Mulga Street Primary School
2017-2019 Site Improvement Plan

Community Vision:

At Mulga Street Primary School we aim to develop well rounded, healthy and happy individuals who are able to face the world and all its challenges head on with confidence and resilience. They will be ambitious, caring and have the self-belief to achieve anything they desire in life.

External Review and Directions 2015

1. Improve student learning through staff learning team analysis of available data to differentiate their teaching to meet the varying needs and interest of learners.
2. Create safe conditions for students and teachers to engage in learning that supports challenges and extends the needs and abilities of all learners.
3. Redefine a culture of high expectations for learning achievement within the school community for the benefit of all students
4. Increase the proportion of students achieving the DECD Standard of Educational Achievement through rigorous, engaging learning tasks planned by the year level teams using agreed whole school developed Australian Curriculum sequences, assessment rubrics and team moderation

Blue Lake Partnership Vision:

Developing life-long learners who have persistence and resilience to succeed no matter the circumstances.

OUR SCHOOL VALUES

Safety , Trust, Respect

Our Core Beliefs about How Children Learn Best:

All Learning:
- When students and staff work collaboratively
- When learning is purposeful and engages students in real life experiences and/ or hands on practices
- When learning is supported and undertaken in a calm, safe environment
- When students are encouraged and challenged to take risks, make mistakes and overcome them with confidence
- When learning is explicit, scaffolded, modelled, and conducted in a variety of settings
- When students are able to give and receive feedback appropriately to enable a higher level of success
- When everyone is prepared and organised
- When there is a developed relationship of trust and respect between staff and students
- When students have self-belief, are happy and are able to play and have fun

Literacy:
- They develop a rich vocabulary to enable them to be effective communicators.
- They have a love of literature.
- They see themselves as readers and writers who are brave, critical, question themselves and others' and embrace feedback.
- They compose a variety of texts both orally and in writing with purpose at the forefront of their thinking.
- We actively develop a culture where reading is valued and seen as a tool for success providing opportunities for children to reach their full potential.

- **Numeracy:**

- They have a deep sense of number and our number system and are able to identify patterns and relationships
- They are armed with strategies to be able to problem solve quickly and efficiently
- When the language of mathematics is consistent across the site
- There is a strategic process to move learners thinking from a concrete context to an abstract context

Our Priorities:

Literacy: Embedding the development of oral language through playful pedagogies and inquiry based learning with a continued focus on developing quality writers and readers

Literacy: All students achieving the minimum benchmark in reading through a strategic whole school focus on daily guided reading

Numeracy: Developing a deep understanding of number sense with students being able to demonstrate and articulate understanding in multiple ways.

Learner Well Being and Engagement: The development of powerful learners through developing efficacious learner dispositions with a focus on personal and social capabilities.

Government of South Australia
Department for Education and Child Development

Mulga Street Primary School 2017 Site Operational Improvement Plan

Literacy Context: ER1, ER4 BLP DECD

Speaking, writing and creating are the language modes or communication processes through which individuals express and create spoken, written, visual and multimodal texts, including those made with the aid of augmentative and alternative forms of communication. These processes share a productive approach to the creation of imaginative, informative and persuasive texts, in spoken, print or digital forms, for an extensive range of everyday, workplace and literary purposes. When students plan, draft and publish texts, they use applied topic knowledge, vocabulary, word and visual knowledge to make considered and deliberate choices about text structure and organisation to coherently express and develop ideas and communicate information in formal and informal social contexts.

Oral language is the foundation for student learning. It is essential for literacy learning, and successful use of language is critical for students' wellbeing. Almost all classroom-based learning relies on oral language.
Oral language is the foundation for the development of literacy skills and is considered to be a strong indicator of later reading, writing, and overall academic achievement.

(Bradfield et al., 2013; Communication Trust, 2013; Gross, 2013; Hill, 2012; Hougen & Smartt, 2012; Kirkland & Patterson, 2005; Resnick & Snow, 2009; Winch et al., 2010) or as Babayigit (2012, p. 2)

Literacy Priority 1:

Embedding the development of oral language through playful pedagogies, purposeful practices and strategic inquiry based learning as a precursor to developing quality writers and readers.

Strategies:

Track and Monitor Every Learner: *Collection and analysis of systemic and site agreed data;* NAPLAN, PAT M and PAT R, reading data, maths data

Literacy and Numeracy Improvement Cycle: *Continued focus on embedding best practice in writing through the development of oral language, vocabulary, punctuation and grammar, Staff engaged in team planning and moderation of writing to ensure consistency.*

Focus on Pedagogy: *Embedding whole site process, scaffolded writing from speaking to creating and recording, Staff spotlights from English PLC, Focus on the Big 6*

Targets:

DECD SEA : 90% Year 3, 5 and 7 participants achieve the benchmark in NAPLAN Writing and Grammar and Punctuation Writing Gramm/Punc 2016 Data 2016 Data Year 3 - 89% Year 3 - 92% Year 5 – 82% Year 5 – 85% Year 7 – 71% Year 7 – 52%	**NAPLAN Growth higher bands:** Increase the number of students achieving in the upper bands of writing 2016 Data Year 3 -6 Year 5 -1 Year 7 - 1		

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Literacy Context: ER1, ER4 BLP DECD

Listening, reading and viewing are the language modes or communication processes through which individuals process, decode, comprehend, interpret and analyse spoken, written, visual and multimodal texts. These processes share a receptive approach to imaginative, informative and persuasive texts, as they involve retrieving literal information, making and supporting inferences and evaluating information and points of view. When students listen and respond to spoken, written, visual and multimodal texts, they apply topic knowledge, vocabulary, word and visual knowledge to interpret the given information, with or without the aid of augmentative and alternative forms of communication. They also use text processing skills and comprehension strategies to receive, make and monitor meaning as it is being developed.

