



Athelstone School Site Improvement Plan 2017



Government of South Australia
Department for Education and Child Development

Athelstone School

Our Values - EXCELLENCE | RESPECT | RESPONSIBILITY | INTEGRITY

Literacy

Professional learning with Stephen Graham in phonological knowledge and spelling.

Develop whole site agreement in grammar within the writing agreement based on Stephen Graham pedagogy, consistency, assessment and data collection.

Embed the use of additional literacy assessments for Wave 2 and 3 learners for all staff.

Increase teacher knowledge in using the Continuum of Literacy Learning resource to inform practice in reading.

Resource and investigate options for stretch and challenge at the higher reading levels (Level 32+) with a particular focus on inferential comprehension with fiction text.

Quality Teaching and Learning

Develop common and consistent practices for differentiation (External Review Recommendation 2015).

- Embed differentiation as the key to student success in all classrooms including the development of Individual Learning Plans (ILPs) and Negotiated Education Plans (NEPs) to target individual learning needs.
- All teachers engage in active 'noticing' during mental routines in mathematics using a 1:1:1 approach to determine how individuals are thinking and where individual students are at with their learning.

Engage students in higher order and critical thinking skills and set individualised learning goals that support and promote intellectual stretch and challenge (External Review Recommendation 2015).

- Embed meaningful student targets in all classrooms in literacy and numeracy.
- Further develop stretch and challenge for all students within the problematized situations and mental routines components of the numeracy block.
- Further develop stretch and challenge for students at the higher reading levels (Level 32+) with a focus on inferential comprehension with fiction text.
- All teachers engage in the technologies curriculum.

Explore effective ways to share student learning with families (External Review Recommendation 2015).

- Build teacher capacity to use data successfully to provide effective and timely feedback to students and parents with a particular focus on writing data, PAT data and the Growth and Achievement quadrant data.

Identify and share assessment success criteria with students (External Review Recommendation 2015).

- Embed Stephen Graham pedagogy in writing and grammar in all classrooms with explicit teaching of the success criteria.
- All teachers share the learning intention with students in mathematics using the 'Top 5' approach
- All teachers engage in providing timely and effective feedback to students.

Continue to provide regular opportunities for teachers to share (External Review Recommendation 2015).

- Embed high functioning teaching teams reflecting supportive & effective mentoring, moderation and transfer of effective practice.
- Explore avenues for professional stretch and challenge through continued Performance Development including feedback from students, colleagues and leaders, linked to the AITSL Professional Standards.

Numeracy

Continue whole site professional learning with Ann Baker to embed new learning and promote sustained improvement in mathematics pedagogy R - 7.

Finalise the site Numeracy agreement inclusive of the numeracy block structure and consistent and effective mathematics pedagogy.

All teachers to display target vocabulary to support the mental routines within the numeracy block.

All students (R-7) will be immersed in the language of mathematics across all strands, both written and oral.

Develop and promote a framework for number concept development R-7.

Investigate effective formative assessment strategies to enable greater differentiation, set meaningful student targets in mathematics and stretch and challenge all students.

Embed teacher, student and parent knowledge and application of the four proficiencies (fluency, understanding, problem solving and reasoning).

Develop a whole site approach to numeracy intervention.

Teachers engage in moderation and calibration of mathematics work samples.

SMART TARGETS

There will be a 10% increase in students attaining the higher bands in NAPLAN reading, spelling, grammar and writing at Years 3, 5 & 7

Using John Hattie's Visible Learning Growth and Achievement quadrant graph tool:

- 90% of students from Year 1 to Year 7 will be above the Standard of Educational Achievement (SEA) in PAT-R
- 90% of students from Year 1 to Year 7 will meet or exceed the growth benchmark of 0.4 over the 2017 school year in PAT-R
- There will be a 7% increase in mean scale score in PAT-R, across the site (Years 2 - 7). 2016 mean was 122.79.
- There will be a 10% increase (or 100%) in the number of students located in either the optimal or growth quadrants in PAT-R.

PAT-R	
2016	2017 TARGET
	Year 2 100%
Year 2 94%	Year 3 100%
Year 3 75%	Year 4 85%
Year 4 82%	Year 5 92%
Year 5 54%	Year 6 64%
Year 6 56%	Year 7 66%

SMART TARGETS

Meaningful student targets in literacy and numeracy will be evident in all classrooms and include targeted strategies for learning.

All teaching programs will reflect differentiation of learning in literacy and numeracy.

All teaching programs will reflect the use of data to group students into waves, track individual growth, determine patterns of misconceptions and differentiate to target specific learning needs.

All teaching programs will reflect stretch and challenge for all students in literacy and numeracy.

All teachers will provide effective and timely feedback to students and parents.

All teachers will engage in challenging collegial professional conversations.

Consistency in pedagogy and vocabulary in mathematics (based on Natural Maths) and literacy (based on Stephen Graham) will be reflected across the site R-7.

All teaching programs will include a daily dedicated literacy and numeracy block.

RESULTS PLUS PRIORITIES DECD Strategic Directions

- ✓ *Track, monitor and respond to every learner's growth.*
- ✓ *Have a numeracy and literacy improvement cycle.*
- ✓ *Enact changes in pedagogical practice.*
- ✓ *Identify and enact clear intervention processes.*

SMART TARGETS

There will be a 10% increase in students attaining the higher bands in NAPLAN numeracy at Years 3, 5 & 7.

Using John Hattie's Visible Learning Growth and Achievement quadrant graph tool:

- 90% of students from Year 1 to Year 7 will be above the Standard of Educational Achievement (SEA) in PAT-M
- 90% of students from Year 1 to Year 7 will meet or exceed the growth benchmark of 0.4 over the 2017 school year in PAT-M
- There will be a 7% increase in mean scale score in PAT-M, across the site (Years 2 - 7). 2016 mean was 118.15.
- There will be a 10% increase (or 100%) in the number of students located in either the optimal or growth quadrants in PAT-M.

PAT-M	
2016	2017 TARGET
	Year 2 100%
Year 2 94%	Year 3 100%
Year 3 91%	Year 4 100%
Year 4 73%	Year 5 83%
Year 5 75%	Year 6 85%
Year 6 90%	Year 7 100%

Our Vision is to become an exemplary, interdependent and compassionate learning community, where expectations are high and achievements extraordinary.