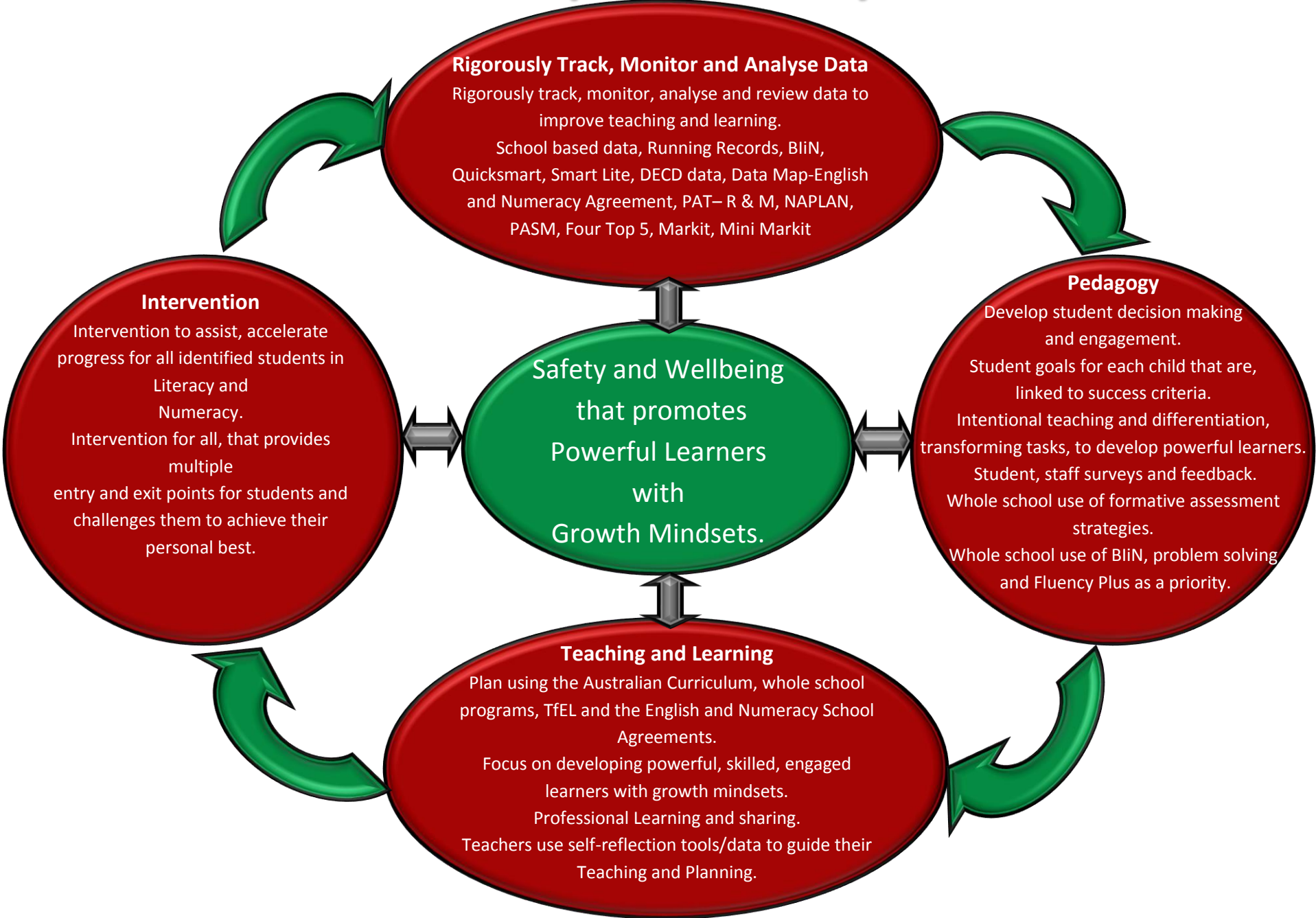
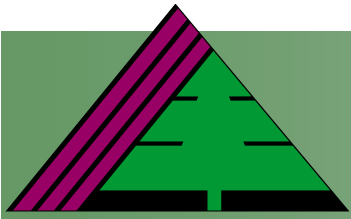


The Pines Site Improvement Cycle 2017-19





THE PINES SCHOOL SITE IMPROVEMENT PLAN

2017-19 Site Improvement Plan

- ❖ Quality Learning
 - Differentiation and high expectations of students to create powerful learners
- ❖ Quality Professional Practice
 - Consistency and shared understanding
- ❖ Quality Partnerships
 - Students, Parents, Teachers, School Community and Hollywood Lakes and Gardens Partnership

2017-18 School Priorities - Targets

Literacy 2017

- To sustain and retain 12 months or more growth for all students from Reception to Year 7 in Reading, Writing and Spelling.
- Increase and sustain the proportion of students demonstrating high levels of learning in Australian Curriculum Standards and NAPLAN Bands.

