literacy Improvement & Reading Support Teacher provide training and individual classroom support as required including with PAT R. Differentiation of instruction, including formative assessment supports and promotes inclusion and engagement for all students. All teachers complete the first or second year of modules of the Dylan Williams Formative Assessment training package. Observation and sharing demonstrates that teachers are using this new learning to change pedagogy. Performance Development focuses on developing powerful learners, differentiation, formative assessment, and improvement in LIteracy achievement for every child.	Progress towards literacy targets is mapped by School Improvement team. Running Records Targets are achieved. Teachers reflect on the class data collected as described in the School Data map and each child's progress guides teaching/ learning programs. Intervention for students at risk includes individualised programs, Multi Lit and the introduction of Mini Lit in 2016. The Literacy Committee provides feedback to whole staff. The School English Agreement is used by all staff, the Data map is followed to ensure consistency and continuity of data collection and practice. Literacy teaching in all classes includes explicit teaching, guided reading, partner reading and formative assessment. TLCs report on their learning. Teachers watch each other teach-reprivatisation of practice and discussion of effective pedagogy that develops powerful learning continues to be embedded in the school.

Targets PAT-R 2016 **PAT-R Reading Comprehension expected Scale Score for year Levels.** **Year 3 – 100 or above** **Year 4 – 110 or above** **Year 5 – 115 or above** **Year 6 – 120 or above** **Year 7 – 124 or above** **Target 1 PAT-R** **Year 3-7 – 80% of students to be at or above the scale score for their year level.** **NAPLaN Targets 2016** **Reading** **Target 1** **Progress between tests:** **Year 3-5 and 5-7** **Maintain below 25% in low progress and over 50% in medium progress. Maintain over 25% in high progress** **Year 3 Reading** **Target 2** **80% of students in the top 3 bands (band 4, 5 and 6). This is a 10% increase from last years' target.** **Reading Year 5** **Target 3** **50% of students achieve in the top 3 bands (band 6, 7 and 8). This is an 8% increase from last years' results.** **Reading Year 7** **Target 4** **50% of students in the top 3 bands (band 7, 8 and 9). This is a 17% increase from last years' results.**		Teachers collect and use PATR achievement data to instruct programming Teachers administer PAT R and the Senior Leader works with teachers to ensure they all understand PAT R data. PAT R data is discussed in staff teams and at staff meetings. Intervention is resourced for students at risk in reading /comprehension. Student progress in NAPLAN is discussed in staff meetings and by the Site Improvement team and targets set for improvement. Students making low progress between tests are identified and data examined to determine where they have misconceptions or require further explicit instruction. Accommodations and intervention for students at risk, including students with learning difficulties, Special Education, GOM, EALD & Aboriginal students are documented and monitored through plans including NEPs and ILPs. Intervention for all includes teachers scaffolding and challenging all students to achieve their personal best.	The School Improvement Team meets termly, monitor's improvement and identifies progress towards targets. The team analyses PAT R data. PAT R Targets are achieved. NAPLaN targets are achieved. Students at risk receive Intervention and their growth is mapped termly.

NAPLan Writing Targets **Target-1** **70% of students in the top 3 bands (band 4, 5 and 6). This is an increase of 3% of last years' target.** **Target-2** **Year 5 - 30% of students in top 2 bands (band 7 and 8). This is an increase of 5% from last years' target.** **Target-3** **Year 7 – 25% of students in top 2 bands (band 8 and 9). This is an increase of 2% from last years' target.** **Attendance Target 1 2016** **Improve attendance to 95%**		Teachers are trained in Guided Writing in Term 1. Guided writing is incorporated in English Block R-7. Daily writing is incorporated in all programs. The Literacy Committee investigates proven strategies including figurative language and language and literacy levels that improve students writing and move students into higher bands. Attendance is monitored regularly by teachers, School Counsellor and other Leadership staff. School Procedures to improve attendance are operating daily and regularly monitored. Attendance Policy and Procedures are reviewed and implemented rigorously; non-attendance is a continuous priority for improvement Attendance to underpin achievement is a priority and regularly discussed at staff meetings and with families as needed.	Guided reading is included in teaching programs R-7. Writing Targets are achieved in Naplan. Attendance data is accessed regularly and indicates improvement for Students of Concern.

Numeracy Targets 2016 **NAPLAN** **Target 1** **Growth between Years 3-5 and 5-7** **Maintain less than 25% in low and more than 50% in medium and more than 25% in high progress**. **Target 2** **Year 3 – 40% of students in top 2 bands (band 5 and 6). This is an increase of 3% from last years' results.** **Year 5 – 15% of students in top 2 bands (band 7 and 8). This is an increase of 9% from last years' result.** **Year 7 – 10% of students in top 2 bands (band 8 and 9). This is an increase of 5% from last years' result.** **Target 3** **50% of Year 2's to Trust the Count by the end of Year 2.**		Training for teachers in Big ideas In Number, Ann Baker and other best practice is regularly delivered in staff meetings and after hours. Big Ideas in Number is taught in all classes R-7. Numeracy improvement has a high profile in the school. Information sessions for parents/ caregivers about our Numeracy programs and practices are held. Quicksmart Intervention operated every afternoon for students at risk in the Primary years. Quicksmart Lite intervention to continue for Year 5, 6 and 7 students upon completion of Trust the Count. Staff follow the School Numeracy Agreement. Teacher embed the 8 Effective Numeracy Practices into their Teaching and Learning Programs.	Naplan Numeracy Targets are achieved. Data indicates that every child is making progress in Number. Students involved in Intervention are making steady progress in Number. Parents/caregiver feedback for these sessions is positive and provides information about the support required by families to assist their children win Numeracy development. Data in Quick Smart is continuously collected and maps each child's progress through Ozcaas database. Big Ideas in Number data demonstrates improvement for every child and provides diagnostic information for teachers planning.
Targets PAT-M 2016 **Target 1** **5% increase in year level scale scores from 2015 results as per cohort movement from 1 year level to another.** **Year 3 – from 59% to 64%. This is an increase of 5% from last years' year 3 results.** **Year 4 – from 59% to 64%. This is an increase of 5% from Year 3 cohort to year 4 based on achievement in 2015.** **Year 5 – from 69% to 74%. This is an increase of 5% from Year 4 cohort to Year 5 based on achievement in 2015.** **Year 6 – from 48% to 53%. This is an increase of 5% from Year 5 cohort to Year 6 based on achievements in 2015.** **Year 7 – from 59% to 64%. This is an increase of 5% from Year 6 cohort to Year 7 based on achievements in 2015.**		Continue intervention programs and differentiation including BliN, Quicksmart lite and Quicksmart. Teaching programs include, Australian Curriculum, BliN, Anne Baker strategies and Problem Solving.	PAT M Targets are achieved.