

Site Improvement Plan 2018 – Compton Primary School

Priorities	Targets	Strategies	Timelines/Responsibility	Outcomes/Monitoring	Resourcing
Improve outcomes in Reading and Comprehension	<p>70% of year 1 & 2 students achieve DECD SEA in Reading NAPLAN in years 3, 5, & 7.</p> <p>30% of students achieving in the top 2 bands in Reading NAPLAN data from yrs 3-5 & yrs 5-7.</p> <p>60% of students retaining in higher bands shown in Reading NAPLAN data for 2018.</p>	<p>DATA</p> <ul style="list-style-type: none"> o R-7 data collection, centrally located for regular review o Office time to collate data <p>READING</p> <ul style="list-style-type: none"> o Coherent & congruent Guided Reading lessons R - 7 o The purchase/ use of current Comprehension Resources o Develop ways of effectively tracking reading levels beyond Running Records o Develop staff understanding of high impact strategies to develop comprehension and higher level thinking recommended by Literacy First document o SSLICS (including SSLIP led) sessions to improve formative assessment/ intellectual stretch and moderation. Pedagogy and learning design is built upon & evidence shown in pro -chats/ class observations/ reporting back o Experienced Step 9 teacher mentors sharing good practice around planning & programming for stretch, formative assessment, moderation and quality feedback – teachers trial new strategies and report back <p>INTERVENTION</p> <ul style="list-style-type: none"> o MiniLit training and development/ set up, targeting JP students not developing skills at expected rates o Continue MultiLit for years 3 – 7 students, targeting individuals not developing skills at expected rates o Training and development in Simon Breakspear’s ‘Learning Sprints’. Teachers target students for specific intervention (5 week period) then assess improvement o Professional development for teachers in quality Reading/ Literacy pedagogy and strategic intervention practices. (Possibly Big 6 of Reading) o Review SIP regularly & meaningful PDPs as working documents, linked together <p>STUDENT VOICE</p> <ul style="list-style-type: none"> o Students learn how to set meaningful learning goals for reading lessons from the Australian Curriculum and use explicit feedback for next long/ short term goal setting targets o Thinking out loud strategies are explicit taught to new staff & students at our site 	<ul style="list-style-type: none"> o Term 1- 4: All staff o Term 1 – 4: Bett/ Billy o Term 2 staff meetings/ pro-chats: All teachers o Term 2 – 4: All teachers/ Bett/ Bec o Term 1 & 2: Alice, Jenna Review in term 3 o Term 2 – 4: Teachers/ Bec o Term 1- 4: All teachers/Bec o Term 1 – 4: Bec & all teachers o 21/22 March T&D: Kristyn o Term 1 & 2: Kristyn, Vickie, Shirley & Bett o 27 & 28 March: Bec o Term 2 – 4: All staff o Term 1 – 4: All staff o Term 1 – 4: All teachers o Step 9 led meetings/ observations: All teachers/Bec 	<ul style="list-style-type: none"> o Agreed process for collaboration & analysis of data (whole school/classes) o Development of a central data point for all staff access o A Guided Reading agreement is in place for 2018 and beyond o Students demonstrate an understanding of key comprehension strategies o Set up a Readability Test and trial it to record reading levels for Guided Reading o Greater number of students achieving/ retaining in higher band in NAPLAN data o Teachers show consistent understanding of student achievement in A-E grades/ grades align to external data sets. o Differentiation, stretch and feedback is evident in learning design o Number of students meeting DECD SEA increases o Number of students meeting DECD SEA increases o Teachers to report on student growth/ improved 2018 NAPLAN results o Teachers & SSOs will report back new strategies for staff to trial and give feedback o A staff mtg/ pro-chat cycle will be developed/ used for 2018 o Students can set meaningful learning goals in reading and can actively respond to feedback given o Students can articulate the strategies used in a task and how effective they were 	<ul style="list-style-type: none"> o Australian Curriculum funding o Better Schools funding o SSLIP/ Small Schools Cluster o Literacy/ Numeracy funding o Early Years funding o Blue Lake Partnership funding

