



# Thiele Primary School

1664

## Site Improvement Plan

2015 – 2016



## KEY PRINCIPLES OF THE SITE IMPROVEMENT PLAN

- The purpose of the Site Improvement Plan is to focus on improvements for each year within the context of the site's longer-term strategic directions and priorities as defined in the DECD Strategic Plan and Local Partnership Plan.
- The intention of our Site Improvement Plan is to provide a point of reference for the site's ongoing progress in achieving specific annual improvement priorities and targets through the DECD Improvement and Accountability Framework (DIAF).

## KEY CONNECTIONS AND REFERENCE DOCUMENTS

Our Site Improvement Plan links directly with the DECD Strategic Plan 2014-2017. In particular:

- Higher standards of learning achievement
- Improve health and wellbeing
- Improve and integrate child safety
- Engage children, families and communities
- Right service at the right time
- Build a better system

## CONTEXT

Thiele Primary School opened in 2008 and is in its seventh year of operation. Thiele PS is one of three schools that comprise the Aberfoyle Park Primary School Campus. Current enrolment is 320 students consisting of 138 R-2 students and 182 Year 3-7 students.

At Thiele Primary School, we provide relevant and purposeful learning opportunities that foster the greatest possible academic, social, emotional, physical and spiritual development of each child from Reception to Year 7.

As a school community we are committed to:

- Providing a safe, caring learning environment
- Developing a positive relationship between child, teacher and parent
- Recognising and fostering the uniqueness and individuality of each child, respecting his/her social and cultural background
- Fostering positive self-concept and self esteem
- Presenting children with an appropriate learning environment in which they experiment, manipulate, pose questions and seek their own answers
- Encouraging a healthy, positive involvement for parents in decision making and participating in their children's development and learning.
- Pursuing personal excellence

## VISION AND VALUES

At Thiele Primary School our vision is to develop a professional learning community that focuses on:

- a strong sense of identity and culture based on our school values of **Respect, Achievement, Integrity and Sustainability**
- promoting positive relationships and strong learner wellbeing
- learning and achieving high performance for all students
- a collaborative, team approach through the development of Professional Learning Communities (PLC's)

## EQUITY PROFILE

Thiele Primary School identifies as a Category 6 school. Within the student population, 11% are identified as Students with Disabilities, 4% identify as from a non-English speaking background, 21% are eligible for school card and 1% identify as ASTI students.

## RESOURCE MANAGEMENT

Human, Physical and Financial Resources are targeted to support the school improvement priorities that will maximise the learning opportunities and outcomes for all students.

## MONITORING, EVALUATION AND REPORTING

A key aspect in the monitoring and evaluation of our Site Improvement Plan using our Data Management Protocols through the School Improvement Committee and based on the DECD Improvement and Accountability Framework (DIAF). These protocols include:

- School wide, systematic collection of data through standardised testing in Literacy and Numeracy R-7.
- The collection and analysis of specific data sets in the Early Years, Primary Years and the Middle Years.

## STRATEGIC INTENT

A key focus of our plan is to achieve the following:

### **Achievement in Literacy**

Develop quality pedagogies and assessment processes to drive and enhance literacy learning outcomes

Develop positive disposition for literacy

Enhance student learning outcomes in literacy for all students. especially aboriginal and ESL learners and students below bench mark.

### **Achievement in Numeracy**

Develop foundational learning in number

Develop positive disposition for maths/numeracy learning in number

Develop positive disposition for maths/numeracy

Develop understanding of numeracy in real life situations

Enhance numeracy learning outcomes for all students

Develop mathematical language through hands on activities

### **Science**

Deliver quality Science units

Develop teacher understanding of Achievement standards

Develop assessment practices to reflect achievement standards

Students demonstrating achievement standards

### **Quality Teaching and Learner Wellbeing and Engagement**

Students demonstrating positive behaviour choices in classroom behaviour and yard play

Students demonstrating higher levels of engagement in learning programs

Students demonstrating a higher level of participation in student voice, decision making and student action

Students making successful transition from K to R and from Year 7 to 8

Teachers to engage with Art and Science of Teaching (including TfEL)

Develop Differentiation of Students demonstrating a higher level of participation in student voice, decision making and student action

Develop Student Individual Learning Plans where appropriate.

Develop focus on Big 6 of Reading in the Early Years

## Our Priorities

### English

Develop students that are confident communicators, imaginative thinkers and informed global citizens

#### We will:

- Assist students to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multi-modal text across a growing range of context with accuracy, fluency and purpose.
- Assist students to appreciate, enjoy and use the English language in both the spoken and written form to create meaning.