Link with Priority 1

It is when students have learned to read that they can use written texts to independently broaden their knowledge and there is a reciprocal relationship with writing insomuch as if students don't speak the words they will not be writing them (Hougen & Smartt, 2012).

Literacy Priority 2:

A higher percentage of students achieving DECD targets in reading through a strategic whole school focus on daily guided resulting also in a positive shift in the percentage of students achieving in the higher growth bands.

Strategies:

Track and Monitor Every Learner: *Collection and analysis of systemic and site agreed data;* NAPLAN, and PAT R, reading data, phonics data

Literacy and Numeracy Improvement Cycle: *All teachers engaged in reading observation to ensure consistency of pedagogy and judgement of learner achievement*

Focus on Pedagogy: *Refinement of guided reading, staff participation in Training and Development, whole site expectation of achievement, agreed site practice.*

Targets:

NAPLAN Higher bands Retention:
Retain **all** children from year 3 in upper bands to year 5 and 7 in reading- exceed by 4

No of students in 2017
Reading – 19 students

DECD SEA :
70% of year 3 and 80% of year 5 and 7 students achieve the benchmark in NAPLAN reading

2016 Data
59%, 70%, 55%

NAPLAN Growth:
Increase growth in upper band by 10% from year 5-7 in Reading
2015 yr 5's – 15%   2017 – 25%
Increase growth in upper band by 10% from year 3-5 in Reading
2015 Yr 3's – 26.3%   2017-36.3%

Reading Achievement: 10% increase in each cohort Percentage of students reading at or above their expected benchmark
Current class - 2016 % Data

RR	RR	RR	RR	RR	RR	RR	PAT
R	1	2	3	4	5	6	7
	45%	60%	53%	53%	67%	62%	51%

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Numeracy Context: ER1, ER4, BLP, DECD

Number sense is important because it encourages students to think flexibly and promotes confidence with numbers. Students come to understand that numbers are meaningful and outcomes are sensible and expected (Burns, 2007). Conversely, students who lack a strong number sense have trouble developing the foundation needed for even simple arithmetic much less more complex math.

Numeracy Priority 3:

Develop a deep understanding of number sense with teachers transforming tasks to enable rich and powerful learning, with students being able to demonstrate and articulate understanding in multiple ways.

Strategies:

Track and Monitor Every Learner: *Collection and analysis of systemic and site agreed data; NAPLAN, PAT M, maths data –place value*

Literacy and Numeracy Improvement Cycle: *Teams engaged in inquiry cycle in mathematics focused on pedagogical practice and moderation*

Focus on Pedagogy: *All staff engaged in training and development with a focus on number, refining and embedding agreed practices of teaching numeracy, Training and Development in Transformation of tasks-Who's doing the thinking?*

Targets:

NAPLAN Growth: Increase growth in upper band by 10% from year 5-7 in Numeracy	NAPLAN Growth: Increase growth in upper band by 10% from year 3-5 in Numeracy	DECD SEA : 75% of year 3, 5 and 7 students achieve the benchmark in NAPLAN Numeracy	NAPLAN higher proficiency Bands: Increase the percentage of students achieving in the higher proficiency bands by 10%
2016 Data Lower 25% 40% Middle 50% 47% Upper 25% 14%	**2016 Data** Lower 25% 32% Middle 50% 52% Upper 25% 18%	**2016 Data** Year 3 – 54% Year 5 – 60% Year 7 – 50%	**2016 Data** **Year 3 – 4%** **Year 5 – 5.8%** **Year 7 – 12%**

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Learner Well Being and Engagement Context: ER4, ER3, BLP DECD

Powerful learning is not a subject to be studied but is something children and students do every day in their learning. It is not based on notions of personal power or power over others. Rather it refers to learners who have the curiosity, creativity and confidence to:

- actively participate in their learning
- make decisions based on sound evidence
- skilfully solve problems and deal proactively with new situations
- communicate effectively in a variety of forms
- collaborate with others

Powerful learners also have what Professor Carol Dweck terms a 'growth mindset' – the belief that they are capable of learning and achieving with effort.

Priority 4:

The development of powerful learners through developing efficacious learner dispositions with a focus on personal and social capabilities.

Strategies:

Appointed Co-ordinator: *Whole site training and development to build staff capacity around student efficacy; dispositions and mindset.*

Track and Monitor Every Learner: *Development of measure through student self-reflection(perception data) and behaviour data, Classroom audits*

Focus on Pedagogy: *Whole school focus- Quality start, Play is the Way, Playful pedagogy embedded in the early years Training and Development in Transformation of tasks-*

Targets/Measures:			
Reduced number of student refusals 2016 - 2 204 (code) 457 6 108 (code) 117	Students self-perception data	Planning and programming evidence • Play is the way embedded in staff language • Student voice • Class audits – environment and students	