Hackham East Primary School

2017 - 2019 Site Improvement Plan

Literacy	Numeracy	Wellbeing for Learning	STEM and Learning Technologies
Context: NAPLAN Reading data shows that students are achieving SEA in Yr 3, however this has decreased in Year 5 and 7. In 2016, 67% of students achieved the SEA in Yr3,while 58% met SEA in Year 5 and 46% in Year 7. PAT-R data has been inconsistent over the past 4 years, however there is a trend that upper band students do not continue this growth into Year 6 and 7. **Running Record data from 2015 and 2016 indicates the following -** **2015 Year 1** - 55% (22/40) achieved SEA * current Year 3 (excluding SWD) **2015 Year 2** 61% (19/31) achieved SEA * current Year 4 **2016 Year 1** - 42 % (15/36) achieved SEA * Current Year 2 **2016 Year 2** - 64 % achieved SEA * Current Year 3 * indicates we are tracking and monitoring these cohorts closely	**Context:** NAPLAN data shows that students our year three results are trending up. 77% of student achieved the SEA in 2017. There are no trends in year 5 NAPLAN. Year 7 results were trending up until 2016 which was the lowest in 9 years. NAPLAN and PAT-M data show that improvement is occurring in the bottom 25% growth to the middle 50% growth range. The challenge is to move students into the higher bands while still addressing the needs of those in the lower bands	**Context:** MDI and MYDI Data indicate that HEPS students optimism, satisfaction with life and resilience is low. Attendance data shows that 25% of children attend less than 85% of of the time. With only 25% of children meeting the DECD requirement of 95% TfEL Compass data shows that 40% of children have a fixed mindset and low resilience to learning	**Context:** The majority of families have internet access Students as young as 7 are accessing social media The school has advanced digital technology infrastructure providing students with unlimited access to digital tools for learning and creativity STEM spaces are being developed across school in 2017 Team Leader support to lead STEM and Learning Technologies is provided on Fridays.

Cross Priority Themes

Student Influence learning design, assessment and moderation

Teachers collaboratively designing learning and assessment tasks which intellectually challenge and engage all learners to higher standards of learner achievement

Growth Mindset

Learning Disposition

Aboriginal Perspectives across the curriculum

2017 Targets: ● All Students with disabilities will meet reading targets as identified in One Plans ● Maintain and increase the number of students in Upper NAPLAN Proficiency Bands ● All Year 3-7 students will show a minimum of 5 scale score points growth in Pat-R data **PAT-R** **Year 3:** 75 % of cohort will achieve at or above SEA of 95 (based on RR data of 66% Achieving RR SEA in 2015) **Year 4**: 88 % of cohort will achieve at or above SEA of 106 or above (81% achieved SEA in Year 3) **Year 5:** 80 % of cohort will achieve at or above SEA of 112 or above (70% achieved SEA in Year 4) **Year 6**: 80 % of cohort will achieve at or above SEA of 118 or above (62% achieved SEA in Year 5) ** however 5 students did not sit the test when they should have* **Year 7**: 70 % of cohort will achieve at or above SEA of 120 or above (56% of achieved SEA in Year 6) **Running Records** ● **Current year 2** students will show growth in at least 8 RR levels from 2016 - 2017 September Reporting ***(only 42% of year 2 Students achieved SEA in Sept 2015) *(15/36) - see strategy below re Year 1/2 class supports*** ● **70 % of year 1** students will achieve Reading SEA in 2017 (Level 13 on UNSEEN text) ● **ATSI students** will show a minimum growth of at least 8 Running Record levels (based on Term 1- Term 3	**2017 Targets:** ● All Students with disabilities will meet their SMARTAR target as identified in One Plans ● Maintain and increase the number of students in Upper NAPLAN Proficiency Bands ● 90% of students achieve fluency in number operations at or above year level expectations ● All Year 3-7 students will show a minimum of 5 scale score points growth in Pat-M data **PAT-M** ● **Year 3:** 80 % of cohort will achieve at or above SEA of 101 ● **Year 4**: 80 % of cohort will achieve at or above SEA of 110 or above (64% achieved SEA in Year 3) ● **Year 5**: 90% of cohort will achieve at or above SEA of 112 (80% achieved SEA in Year 4) ● **Year 6**: 75% of cohort will achieve at or above SEA of 120 (60% achieved SEA in Year 5) ● **Year 7**: 75% of cohort will achieve at or above SEA of 121 (62% achieved SEA in Year 6)	**2017 Targets**: Student Attendance ● All children have annual attendance of 95% ● All students improve on 2016 attendance ● To reduce unexplained student absence to 20% (2016 data was 42.4%) ● Lateness reduced by 10% (3460 lates in 2016) ● All ATSI student attendance monitored by AET, ACEO and Senior Leader ● TfEL Compass data and Wellbeing Survey shows an increase in student Growth Mindset ● Reduction in inappropriate yard/class behaviours	**2017 Targets**: ● Teachers' programs include evidence of rich and creative pedagogies in Learning Technologies. ● All PPTs plan, implement, assess and moderate at least one integrated STEM unit ● All students involved in open ended STEM activities