### Mathematics

Develop students that are confident, creative users and communicators of mathematics, who are able to investigate, represent and interpret situations in their everyday life and as global citizens.

#### We will:

- Maximise each and every child's development in mathematical understanding, fluency, logical reasoning, analytical thought and problem solving skills.
- Assist students to live and work successfully in the twenty first century through the seven general capabilities and curriculum content.

### History

Through a process of inquiry into the past, students develop curiosity and imagination of historical events that promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

#### We will:

- Develop an interest in and enjoyment of historical study for lifelong learning.
- Develop knowledge, understanding and appreciation of the past and the forces that shape society.

### Geography

Develop student's ability to explore, analyse and understand the characteristics of the places that make up their world addressing both personal and global perspectives.

#### We will:

- Assist students to think geographically, use geographical concepts and develop a deep local and global geographical knowledge.
- Assist students to develop a sense of wonder, curiosity and respect about places, people, cultures and environments around the world.

## English

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We will:

- Assist students to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multi-modal text across a growing range of context with accuracy, fluency and purpose.
- Assist students to appreciate, enjoy and use the English language in both the spoken and written form to create meaning.

### What success will look like

- Students listen for, can identify and explain different perspectives in texts from a variety of sources.
- Students make coherent presentations and contribute actively to class and group discussions, using language features to engage the audience
- When creating and editing texts students demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation. Students create and edit texts that demonstrate an age-appropriate understanding of grammar, vocab, spelling and punctuation
- Students confidently and willingly engage in a variety of multi-literacies including digital technologies.
- Growth in individual achievement can be measured.

### Key Actions

- Identify students in Waves 1, 2 and 3 to support students in literacy.
- Investigate ICT programmes to support Wave 1, 2, 3 learners.
- Continue to provide an F-2 reading support teacher to support Wave 2 students (early intervention).
- Invest in resources, (e.g. class book/novel sets, RR level 20 for younger students, RR levels 10-30 for older students, digital resources).
- T&D:
  - existing ICT resources, e.g. In2era/Study Ladder,
  - The Art and Science of Teaching (high order thinking skills).
  - Sheena Cameron reading comprehension to develop a whole-school common language
  - Jolly Phonics and Jolly Grammar from F to MP.
- Develop an F-2 high-frequency word written assessment.
- Use the Australian Curriculum Genre maps

### Assessments

- F-1: Oxford sight Words, RR Levels, Phonological Awareness, Marie Clay, MIST(F)
- 2-4: Oxford written words, NAPLAN, Waddington spelling, PAT-R, PAT-Vocab,
- 5-7: NAPLAN, PAT-R, PAT-Vocab, Westward spelling
- F,1,2,4,6: Writing sample (EALD scales)
- EALD students: 2 writing samples

### Targets

#### Educational Achievement Standards

Running Records (RR) at September

- Reception – Levels 5
- Year 1 - Levels 15
- Year 2 – Levels 21

Australian Curriculum

- "C" or above at Year Level

NAPLAN

- Band 3 or above at Year 5
- Band 5 or above at Year 5
- Band 7 or above at Year 7

PAT –R Comprehension Scale

- Year 3: 100 or above
- Year 4: 110 or above
- Year 5: 115 or above
- Year 6: 120 or above
- Year 7: 124 or above

## Mathematics

Develop students that are confident, creative users and communicators of mathematics, who are able to investigate, represent and interpret situations in their everyday life and as global citizens.

We will:

- Maximise each and every child's development in mathematical understanding, fluency, logical reasoning, analytical thought and problem solving skills.
- Assist students to live and work successfully in the twenty first century through the seven general capabilities and curriculum content.

### What success will look like

- Students will confidently make meaningful connections to real life situations.
- Students will be proficient in understanding, fluency, problem solving and reasoning (*eg. Using the relevant mathematical application in the correct context*).
- Students will have a positive attitude toward maths and successfully engage in learning.
- Students will demonstrate the skills to problem solve individually, collaboratively and creatively.
- Students will confidently demonstrate their reasoning in multiple ways.
- Students will understand the essence of the learning/conceptual narrative including vocabulary.
- Students and teachers will confidently use ICT to support their teaching and learning.
- Students and teachers will seek and provide feedback about their learning in multiple ways.

### Key Actions

Develop a whole school mathematics agreement.