Numeracy 2017

- To sustain and retain 12 months or more growth for all students from Reception to Year 7 in Numeracy - Big Ideas in Number, PAT-M and NAPLAN.
- Increase and sustain the proportion of students demonstrating high levels of learning in Australian Curriculum Standards and NAPLAN Bands.

STEM 2017

- Further develop creative and critical thinking with STEM integrated across the curriculum

Student Well Being 2017

- Sustain and improve student well being - Attendance, Growth Mindset and student ownership of learning

Priorities	2017 Strategies - Actions	Evidence 2016	Targets 2017
<p>Literacy</p> <ul style="list-style-type: none"> - To sustain and retain 12 months or more growth for all students from Reception to Year 7 in Reading and Writing. - Increase and sustain the proportion of students demonstrating high levels of learning in Reading and Writing NAPLAN Bands. 	<ul style="list-style-type: none"> • 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. • All students not making expected progress are reviewed for intervention termly. • Staff evaluate their Reading Programs with particular attention to Differentiation, Pedagogy and Learner Improvement Data. – Teachers and SSOs use Guided Reading in English Block. • 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. • Teachers collect and use PATR achievement data to instruct programming. • 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. • Accommodations and intervention for students at risk. • Intervention for all includes teachers scaffolding and challenging all students to achieve their goals and personal best. 	<p><u>SEA Targets</u></p> <p><u>Running Records</u> Rec-68%, Yr 1-55%, Yr 2-59%, Yr 3-83%, Yr 4-100%, Yr 5-97%, Yr 6-100%, Yr 7-75%</p> <p><u>PAT-R</u> Yr 4 79%, Yr 5 58%, Yr 6 61%, Yr 7 44%</p> <p><u>NAPLAN- Reading</u> Yr 3-5, L20%, M51%, U29% Yr 5-7, L29% M53%, U18%</p> <p><u>NAPLAN- Writing</u> Yr 3-5, L20%, M60%, U20% Yr 5-7, L25% M61%, U14%</p> <p><u>Top 2 Bands NAPLAN-Reading</u> Yr 3 66%, Yr 5 23%, Yr7 9%</p> <p><u>Top 2 Bands NAPLAN-Writing</u> Yr 3 58%, Yr 5 7%, Yr7 7%</p> <p><u>Number or Students in top 2 Bands for NAPLAN Reading 2015</u> Yr 3 21, Yr 5 4</p> <p><u>Number or Students in top 2 Bands for NAPLAN Writing 2015</u> Yr 3-18, Yr 5-3</p>	<p><u>Running Records</u> Rec-71%, Yr 1-58%, Yr 2-62%, Yr 3-86%, Yr 4-100%, Yr 5-100%, Yr 6-100%, Yr 7-78%</p> <p><u>PAT-R</u> Yr 4 82%, Yr 5 61%, Yr 6 64%, Yr 7 47%</p> <p><u>NAPLAN- Reading</u> Yr 3-5, L25%, M50%, U25% Yr 5-7, L25% M50%, U25%</p> <p><u>NAPLAN- Writing</u> Yr 3-5, L25%, M50%, U25% Yr 5-7, L25% M50%, U25%</p> <p><u>Top 2 Bands NAPLAN-Reading</u> Yr 3 69%, Yr 5 26%, Yr7 12%</p> <p><u>Top 2 Bands NAPLAN-Writing</u> Yr 3 61%, Yr 5 10%, Yr7 10%</p> <p><u># of Students to maintain top 2 Bands for NAPLAN Reading 2017</u> Yr 3 21, Yr 5 4</p> <p><u># of Students to maintain top 2 Bands for NAPLAN Writing 2017</u> Yr 3-18, Yr 5-3</p>