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Improve outcomes in Numeracy</p>	<p>70% of students achieve DECD SEA in Numeracy NAPLAN in years 3, 5 & 7.</p> <p>30% of students achieving in the top 2 bands in Numeracy NAPLAN data from yrs 3-5 & yrs 5-7.</p> <p>60% of students retaining in the higher bands in Numeracy NAPLAN data for 2018.</p>	<p>DATA</p> <ul style="list-style-type: none"> ○ R-7 data collection, centrally located for regular review ○ Office time to collate data <p>MATHS</p> <ul style="list-style-type: none"> ○ Training and Development on the Big 6 in Number with Di Siemen. Staff & students learn/ use/ articulate Big 6 number strategies ○ Staff led training on PAT data analysis led by Belinda &/or Alice. Teachers use PAT site to inform effective individual, small group/ class lesson design ○ Training and development in Simon Breakspear's 'Learning Sprints'. Teachers target students for specific intervention (5 week period) then assess improvement ○ The purchase/ use of current and appropriate Maths Resources ○ SSLICS (including SSLIP led) sessions to improve formative assessment/ intellectual stretch and moderation. Pedagogy and learning design is built upon & evidence shown in pro -chats/ class observations/ reporting back ○ Experienced Step 9 teacher mentors sharing good practice around planning & programming for stretch, formative assessment, moderation and quality feedback – teachers trial new strategies and report back <p>INTERVENTION</p> <ul style="list-style-type: none"> ○ Investigate/ implementation of an intervention program to implement R – 2 for students not developing skills at expected rates ○ Investigate/ implementation of an intervention program to implement 3 - 7 for students not developing skills at expected rates ○ Training and development in Simon Breakspear's 'Learning Sprints'. Teachers target students for specific intervention (5 week period) then assess improvement ○ Professional development for teachers in quality Maths pedagogy and strategic intervention practices. (Possibly Mathematical Mindsets: youcubed) ○ Review SIP regularly & meaningful PDPs as working documents, linked together <p>STUDENT VOICE</p> <ul style="list-style-type: none"> ○ Students learn how to set meaningful learning goals from the Australian Curriculum for numeracy lessons and use explicit feedback for next long/ short term goal setting targets ○ Thinking out loud strategies are explicit taught to students and new staff at our site 	<ul style="list-style-type: none"> ○ Term 1- 4: All staff ○ Term 1 – 4: Bett/ Billy ○ Term 1- 4: All teachers/ Bec ○ Term 2: Belinda, Alice ○ 27 & 28 March: Bec ○ Term 2 – 4: All teachers/ Bett / Bec ○ Term 1 – 4: Bec & all teachers ○ Term 1 – 4: Bec & all teachers ○ Term 1 – 4: All teachers/ some SSOs to be determined ○ Term 1 – 4: All staff/ Shirley to run ○ 27 & 28 March: Bec ○ Term 1 – 4: All staff ○ Term 1 – 4: All staff ○ Term 1 – 4: All teachers ○ Step 9 led meetings/ observations: All teachers/Bec 	<ul style="list-style-type: none"> ○ Agreed process for collaboration & analysis of data (whole school/classes) ○ Development of a central data point for all staff access ○ All teachers attend training/ Improvement in 2018 NAPLAN Numeracy results ○ Improvement in learning design/ 2018 NAPLAN results ○ Teachers to report on student growth/ improved NAPLAN results ○ Students can articulate strategies for problem solving ○ Teachers show consistent understanding of student achievement in A-E grades/ grades align to external data sets. ○ Differentiation, stretch and feedback is evident in learning design ○ Number of students meeting DECD SEA increases ○ Number of students meeting DECD SEA increases ○ Teachers to report on student growth/ improved 2018 NAPLAN results ○ Teachers will report back new strategies for staff to trial and give feedback ○ A staff mtg/ pro-chat cycle will be developed/ used over 2018 ○ Students can set meaningful learning goals in reading and can actively respond to feedback given ○ Students can articulate the strategies used in a task and how effective they were 	<ul style="list-style-type: none"> ○ Australian Curriculum funding ○ Better Schools funding ○ SSLIP/ Small Schools Cluster ○ Literacy/ Numeracy funding
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Culture	<p>Uniting staff as a team, collaborating with both common & individual goals, having a voice</p>	<ul style="list-style-type: none"> ○ Whole team mtgs , like group mtgs, mentor led mtgs ○ Assess data collaboratively ○ Shared planning time ○ Step 9 led sessions on Thinking Out Loud and Feedback ○ Scheduled sharing time of good practices around planning & programming for stretch, formative assessment, moderation and quality feedback ○ Use SSLICS to work on common goals of effective formative assessment, stretch and moderation. ○ Meaningful training and development opportunities for all staff ○ Regular feedback on our SIP to work on improvements and celebrate successes ○ Regular pro chats with written feedback ○ Using CPSW to enhance wellbeing of staff, students and parents 	<ul style="list-style-type: none"> ○ Term 1 – 4: All staff ○ Term 1 – 4: All staff ○ Term 1 – 4: All staff ○ Term 1 – 4: Toni/ Maria ○ Term 1 – 4: All staff ○ 2 staff mtgs & ½ day per term ○ As arise ○ To be scheduled: All staff/ parents ○ Schedule to be developed: Bec ○ All year 	<ul style="list-style-type: none"> ○ Agreed school goals and commitments ○ Collaborative understanding of student learning at an individual, class and whole school level ○ Mentor teachers collaboratively plan Italian lessons for 2018 ○ Collaboration, staff voice, programs reflecting implementation for improved student outcomes ○ Teachers will trial new strategies and report back in staff meetings/ pro – chats/ observations ○ Build on/ modify practices to achieve targets ○ Teachers & SSOs will report back new strategies for staff to trial and give feedback ○ Cyclic reflection of targets and the growth of students/ where to go next ○ Staff are supported and work towards/ achieve personal, individual student, class and school goals ○ Staff are happy and engaged - Improved well-being survey results 	<ul style="list-style-type: none"> ○ Better schools funding ○ Australian Curriculum funding
	<p>Increase family involvement in student learning</p>	<ul style="list-style-type: none"> ○ Engage and involve community in discussions about directions of the site ○ Enable more families to understand how our sites operate and allow for community voice - Discussion at Governing Council/ Formation of and discussion at parent committee/ Information Night & AGM, Parent teacher & 3 way interviews, surveys, school & class newsletters, special days, Facebook page, Yearbook, Class Dojo ○ Increase community connections through specialised days around learning: Assemblies Grandparents day, STEM day, Literacy/ Numeracy day, Art showcase... ○ Increased opportunity for parents to be involved in classrooms/ the school - teachers to invite parents in for specific/ general purposes 	<ul style="list-style-type: none"> ○ Term 1/ schedule to be developed ○ Term 1 - 4, week 4: Bec and staff ○ Term 1 - 4: All staff ○ Term 1 – 4: All staff 	<ul style="list-style-type: none"> ○ Formation of a Governing Council/ SIP taken to council ○ Collect & review data about community attendance/ Client opinion surveys, Student opinion surveys, Teacher psychological health surveys, 6/7 MDI data ○ Improved results of student/ staff well-being surveys ○ Data showing increased community members volunteering over 2018 	