Increase teachers ICT capabilities

- Appropriately resource ICT into classrooms (eg. Tools to enable this to happen).
- Training and Development for teachers

Shared professional learning opportunities

- To review common assessment data.
- To develop formative and summative assessment tools.
- To improve classroom based and school wide intervention strategies.
- To increase staff confidence and enjoyment of mathematics.

PLCs will be a vehicle for professional learning.

Increased deprivatisation and observation of each other's practice.

### Assessments

- PAT -M
- NAPLAN
- Rubrics
- Anecdotal observations
- Testing
- Photographic evidence
- Informal and formal questioning
- Work samples
- Students self-assessment
- Open-ended tasks and questions

### Targets

#### Educational Achievement Standards

PAT Math Plus Scale Score

- Year 3: 40 or above
- Year 4: 45 or above
- Year 5: 50 or above
- Year 6: 54 or above
- Year 7: 55 or above

# Humanities and Social Sciences

## - History

Through a process of inquiry into the past, students develop curiosity and imagination of historical events that promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

We will:

- Develop an interest in and enjoyment of historical study for lifelong learning.
- Develop knowledge, understanding and appreciation of the past and the forces that shape society.

### What success will look like

- Teachers programming units of work that incorporate historical inquiry to develop student skills of asking relevant questions; critically analysing and interpreting sources; considering context; respecting and explaining different perspectives; developing and substantiating interpretations, and communicating effectively (Defining, Locating, Selecting, Organising, Presenting, Evaluating)
- Teachers making meaningful cross-curriculum links.
- Students demonstrate and apply skills in historical inquiry such as asking relevant questions; critically analysing and interpreting sources; considering context; respecting and explaining different perspectives; developing and substantiating interpretations, and communicating effectively (Defining, Locating, Selecting, Organising, Presenting, Evaluating)
- Students transfer and build upon their historical skills and knowledge across the curriculum and real-life contexts and throughout the year levels.
- Incorporate ICT in meaningful ways to support teaching and learning

### Key Actions

- Explicitly teach multiple note taking strategies including from websites.
- Explicitly teach summarising strategies.
- Communicate to parents re skills/knowledge/understanding aspects of the curriculum – understanding the achievement standards.
- Develop rubrics across the year levels
- Build a bank of relevant, useful, age-appropriate resources (e.g. ICT resources, physical artefacts etc.)
- Collaborative planning
- Develop a whole school history scope and sequence

### Assessments

- Continuum throughout the years. Re Scope and Sequence in Curriculum
- Cross-curricula assessments e.g. assessing a piece of writing that has an historical perspective.
- Use rubrics for formative and summative assessment and moderation

### Targets

Students have been exposed to and taught the general capabilities and historical skills that can be transferred to "I can" statements when assessing their own learning.

# Humanities and Social Sciences

## - Geography

Develop student's ability to explore, analyse and understand the characteristics of the places that make up their world addressing both personal and global perspectives.

We will:

- Assist students to think geographically, use geographical concepts and develop a deep local and global geographical knowledge.
- Assist students to develop a sense of wonder, curiosity and respect about places, people, cultures and environments around the world.

### What success will look like

- Students will have the ability to think geographically, both theoretically and practically in relation to Australia, the Asia region and the world.
- Students will understand and use geographical concepts: place, space, interconnection, environment, sustainability, scale, change.
- Students will have the capacity to be competent, critical and creative users of geographical inquiry methods and skills: *Collecting, recording, evaluating and representing*.
- Students show a range of strategies for collecting and presenting information both individually and collaboratively. Students are able to transfer their geographical understanding across the curriculum and to real life contexts.
- Students will be informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable and socially just world.
- Teachers have developed and implemented a scope and sequence.
- Teachers have established effective learning opportunities for students to become active learners and citizens in the 21<sup>st</sup> Century.
- ICT is used to support teaching and learning.
- Teachers use both summative and formative assessment tasks that are both appropriate and specific to the learning context.

### Key Actions

- Update and source relevant resources including atlases, ICT hardware and infrastructure.
- All teachers have a good working knowledge of the curriculum and develop and implement a scope and sequence.
- Provide PD for staff to increase their knowledge of the Geography curriculum and to update their knowledge and use of ICT and other resources to support it.
- Develop and use rigorous strategies to assess both skills and knowledge and the transfer of this across the curriculum.
- Collaboratively plan, assess, and report across curriculum year level PLCs.

### Assessments

Collaboratively develop assessment tasks that incorporate cross-curricula skills  
Develop rubrics that are developmentally appropriate.

### Targets

Students have been exposed to and taught the general capabilities and geographical skills that can be transferred to "I can" statements when assessing their own learning.