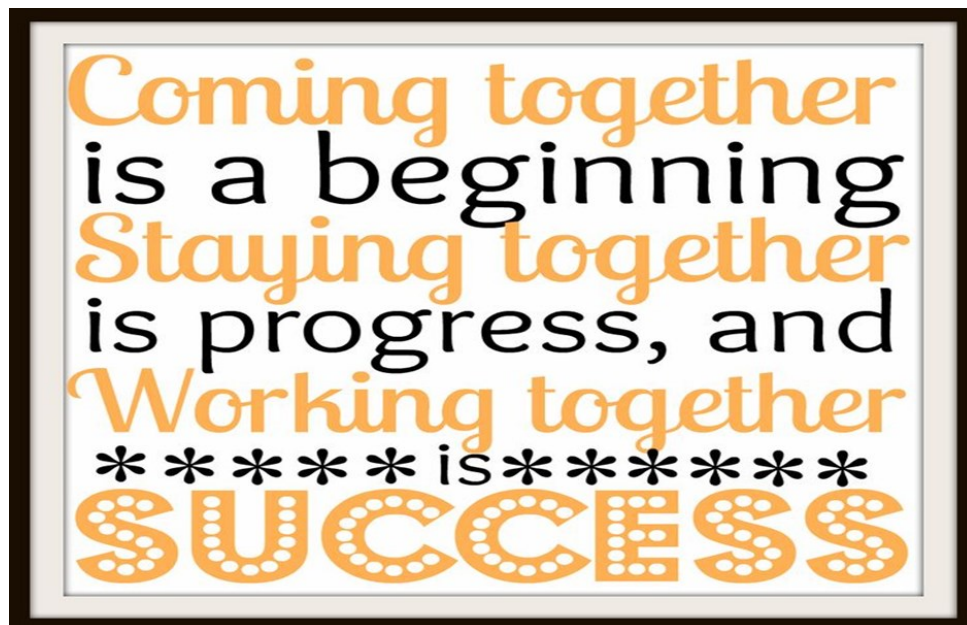




# PARACOMBE PRIMARY SCHOOL

## SITE IMPROVEMENT PLAN 2017



Government of South Australia  
Department for Education and  
Child Development

# LITERACY R-2

At Paracombe we continue to Reflect and Improve our literacy practices across the school, based upon current research, to improve Literacy skills by effectively planning and teaching for a balanced literacy block that includes all aspects of receptive and productive modes.

Planned Actions 2017	R-2 Learning Targets 2017	Outcome
<ul style="list-style-type: none"> <li>• Record reading level, alphabet knowledge and spelling level at start of year for all students using Waddington Spelling Test</li> <li>• Student assessment data is examined to determine individual student needs</li> <li>• Students to read to an adult at school at least 3 times per week</li> <li>• SSO / principal support for identified students</li> <li>• Extension program for students with reading and spelling 2 years above CA, including:               <ul style="list-style-type: none"> <li>- resource based learning</li> <li>- individual research skills</li> <li>- multi media approach</li> <li>- extension spelling</li> </ul> </li> <li>• Continue daily 2 hour Literacy block including:               <ul style="list-style-type: none"> <li>- guided reading</li> <li>- explicit instruction in Spelling, Grammar &amp; Writing</li> <li>- oral language presentations</li> <li>- regular story reading</li> <li>-class teacher</li> </ul> </li> <li>• Regular reading at home recorded by parents.</li> <li>• Diagnostic testing in term 4 to monitor progress (PAT-R &amp; SA Spelling Test)</li> <li>• Team moderation in English to ensure common understanding of assessing student work samples— throughout the year with site colleagues and partnership colleagues.</li> </ul>	<p style="text-align: center;"><b>Running Records</b></p> <ul style="list-style-type: none"> <li>• 86% of Reception students to achieve Level 9 or above in Running Records (6 out of 7)</li> <li>• 90% of Year 1 students to achieve Level 17 or above in Running Records (8 out of 9)</li> <li>• 100% of Year 1 students to improve by at least 7 reading levels this year (9 out of 9)</li> <li>• 88% of Year 2 students to achieve Level 21 or above in Running Records (7 out of 8)</li> <li>• 75% of Year 2 students to achieve Level 26 in Running Records testing by the end of term 4 (6 out of 8)</li> <li>• 100% of Year 2 students to improve by at least 7 reading levels this year (8 out of 8)</li> </ul> <p style="text-align: center;"><b>Pat-R</b></p> <ul style="list-style-type: none"> <li>• 71% of Year 2 students to achieve Stanine 4 or higher in the Pat-R testing conducted in September (6 out of 8)</li> </ul> <p style="text-align: center;"><b>Sight Words</b></p> <ul style="list-style-type: none"> <li>• 100 % of Reception students to recognise 60 sight words</li> <li>• 100% of Yr. 1 students to recognise 100 sight words</li> <li>• 100% of Yr. 2 students to recognise 200 Oxford Sight Words</li> </ul> <p style="text-align: center;"><b>General</b></p> <ul style="list-style-type: none"> <li>• 100% of all R-2 students to complete the Premier’s Reading Challenge.</li> </ul>	

