

Para Vista Primary School

Site Improvement Plan 2015-18

PROFESSIONAL PRACTICE

Australian Curriculum

Teaching for Effective Learning

Neuroscience

ICLT

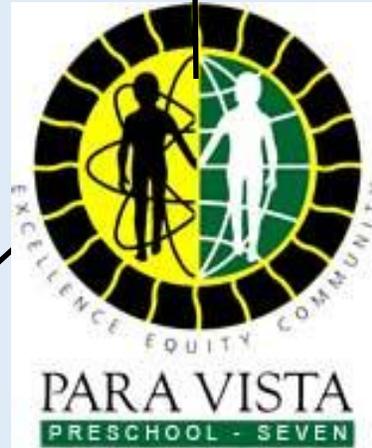
Professional Standards for Teachers

LITERACY

Consistent site approaches to:
Phonics, Phonological Awareness, Spelling
Oral Language, Grammar, Vocab
Reading and Comprehension
Writing and handwriting

NUMERACY

Consistent site approaches to:
Numeracy across curriculum
Mental strategies
Problem solving
Investigations



Consistent site approaches to:
Values to Virtues
Restorative Practices
Play is the Way
Neuroscience
Student Leadership

SOCIAL-EMOTIONAL LEARNING

Coherent whole site approaches

Assessment for Learning

Differentiation

Inquiry/Play-based Learning

Teacher collaboration

Reflective planning and programming

Data, research and evidence

LITERACY		
Key Outcomes		
<ul style="list-style-type: none"> All students demonstrate continuous improvement in their reading, comprehension, spelling and grammar skills as measured by NAPLAN, RR and PATr All students extend their vocabulary, oral presentation and communication skills in a range of audiences, genres and purposes across the curriculum Students understand and demonstrate increasing confidence in their writing and use of graphic organisers appropriate to the task and curriculum area 		
Literacy targets to be achieved	Key Strategies	Measures
By December 2018 students at PVPS will:		
Reading <ul style="list-style-type: none"> All students achieve Running Record benchmarks for their year level or have a targeted and personalised learning plan to achieve this goal. 75% of students at years 3, 5 and 7 read at or above DECD Education Achievement Standard for Reading as measured by NAPLAN. 	<ul style="list-style-type: none"> Staff review and refine the PVPS Literacy Agreement to ensure it reflects agreed practice and the PVPS Consistent Assessment of Learning guidelines Year level teams review current approaches to the teaching of guided reading and comprehension to ensure common agreements and expectations are enacted daily Staff continuously reflect, review and build their literacy expertise/practices Staff focus on literacy development and the explicit teaching of comprehension strategies, higher order thinking and questioning across all areas of the curriculum Staff ensure intervention and NEP/IEP plans more specifically address and develop students' reading skills/goals and are reflected in classroom programs 	R/1/2 RR Year 3/5/7 NAPLAN
Oral Language/Spelling/Phonics/Vocabulary <ul style="list-style-type: none"> 75% of students at years 3, 5 and 7 achieve at or above DECD Education Achievement Standard for Spelling measured by NAPLAN. 	<ul style="list-style-type: none"> Purposeful talk and dialogue are used as routine processes in all classes to build students' discussion, debating and description skills Students regularly and confidently deliver coherent, interesting and sequenced reports on their thinking and learning via oral presentations Jolly Phonics and Jolly Grammar are used consistently across the school Staff review R-7 spelling programs to ensure vocabulary building, etymology, decoding and word building skills are explicitly taught and developed All teachers actively teach, use and display content vocabulary across the curricula 	PATr AC English Standard Reading for enjoyment inventory
Written Language/Handwriting <ul style="list-style-type: none"> 75% of students at years 3, 5 & 7 achieve at or above DECD Education Achievement Standard for the NAPLAN writing task. 25% of students at years 3, 5 & 7 achieve in the top 2 bands for the NAPLAN writing task. 	<ul style="list-style-type: none"> All staff develop students fluency and writing stamina through a focus on handwriting development in P-5 and frequent/daily short writing tasks R-7 Staff review and enact a whole school Genre Map, aligned to the PVPS Consistent Assessment of Learning guidelines, to actively and explicitly teach genres R-7 All staff use the EALD Levels and the NAPLAN writing rubric to inform their programming and planning of written tasks across the curriculum Year level teams establish writing expectations to ensure students have regular opportunities to write in a range of genre structures across the curriculum, develop logical, creative and sequenced written responses and self review their writing Staff consistently use the PVPS Consistent Assessment of Learning guidelines and routinely moderate and share formative assessment tasks based on the Australian Curriculum to ensure consistent understandings, expectations and standards. Staff explicitly teach students to use, interpret and construct a range of graphic organisers appropriate to their year level and curriculum area. 	PVPS Consistent Assessment Folder data Staff moderation

