



Augusta Park Primary School Site Improvement Plan 2018

Our Vision: Strong culture, strong relationships, strong learners

Our Mission: At Augusta Park Primary School we work together to develop collaborative relationships, expert staff, effective learning environments, challenging learning experiences, successful students and strong community connections.

Strong Culture

Strong Relationships

Strong Learners

KEY OUTCOMES:

- All staff work towards implementing consistent whole site approaches and agreements to teaching and learning in order to improve student achievement
- All staff continue to develop their knowledge and understanding of pedagogical practices based on current research and undertake regular analysis of student achievement data
- All students demonstrate continuous improvement and above average growth in English and Mathematics
- Implementation of a whole site approach to teaching social skills to develop students personal wellbeing which includes students capacity to solve problems, act appropriately, be resilient and treat others with respect in order to maximise their learning opportunities
- All students and families feel connected to the school which supports student's wellbeing and improves student attendance and learning outcomes

TARGETS:

- By the end of 2018 SDW attendance data shows a 5% increase in whole school attendance.
- By the end of 2018 EDSAS behaviour data shows a 10% decrease in behaviour incidents.
- By the end of Term 1 2018 Interception is implemented across the school.
- By the end of 2018 all students have achieved more than 1 years growth in their learning.

EVALUATION MEASURES:

- Early intervention strategies are implemented resulting in improved learning and wellbeing outcomes for individual students.
- A common and shared understanding of high expectations is documented in the teaching and learning agreement.
- Teachers programs, timetables, observations and walkthroughs show evidence of Interception being taught at least twice per day in accordance with the whole site agreement.
- APPS Attendance Policy has been reviewed to include Wave 1,2 3, intervention and responses as well as documented attendance plans for identified students.
- One step to victory display reflects student engagement in the initiative.
- The school vision is represented on school documents. Policies and procedures reflect the school vision.

TARGETS:

- By the end of Term 3 2018 the student wellbeing and engagement survey shows a 10% increase in perseverance, school climate and school belonging.
- By the end of 2018 EDSAS behaviour data shows a 10% decrease in students leaving the classroom during learning time.
- By the end of 2018 EDSAS behaviour data shows a 10% decrease in behaviour incidents.

EVALUATION MEASURES:

- Play is the Way language is reflected in school processes and agreements such as school assemblies and newsletters.
- Play is the Way and the Child Protection Curriculum scope and sequence are included in the teaching and learning agreement.
- Teachers timetables, programming and planning will reflect that Play is the Way is being taught four days a week.
- Staff surveys conducted throughout year show increased confidence in staff's ability to implement Play is the Way.
- Wellbeing and Student Engagement survey is completed with Year 4 – 7 students and data is analysed with staff.
- SRC have made positive contributions to school based initiatives.
- End of year client opinion surveys.
- Integrated curriculum is implemented across the school.

TARGETS:

- By the end of Term 2, Week 3 data shows a 30% increase in the number of Reception students who know all their letter sounds.
- By the end of 2018 running record data shows a 10% increase in the number of students achieving the APPS targets for running records.
- NAPLAN data shows a 10% increase in the percentage of students achieving the SEA.
- PAT-R data shows an increase in the percentage of students achieving the SEA. (5% - Yr 4, 5; 10% - Yr 3, 7; Yr 6 – 15%)
- PAT-M data shows an increase in the percentage of students achieving the SEA (5% - Yr 4, 7; 10% Yr - 3, 5; 20% - Yr 6)

EVALUATION MEASURES:

- Staff and students can articulate and demonstrate they understand learning intentions, success criteria, learning dispositions and the learning process.
- Classroom observations, walkthroughs and teachers programming and planning reflect the teaching and learning agreement.
- Review of Kathy Walker Learning approach.
- Oral language, vocabulary, trust the count and place value are being explicitly taught across the school.
- Jolly phonics is taught in Junior Primary classes.
- Collaborative Impact Project mindframes survey.
- Review of Collaborative Impact Project action plan and PALL's intervention plan.
- Analysis of number of families accessing the book exchange.