# LITERACY Yr. 3-4

Planned Actions 2017	Yr. 3-4 Learning Targets 2017	Outcome
<ul style="list-style-type: none"> <li>• Regular testing and data collection throughout the year utilising Australian Curriculum, including NAPLAN Results</li> <li>• Reading partners</li> <li>• Sight word recognition program</li> <li>• Daily spell check</li> <li>• Regular word knowledge and reading comprehension activities</li> <li>• Daily sentence construction</li> <li>• Premier’s Reading Challenge</li> <li>• Class novel incorporating oral comprehension activities checking for understanding.</li> <li>• Regular reading at home with parents</li> <li>• Early Years Literacy Plan progressively implemented, reviewed and improved</li> <li>• 100 minutes daily Literacy</li> <li>• Significant funds allocated to supporting Literacy programs</li> <li>• Additional SSO time allocated to support daily Literacy and identified students.</li> <li>• Personal Learning Plans to be implemented for all identified students</li> <li>• Diagnostic testing to be conducted for all Yr. 3 students using the Waddington Test, PAT &amp; SA Spelling Test to identify student needs /grouping / programming</li> </ul>	<p style="text-align: center;"><b>PAT-R</b></p> <ul style="list-style-type: none"> <li>• 83% of Year 3 students to achieve SEA Pat-R Scale score of 100 or above (5 out of 6)</li> <li>• 85% of Year 4 students to achieve SEA Pat-R Scale score of 110 or above (12 out of 14)</li> </ul> <p style="text-align: center;"><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>• 50% of Year 3 students will meet the minimum Standard of Educational Achievement in all aspects of Literacy with the exception of students who have identified learning difficulties and have their own targets set through One Plans (3 out of 6)</li> <li>• 67% of Year 3 students to achieve Band 3 or higher in: Spelling, Reading, Writing &amp; Grammar (4 out of 6)</li> <li>• Number of Year 3 students to achieve in the top 2 bands: <ul style="list-style-type: none"> <li>Writing - 2</li> <li>Grammar - 2</li> <li>Spelling - 2</li> </ul> </li> </ul> <p style="text-align: center;"><b>GENERAL</b></p> <ul style="list-style-type: none"> <li>• 100 % of Year 3 students to complete the Premier’s Reading Challenge</li> <li>• 100 % of Year 4 students to complete the Premier’s Reading Challenge.</li> </ul>	

# LITERACY Yr. 5-6

Planned Actions 2017	Year 5-6 Learning Targets 2017	Outcome
<ul style="list-style-type: none"> <li>• All students tested using S.A. Spelling Test &amp; PAT Reading Comprehension Test</li> <li>• Diagnostic Data used for student grouping</li> <li>• 100 minute daily Literacy</li> <li>• Focus on small teaching groups for Spelling</li> <li>• Explicit focus on small groups teaching comprehension skills</li> <li>• Daily spelling tasks (online and written)</li> <li>• Extension activities for able students in word recognition and meaning</li> <li>• Weekly Spelling tests</li> <li>• Explicit teaching of Grammar, Language &amp; Formalities</li> <li>• NAPLAN Predictions in Literacy for all Year 5 students to be recorded by classroom teacher</li> <li>• Premier's Reading Challenge</li> <li>• Class novel incorporating oral comprehension activities checking for understanding.</li> <li>• Weekly writing tasks in a variety of genres</li> <li>• Additional SSO / principal time allocated to each classroom to support students with identified needs</li> </ul>	<p style="text-align: center;"><b>PAT-R</b></p> <ul style="list-style-type: none"> <li>• 100% of Year 5 students to achieve SEA Pat-R Scale score of 115 or above (7out of 7)</li> <li>• 100% of Year 6 students to achieve SEA Pat-R Scale score of 120 or above (5 out of 5)</li> </ul> <p style="text-align: center;"><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>• 84% of Year 5 students will meet the minimum Standard of Educational Achievement in literacy with the exception of students who have identified learning difficulties and have their own targets set through One Plans (1out of 6)</li> <li>• Number of Year 5 students to achieve in the top 2 bands:               <ul style="list-style-type: none"> <li>Reading - 3</li> <li>Writing - 2</li> <li>Grammar - 3</li> <li>Spelling - 3</li> </ul> </li> </ul> <p style="text-align: center;"><b>GENERAL</b></p> <ul style="list-style-type: none"> <li>• 100% of Year 5 students to complete the Premier's Reading Challenge</li> <li>• 100% of Year 6 students to complete the Premier's Reading Challenge.</li> </ul>	

