

Barmera Primary School – Site Progress Plan 2016 – 2017

Powerful Learners
with Growth Mindsets
Collaborative planning
and moderation

Literacy :
High standard writing and
reading

Numeracy:
Smart Problem solvers

Well being:
Positive mental health &
behaviour through
Growth mindset thinking

Outcomes 2016-2017	Progressing towards & beyond	Strategies
<p>Writing and Representing –</p> <p>Students demonstrate and teachers have evidence of an increase in the amount and standard of non-fiction writing in all learning areas at all year levels for all students.</p>	<p>Progress evidenced through -</p> <ul style="list-style-type: none"> ➤ Increase in the level of vocabulary used in writing. ➤ Year level AC Writing standards or negotiated curriculum. ➤ Consistent assessment of writing across year levels. ➤ Teacher and student can articulate individual writing progress. ➤ Teachers confidently teaching and monitoring non-fiction genre & text features across learning areas. ➤ Students can read and write non-fiction texts confidently. <p>More students achieving high levels in NAPLAN writing.</p>	<p>Vocabulary: Common strategies to focus on vocabulary across all year levels and learning areas.</p> <ul style="list-style-type: none"> ➤ Vocabulary chart in all classes. ➤ 1 minute Vocab check. ➤ Spoken – written vocabulary. <p>Writing</p> <ul style="list-style-type: none"> ➤ Every child writing every day. ➤ Non-fiction writing focus in every learning area. ➤ Visible writing standards for every year level. ➤ Collaborative moderation of student writing at Year levels. ➤ Progress tracked for every child. <p>Provide identified PD for staff.</p>
<p>Maths proficiencies - All students demonstrate Proficient thinking in Mathematics and Numeracy to confidently solve problems in a diversity of contexts - across learning areas and outside of formal lessons.</p>	<ul style="list-style-type: none"> ➤ Students observed confidently and flexibly thinking through maths problem solving. <p>Focus on the problem solving proficiency evident in teachers' planning , assessment & reporting.</p>	<p>Constant focus on Australian Curriculum problem solving proficiency at all levels of schooling evident in teacher planning. Collaborative planning and assessment within and across year levels .</p>
<p>Positive Mental health</p> <p>Whole School community focus on Growth mindset thinking so every child will :</p> <ul style="list-style-type: none"> ➤ increase the effort they put into learning ➤ confidently take responsibility for their own learning & behaviour ➤ support each other to achieve confidence and responsibility ➤ teachers give positive feedback to students efforts and thinking 	<ul style="list-style-type: none"> ➤ Increase in students achieving high standards of work and involvement as a result of their change in mindset. ➤ Decrease negative & unacceptable behaviour . ➤ Children getting effective feedback from staff and peers. 	<p>Individual learning plans are profiled constantly.</p> <p>Professional learning & conversations</p> <ul style="list-style-type: none"> ➤ to increase understanding of Growth / Fixed Mindset research across the school community ➤ develop a shared understanding of effective feedback. <p>Kids Matter strategies to focus on resilience & positive mental health.</p>



Barmera Primary School - Targets 2015 -2016

Priorities 2015 - 2016	2015 Targets	2015 results	2016 Targets
Writing	The % of students in the top 2 NAPLAN proficiency bands will be equal to or above like schools (Index) at Years 3, 5 and 7.	2015 NAPLAN BPS cf Like schools Year 7(33 students) - BAND 7: 9.7% less , BAND 8: 9.7% ,BAND 9- 0% Year 5 (31 students) – BAND 6: 16.1% BAND 7:0 % Year 3 (31 students) - BAND 4 :31% , BAND 5 :27.6% Green- increase from 2014	Each child shows expected progress as indicated by Individual tracking on NAPLAN rubric and/ or First steps developmental continuum. Increase in% of students in higher bands NAPLAN: Year3: Bands 4&5 from 58% to 65% Year5:Bands 6&7 from 16% to 25% Year7 :Bands 7&8 from 19.4% to 30%
Maths	NAPLAN % in Bands <ul style="list-style-type: none"> Year3- increase the number of students in Bands 5 -6 by 20% Year 5 - 20 % increase in Bands 7-8 Year 7 - 20 % students in Bands 5 -7 20 % more in Bands 8-9 Year R-2 Number – 100% Trusting the Count by end of Year 1. Intervention kit levels.	Year 3 : 2014-12% , 2015 – 25% Year 5: 2014 – 13.9%, 2015-0% Year 7: 2014- 6.3%, 2015- 9.1% No results 2015	Year 3 : 35% in NAPLAN bands 5-6 Year 5 : 20% in NAPLAN bands 7-8 Year 7 : 15% in NAPLAN bands 8-9 Year R-2 Number – 100% Trusting the Count by end of Year 1 100% Place value by end Year 2.
Positive mental health	2% Increase in Attendance. % less Time outs % less students regularly seen by counsellor	Decrease in Attendance average from 2014 – down 1.2%. School counsellor – less social issues reported , more complex individual student behaviour concerns resulting in referrals to Behaviour Coach .	Increase in the number of students demonstrating Growth mindset. Attendance 95% all students Individual targets for chronic non-attenders. Behaviour: % decrease in Timeouts %decrease in counsellor incident responses.



Writing

Numeracy

Well Being

Track & monitor every learner's growth

NAPLAN writing data analysis – Term 3
NAPLAN writing-rubric (3-7)- Terms 2 & 3
First Steps Writing developmental continuum:
 (R-2) each term
 (3-7) Terms 1 & 4
 Collaborative moderation of writing samples against Year level standards. 2/year.

DECD data- NAPLAN & PAT Maths
SCREENING :
Maths Intervention Kit - All ATSI students initially
 R-2 and other identified 3-7 students
Victorian Numeracy Interview - Reception, Year 1

Surveys:
 AEDI survey –Reception s
 Kids Matter survey
 Middle Yrs. Development Instrument – Yrs 5/6/7
 Resilience project survey – Year 5
 TfEL compass
 Attendance data
 Behaviour data

Reception – Year 7 3 waves of intervention data analysis – Term 4

Have a Numeracy and Literacy improvement cycle

Working in progress with teachers.
Spelling – teachers have requested a whole school **review**
Writing- Whole school agreements –beliefs & values, principles into year level appropriate practice. Tracking each child's progress was a writer R-7. Identifying & respond to children at risk and those who excel as writers.

Inquiry:
 How does well being impact on our children's learning.
 Which children are at risk
 What do we do about it?

Enact changes in pedagogical practices

Review WRAP Spelling pedagogical practices
Inquiry :
 What works in developing competent writers who produce high quality age appropriate nonfiction writing?

Inquiry:
 What pedagogical practices and strategies will increase our learners' proficient thinking in all aspects of Maths learning?

Challenge:
 How do we develop each child's Growth mindset across all learning and social aspects of school?

Identify and enact clear intervention processes

Use 3 waves analysis to identify individual intervention priorities, class placement, support staff requirements and wave 1 whole school improvement requirements.