Strong Culture

STRATEGIES:

Pedagogy

- Staff track and monitor every learners growth through the use of achievement data, formal and informal assessments in order to inform practice and improve student learning outcomes.
- A data team is established to analyse data at a whole site, cohort (e.g. Year level, Male/Female, Aboriginal students) and individual level ensuring a case management approach to individual students.
- Through developing a common moral purpose staff develop an evidence informed statement about what high expectations means at APPS.
- All staff are provided with professional learning and individualised support in order to implement Interception.

Student and Family Engagement and Participation

- Students whose attendance is 70% or less will be supported with a case management approach to be inclusive of staff, student, family and appropriate agencies.
- Recognition of improved whole class attendance through assemblies and newsletters.
- One step to victory initiative positively reinforces school attendance, student learning, ownership of the school environment and strong relationships across all year levels.
- A wide variety of communication tools are used to effectively communicate the school vision to staff, students and families.
- Students are able to articulate their learning goals, what they need to do to achieve them and the next steps once their goals have been achieved.
- Recognition of student achievement including students who achieve their personal learning goals. These accomplishments are communicated to families.

Strong Relationships

STRATEGIES:

Pedagogy

- Staff participate in professional learning in the Play is the Way program.
- Staff are supported to plan, program and teach Play is the Way.

Student and Family Engagement and Participation

- All primary students participate in the DECD Student Wellbeing and Engagement survey.
- Establishment of the wellbeing committee to oversee the implementation of Play is the Way and additional wellbeing measures.
- A whole site agreement is developed for the timetabling and teaching of Play is the Way.
- The language of Play is the Way is evident in classrooms and across the school.
- Resources are purchased to enable successful implementation of Play is the Way.
- A wide variety of communication tools are used to effectively communicate information to families about Play is the Way.
- Establishment of an effective Student Representative Council to provide genuine student voice on school matters.
- Opportunities to make connections with the local community are considered as an essential part of the teaching and learning program.
- The scope and sequence of the Child Protection Curriculum is reviewed.
- Professional learning communities are reviewed to provide an opportunity for staff to work collaboratively and provide an inclusive and differentiated curriculum which meets the needs of all students in the afternoon (integrated curriculum).

Strong Learners

STRATEGIES:

English

- Staff participate in professional learning to build their knowledge, understanding and pedagogy in oral language and vocabulary.
- Explicit teaching of Tier 2 words and subject specific vocabulary in all classrooms.
- Every classroom has a word wall that students can access and contribute to.
- Investigate and trial the Kathy Walker Learning approach.
- All Junior Primary classes teach the Jolly Phonics program.
- Develop class libraries to increase access to a range of texts for students (work towards at least 1000 books in each class).
- Targeted reading intervention occurs through Mini-Lit* and the Year 1 reading intervention program.

Mathematics

- Helen Booth (Choose Maths) works with staff to develop their understanding of the Big Ideas in number.
- Professional learning, resources and ongoing support are provided to staff in trust the count, place value, transforming tasks as well as assessment and moderation.
- Targeted numeracy intervention occurs using QuickSmart*.

Pedagogy

- The teaching and learning coach works with teachers to develop their pedagogical approaches based on current research from sources such as the Collaborative Impact Project and the PALL's program.
- Staff participate in the Collaborative Impact Project workshops and implement high yield teaching strategies
- Classroom observations and walkthroughs are conducted each term by the leadership team and peers to provide feedback to teachers.
- Develop a print rich learning environment audit tool to support walkthroughs and feedback.

Student and Family Engagement and Participation

- Staff develop and use consistent language and images to talk to students about learning dispositions.
- Establish a book exchange for families in the school library.

*DECD Literacy and Numeracy First Funding utilised for these initiatives.