# LITERACY Yr. 7

Planned Actions 2017	Yr. 7 Learning Targets 2017	Outcome
<ul style="list-style-type: none"> <li>• All students tested using S.A. Spelling Test &amp; PAT Reading Comprehension Test</li> <li>• Diagnostic Data used for student grouping</li> <li>• 100 minute daily Literacy Block</li> <li>• Focus on small teaching groups for Spelling</li> <li>• Introduce online spelling program</li> <li>• Weekly grouped Reading comprehension activities</li> <li>• Extension / Normal / Remedial groups in Spelling</li> <li>• Explicit teaching of Grammar, Language &amp; Formalities</li> <li>• Daily spelling tasks (written and online)</li> <li>• Weekly Spelling testing</li> <li>• NAPLAN Predictions in Literacy for all Year 7 students to be recorded by classroom teacher</li> <li>• Premier's Reading Challenge</li> <li>• Class novel incorporating oral comprehension activities checking for understanding.</li> <li>• Daily SSO time allocated to support students with identified needs.</li> </ul>	<p style="text-align: center;"><b>PAT-R</b></p> <ul style="list-style-type: none"> <li>• 100% of Year 7 students to achieve SEA Pat-R Scale score of 124 or above</li> </ul> <p style="text-align: center;"><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>• 100% of Year 7 students will meet the minimum Standard of Educational Achievement in literacy with the exception of students who have identified learning difficulties and have their own targets set through One Plans</li> <li>• 85% of Year 7 students to achieve Band 6 or higher in all aspects of Literacy (Spelling, Reading, Writing, Grammar &amp; Punctuation) (6 out of 7)</li> <li>• Number of Year 7 students to achieve in the top 2 bands:               <ul style="list-style-type: none"> <li>Reading - 4</li> <li>Writing - 3</li> <li>Grammar - 5</li> <li>Spelling - 4</li> </ul> </li> </ul> <p style="text-align: center;"><b>GENERAL</b></p> <ul style="list-style-type: none"> <li>• 100% of Year 7 students to complete the Premier's Reading Challenge.</li> </ul>	

## Numeracy Yr. 2-7

At Paracombe we continue to Reflect and Improve our numeracy practices across the school, based upon current research, to improve numeracy skills by effectively planning and teaching for a balanced numeracy block that includes all aspects of receptive and productive modes.

Planned Actions 2017	Learning Targets 2017	Outcome
<ul style="list-style-type: none"> <li>• Moderation in teams / PLC's to build consistent results in data collection</li> <li>• Daily Problem Solving and Number Fact Knowledge</li> <li>• Mental activities to improve fluency of tables, number facts and problem solving</li> <li>• Maths games to support learning of number facts</li> <li>• Daily Numeracy block happening in all classrooms</li> <li>• Staff analyse data more effectively for planning differentiation</li> <li>• Identified individuals and small groups supported with SS0 and Principal support</li> <li>• Australian Curriculum outcomes for Mathematics used as a basis for constructing curriculum</li> </ul>	<p><b>PAT-M</b></p> <ul style="list-style-type: none"> <li>• 75% of Year 2 students to achieve Stanine 4 or higher in the Pat-M testing conducted in September (6 out of 8)</li> <li>• 66% of Year 3 students to achieve SEA Pat-M Scale score of 100 or above (5 out of 6)</li> <li>• 79% of Year 4 students to achieve SEA Pat-M Scale score of 110 or above (11 out of 14)</li> <li>• 90% of Year 5 students to achieve SEA Pat-M Scale score of 115 or above (6 out of 7)</li> <li>• 90% of Year 6 students to achieve SEA Pat-M Scale score of 120 or above (4 out of 5)</li> <li>• 100% of Year 7 students to achieve SEA Pat-M Scale score of 124 or above (7 out of 7).</li> </ul>	
<ul style="list-style-type: none"> <li>• Annual testing using a range of standardised diagnostic tests (PAT Maths)</li> <li>• NAPLAN Predictions in Numeracy for all Year 3,5 &amp; 7 students to be recorded by classroom teacher</li> <li>• Develop pedagogical teaching capacity through professional learning and networking utilising Tierney Kennedy problem solving approach.</li> <li>• Staff encourage a growth mindset by providing tasks that provide intellectual stretch.</li> <li>• Teachers explicitly teach and provide at least one Tierney Kennedy problem solving task</li> </ul>	<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>• 73% of Yr. 3 (4 out of 6) 88% of Yr. 5 (6 out of 6) and 100% of Yr. 7 (7 out of 7) students will meet the minimum Standard of Educational Achievement in Numeracy with the exception of students who have identified learning difficulties and have their own targets set through One Plans</li> <li>• Number of Year 3 students to achieve in the top 2 Numeracy bands - 1</li> <li>• Number of Year 5 students to achieve in the top 2 Numeracy bands - 2</li> <li>• Number of Year 7 students to achieve in the top 2 Numeracy bands - 2</li> </ul>	