Running Records on Unseen text as per DECD RR reporting requirements)			
Strategies: ● Continue to build whole school consistency around pedagogy and practice in the teaching of Reading, Writing and Spelling - this includes teaching comprehension, vocabulary, Words their way Spelling approach and introduce Writers Workshop (Student influence and building powerful writers) ● All teachers use running record and conferring data 2 times per term to group students according to levels and reading needs for targeted small group reading instruction - Week 4 and 8 ● Team Leader and Reading teacher Support will focus on supporting staff (including SSOs) with reading instruction and guided reading R-4 ● All staff (and SSOs) will review effective reading instruction and engage in targeted professional learning around effective Guide Reading teaching Refer to* *DECD Reading from Beginnings to Proficiency* ● Develop students as, "Powerful", life long learners through intellectual stretch and developing growth mindset ● All Year 3-7 teachers will deprivatise PAT-R data with students and use this to set reading goals with students ● All staff will participate in updated 'analysis of running record data' and plan for how to use this for instruction ● AET and ACEO to meet with teams once per term to discuss ATSI student data and plan for intervention strategies to support ● All teams will be released for a data	**Strategies:** ● students codesign learning in mathematics ● Build upon the knowledge and practices of teacher, ensuring that there is a clear understanding of the achievement standards through Australian Curriculum, Natural Maths and Sullivan's Six Key Principles and Gaffney's 25 Characteristics of Effective Numeracy Teaching. Proficiencies of ○ understanding ○ fluency ○ problem solving ○ reasoning ● Ensure that high expectations are known to students so that there is continual growth for all students. ● Develop students as, "Powerful", life long learners through intellectual stretch and developing growth mindset ● Create authentic, engaging and real world learning opportunities that engage all students. ● Build students' fluency through QuickSmart and daily minute maths fluency practise ● All teachers R-7 to look at incorporating problem solving activities once per week linked with current content focus ● Review strategies for test taking with all students linked to school values of 'persistence, resilience, courage' and 'growth mindset' and 'learning pit' ● All Year 3-7 teachers deprivatise PAT-M data with students and use this to set reading goals with students	**Strategies:** ● Continue to build whole school consistency around PITW practices (GPS, incorporating Life Rafts/School Values into each lesson, Language/Questioning, UCRM). ● Interoception activities taught in classrooms and access to small group teaching for ASD/Trauma other students who show low self-regulation of emotions/behaviours (track and monitor small group students via behaviour and self-reflection data). ● Develop Learning and Wellbeing area ● Interoception Room ● Play/Learning support ● Breakfast Club ● Build resilience through designing/implementing learning activities that incorporate or make reference to ○ Learning PIt ○ HIgh Challenge ○ positive self talk ○ praising effort ● Educating parents/Caregivers around the importance of schooling/attendance. ● Senior Leader to conduct regular reviews of attendance data. ● Parents contacted regarding persistent non-attendance/unexplained absences. ● Letters sent home regarding ongoing lateness, unexplained absences and general attendance.	**Strategies:** ● Appoint Team Leader with a focus on supporting STEM through coaching and whole school PD ● Improve teacher and SSO understanding of STEM pedagogies, AC Technologies Curriculum, coding and computational thinking. ● Develop knowledge and skills in pedagogies to enable students to o provide and receive feedback to teachers, peers and parents/ caregivers o collaboratively co-design learning using AC and the SAMR model, o communication with audiences within and outside of the school ● Develop a scope and sequence for Digital Citizenship which includes Cyberbullying ● Continue to develop Student Digital leaders to have a strong presence in the school. ● Use multiple media and opportunities including at least one parent workshop to communicate information about STEM to parents

analysis day in Term 3 (PAT-R, RRs, Naplan and Conferring Records) ● JP team leader and Reading Support teacher to mentor and coach Teachers and SSOs in Year 1/ 2 classes where the Year 2 Running Record data is low ● Review strategies for test taking with all students linked to school values of 'persistence, resilience, courage' and 'growth mindset' and 'learning pit' - particularly with our Year 6/7 students and focus on deprivatizing test results as a strategy for goal setting with them ● Refine and continue to strengthen re-deployment of WAVE 2 intervention support to build additional WAVE 1 support in classrooms eg. SSOs being directed by teachers as to the learning intention and focus for small groups rather than just a 'pull out program'			