NUMERACY

Key Outcomes

- All students demonstrate continuous improvement in their Numeracy skills as measured by NAPLAN and PATm
- All students demonstrate increasing problem solving, reasoning, mental fluency, higher order thinking and planning skills across the curriculum

Numeracy targets to be achieved By December 2018 students at PVPS will:	Key Strategies	Measures
<ul style="list-style-type: none"> 75% of students at years 3, 5 & 7 are at or above DECD Education Achievement Standard for Numeracy as measured by NAPLAN 	<ul style="list-style-type: none"> Staff refine the whole school Numeracy Agreements to align with the AC Maths and Numeracy GC and PD eg Anne Baker, Big Ideas in Number, Maths for Learning Inclusion Staff ensure that classroom Maths programs develop students fluency, understanding, reasoning and problem solving skills through well designed high-order, extended, challenging and authentic learning tasks aligned to the Australian Curriculum All staff actively teach and encourage inquiry and problem solving in Maths and engage students in play/inquiry based problem solving tasks across the curricula All staff actively teach students to use/interpret mathematical concepts and graphic organisers across the curriculum (eg graphs, charts, tables, diagrams, statistics) Staff continuously reflect, review and build their numeracy expertise/practices 	Year 3/5/7 NAPLAN PATm PVPS Consistent Assessment folder data Bloom's Taxonomy

SOCIAL – EMOTIONAL LEARNING

Key Outcomes

- All students demonstrate increased emotional regulation and report positive levels of safety, friendship and attendance
- All students demonstrate increasing responsibility for their own learning and the capacity to engage in challenging learning

SEL targets to be achieved By December 2018 students at PVPS will:	Key Strategies	Measures
<ul style="list-style-type: none"> 93% attendance target reached Increased student satisfaction and engagement as measured by DECD student survey and school feedback processes 2% annual reduction in behaviour incidents 	<ul style="list-style-type: none"> Restorative practices are used routinely by all staff in daily practices and students continue to develop their expertise and ability to make strong decisions All staff routinely timetable and teach Play is the Way games and GPS circle lessons weekly, induct and support new staff and share ideas with peers Staff regularly seek peer and student feedback and analyse student data to better understand the needs of students to inform programming and pedagogies used Staff enact the understandings from Neuroscience in the classroom in a consistent manner within their pedagogy to develop students' resilience and persistence with learning, problem solving and relationship building Staff individually and with teams use the TfEL and the Australian Professional Standards for Teachers to collaboratively develop their pedagogical expertise and design engaging and differentiated learning activities for students Staff work to build the focus on student leadership in classroom learning decisions by engaging them in co-designing the curriculum, providing feedback to teachers and school/community leadership (eg Techsperts, SRC, leadership training etc) 	DECD attendance EDSAS Behaviour data Student motivation and engagement survey

PROFESSIONAL PRACTICE

Key Outcomes

- All students experience a comprehensive, coherent and rigorous curriculum responsive to their individual learning needs/aspirations aligned to the AC
- All staff show continuous growth in their professional capacities as measured by self review of the Australian Professional Standards for Teachers
- All staff build their capacities with ICLT and support students to be confident and powerful technology users with safe, positive digital identities

SEL targets to be achieved By December 2018 students at PVPS will:	Key Strategies	Measures
<ul style="list-style-type: none"> ▪ 100% of staff demonstrate increased self review against the Australian Professional Standards for Teaching 	<ul style="list-style-type: none"> • Staff continue to develop their understandings and abilities to enact the Australian Curriculum and work with peers to implement in a consistent and effective manner • All staff use the Australian Professional Standards for Teachers to plan, self review and extend their teaching expertise and develop annual performance plans • All staff enact the PVPS Consistent Assessment of Learning guidelines in classrooms and maintain their educational currency by regularly using evidence, data and research to ensure that their teaching and learning practices are effective and in line with contemporary high yield practices (eg Hattie, Williams, Dweck etc) • Staff continuously build their pedagogical, programming and planning expertise by using the TfEL, PVPS programming template and peers to extend their ability to provide engaging and differentiated learning programs for their range of learners • Staff work with leaders to focus performance development plans to better monitor and report on progress towards achieving the Site Improvement Plan priorities • Staff work with year level teams/peers to create effective structures to achieve the SIP priorities and build their professional practices (eg PLCs, Instructional Rounds, hubs) • All staff collaboratively co-plan, share and seek student and peer feedback to build expertise and consistent, high quality approaches to teaching and learning P-7 • Staff continue to build their understanding, expertise and use of ICLT to support engaging and effective teaching and learning practices in classrooms 	<p>APST Self Review Tool</p> <p>AC Standards</p> <p>TfEL Tool</p> <p>ICLT Survey</p> <p>Students and peer feedback and observations</p>