## Improving Student's participation and engagement in learning.

Plan Actions 2017	Learning Targets	Outcome
<ul style="list-style-type: none"> <li><i>Increase engagement and learning achievement of students.</i></li> </ul>	<ul style="list-style-type: none"> <li>Students encouraged to attend school for 100% of the time to maximise learning.</li> <li>All unexplained absences chased up via telephone, text message, face to face contact until a reason is provided</li> <li>Improve 2017 attendance for all year levels to at least 95%.</li> <li>Reminders placed into school newsletters regarding the importance of consistent attendance and procedures to be followed for any absences.</li> </ul>	<ul style="list-style-type: none"> <li>All unexplained reasons provided for any student absence.</li> <li>2017 school attendance rate at least 95% across all year levels, meeting DECD target.</li> <li>Articles and reminders placed in at least two newsletters per term.</li> <li>Termly class absentee data provided to Governing Council and in newsletter once per term.</li> </ul>
<ul style="list-style-type: none"> <li><i>Develop effective processes for student voice to be heard, valued &amp; integrated into school decision making.</i></li> </ul>	<ul style="list-style-type: none"> <li>Enhance authentic student voice &amp; leadership opportunities inside &amp; outside the classroom.</li> <li>Principal engages in Student Voice Partnership PLC that enhances the development of a collaborative staff / student expectation based upon TfEL <b>Domain 2.1: "Developing democratic relationships"</b></li> </ul>	<ul style="list-style-type: none"> <li>All students encouraged to act as leaders, teachers and learners through class meeting and whole school learning opportunities.</li> <li>Staff have taught explicit skills and created opportunities for students to chair meetings, negotiate agendas, make decisions and take action</li> <li>Staff have gathered feedback from students at least once per term on an aspect of their teaching and shared with the class to identify future actions.</li> </ul>



## Implementing performance management processes that focus on individual and whole school improvement based upon DECD Guidelines.

Plan Actions 2017	Learning Targets	Outcome
<ul style="list-style-type: none"> <li>• <i>Develop and implement elements supporting a positive performance and development culture.</i></li> <li>• <i>School Performance Management Policy developed that enables a shared and common commitment to the school vision and site improvement plan.</i></li> <li>• <i>Developing a culture that views critical feedback positively and views it as an integral part of school improvement as well as an affirmation of current quality practices and achievements.</i></li> </ul>	<ul style="list-style-type: none"> <li>• All staff involved in a cycle of planning, learning and review that supports personal accountability and mutual responsibility.</li> <li>• All staff develop a plan of improvement based upon DECD guidelines that commits to developing personal learning goals.</li> <li>• Staff involved in regular performance conversations.</li> <li>• Time and resources committed to staff development that enables: <ul style="list-style-type: none"> <li>Personal Growth</li> <li>Recognition and reward</li> <li>Career pathways to be developed.</li> </ul> </li> <li>• All staff provided with feedback regarding performance and achievements of performance plan priorities at least once per term.</li> <li>• Individual Performance plans are SMART: <ul style="list-style-type: none"> <li><b>S</b>pecific</li> <li><b>M</b>easurable</li> <li><b>A</b>chievable</li> <li><b>R</b>elevant</li> <li><b>T</b>ime Bound.</li> </ul> </li> <li>• Personal objectives are linked to Site / Partnership / DECD objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• An agreed upon Performance Development Plan Policy developed based upon DECD Performance and Development Guidelines.</li> <li>• Individual goals achieved and future objectives developed after feedback provided from line manager from performance conversations.</li> <li>• All staff provided with written feedback that acknowledges / celebrates achievements and future growth areas identified and agreed upon at least once per term.</li> <li>• Individual goals have enabled improved student engagement and performance.</li> <li>• Specific targets are met and the data gathered is used to develop a future plan and directions for personal growth.</li> <li>• Staff has participated in pupil free days, Partnership PLCs, staff meetings and individual T&amp;D that enabled personal and site priorities to be achieved.</li> </ul>