Priorities	2017 Strategies – Actions	Evidence 2016	Targets 2017
<p>Numeracy</p> <p>- To sustain and retain 12 months or more growth for all students from Reception to Year 7 in Numeracy – Big Ideas in Number, PAT-M and NAPLAN.</p> <p>- Increase and sustain the proportion of students demonstrating high levels of learning NAPLAN Bands.</p>	<ul style="list-style-type: none"> • 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. • Quicksmart Intervention operated every afternoon for students at risk in the Primary years. • Smart 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. • Continue intervention programs and differentiation including BlIN, Smart Lite and Quicksmart. 	<p><u>PAT-M</u> Yr 4 63%, Yr 5 32%, Yr 6 71%, Yr 7 46%</p> <p><u>NAPLAN- Numeracy</u> Yr 3-5, L31%, M47%, U22% Yr 5-7, L8% M50%, U42%</p> <p><u>Top 2 Bands NAPLAN-Numeracy</u> Yr 3 37%, Yr 5 9%, Yr7 15%</p> <p><u># or Students in top 2 Bands for NAPLAN Numeracy 2015</u> Yr 3 14, Yr 5 2</p>	<p><u>PAT-M</u> Yr 4 66%, Yr 5 35%, Yr 6 74%, Yr 7 49%</p> <p><u>NAPLAN- Numeracy</u> Yr 3-5, L25%, M50%, U25% Yr 5-7, L25% M50%, U25%</p> <p><u>Top 2 Bands NAPLAN-Numeracy</u> Yr 3 40%, Yr 5 12%, Yr7 18%</p> <p><u># or Students in top 2 Bands for NAPLAN Numeracy 2017</u> Yr 3 14, Yr 5 2</p>
<p>STEM</p> <p>- Further develop creative and critical thinking with STEM integrated across the curriculum.</p>	<ul style="list-style-type: none"> • 2017 is the first year the school has had STEM as a priority and this is an awareness raising year. • Training in staff meetings and pupil free days to develop staff understanding and practise in STEM. • One Primary teacher provided with 1 day a week release to work collaboratively with other primary staff developing STEM practice across the curriculum. • Development of teachers understanding and students' ability to use creative and critical thinking. • Development with staff of clear understanding and documentation of what STEM is and what STEM is not. • Work with teachers to plan, implement and assess incorporating an integrated STEM approach in classes. 	<p>As this is the first year STEM is a focus, there is no previous evidence although many STEM practices were already incorporated in teachers work.</p>	<ul style="list-style-type: none"> • Teachers have a clear understanding of STEM and can articulate this. • Strategies to develop creative and critical thinking can be articulated by staff. • Students can talk about STEM

Priorities	2017 Strategies – Actions	Evidence 2016	Targets 2017
<p>Student Well Being</p> <p>- Sustain and improve student well-being - Attendance, Growth Mindset, student ownership of learning – Goal Setting.</p>	<ul style="list-style-type: none"> • Staff, student and parents develop school procedures and policies to promote a safe environment. • Continued monitoring of attendance and families provided with the information supporting the importance of being at school and arriving on time. • Teachers and the School Counsellor makes personal contact with families of concern. • District Attendance Personnel are contacted if attendance issues continue. • Growth Mindset and students’ ownership of learning is part of daily practice. • Student set individualised goals. • Increased engagement using the learning design process by teachers. • The Christian Pastoral Support Worker continues with the successful Breakfast Program, as well as providing support for students and families as required. • The School Counsellor works closely with class teachers, families, other relevant staff and agencies to continue to build the links between school and home. • SRC to promote student voice. • Explicit teaching of 5 key to success through Program Achieve. • An Aboriginal community meets weekly. • Intervention for ATSI students as required to ensure improved outcomes. 	<ul style="list-style-type: none"> • Updated Policies: Bullying, Student Grievance, Parent Grievance, Staff Grievance, Attendance. • Attendance 92.7% • Students’ can talk about Growth Mindset and their goals. • Student surveys • Student – Engagement MDI • Monitoring the implementation of Child Protection Curriculum – staff updated training. • Upper Primary staff trained in Relationship and Sexual Health through Shine SA. • Program Achieve operates across all classes. • IEP’s are developed in collaboration with GOM children and Families SA. 	<ul style="list-style-type: none"> • Review/update relevant policies. • Attendance 95% • 100% of students’ set individualised goals with teachers. • Once goals are achieved, students’ set new goals. • Student – Engagement MDI (Yr 6 & 7) • Bullying/Student Well-Being Survey. • Staff Survey • Parent survey • Ongoing training & development for staff. • Review/Explore new Social skills/Well-Being Programs.