

Glossop Primary Community School

Site Improvement Plan 2018



OUR VISION

Glossop Primary School has an integrated school service of Preschool to Year 7 in a rural setting.

Our Philosophy:

We value *diversity*, participation, partnerships, so that each individual's grows in their learning..

We strive to build respectful relationships with all families, as we work collaboratively, to provide an inclusive, play and inquiry based, quality teaching and learning environment, for children and their families aimed at achieving independent enthusiastic inquiry minded learners.

We believe that each child is an individual and unique, and our learning environment is central to that belief. We base our learning philosophy on children becoming visible learners, where we see learning through the eyes of the student and students see themselves as expert learner.. This is supported the Early Years Framework, Reflect, Respect, Relate, Australian Curriculum and the TfEL framework. Individual's voice is valued as an integral part of the learning environment and a strong component of visible learning.

Children will be supported at our learning environment to develop to their full potential by:-

- ◆ Developing knowledge, skills and dispositions of a learner that encourages creativity, curiosity, problem solving, independence skills and inquiry while having fun, and having a love of learning.
- ◆ Providing a safe, welcoming, happy, supportive and accessible care and learning environment.
- ◆ Providing opportunities for children and families to become involved in all aspects of our school and service.
- ◆ Providing opportunity for children and families to develop respectful relationships with staff and peers and adults.

We believe that parents and families are children's "first educators" and we:-

- ◆ Support and encourage partnerships with families
- ◆ Encourage communication between staff and parents/carers
- ◆ Respond to individual family needs, recognising and respecting the diversity of families in our community
- ◆ We make curriculum decisions that uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued
- ◆ Provide information about other services available in the community

We believe that the school's staff plays an integral role in providing an inclusive, quality teaching and learning environment and we:

- ◆ Support staff well-being, in a safe and supportive working environment
- ◆ Value the skills and knowledge that each staff member brings with them
- ◆ Respect the diversity of staff backgrounds and experiences
- ◆ Encourage and support ongoing continuous learning and view research and ideas as a catalyst for positive change
- ◆ Value collaborative teamwork with shared goals and directions, celebrate success and value positive, professional relationships with a focus on solutions
- ◆ Value communication, where our community focuses on learning conversation, active listening demonstrating a sense of Team
- ◆ Continually evaluate our impact on student learning where we aim for learning growth for each child.

2018 Site Improvement Focus

Literacy

Enable students to develop knowledge, skills and dispositions to understand, comprehend, interpret and use language both orally and written confidently for learning and communicating. Focus areas in speaking, reading, (The Big 6), viewing and writing. To develop behaviours and dispositions of a literate learner by developing consistent school wide practises for involving students in developing learning intentions success criteria, formative and summative assessment and feedback within the literacy continuum (self, peer teacher).

Numeracy

Enable students to develop knowledge and skills to use mathematically in a wide range of situations. To have the dispositions and capacities to use mathematics within the numeracy continuum, by consistent use of learning intentions, success criteria, formative and summative assessment and feedback (self, peer, teacher).

Wellbeing

Students develop personal and social capabilities by using the Habits of Mind to learn to understand themselves, others, and understand how to learn. To develop the capability of critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. To challenge students to achieve high standards by providing support through analysis of the school's desired characteristics of a successful learner, who seeks, receives and acts on and gives feedback.

Improvement Focus	Success Measure to achieve Improvement Plan	How will we achieve this outcome?	Progress Notes towards achievements
<p>Literacy</p> <p>Develop knowledge skills dispositions to use language</p> <p>Enable students to develop knowledge, skills and dispositions to understand, comprehend, interpret and use language both orally and written confidently for learning and communicating. Focus areas in speaking, reading (the big 6) viewing and writing. To develop behaviours and dispositions of a literate learner by developing consistent school wide practises for involving students in developing learning intentions success criteria, formative and summative assessment and feedback within the literacy continuum (self, peer, teacher)</p>	<p>Provide learning goals and success criteria which are embedded and used in feedback (self/peer/adult).</p> <p>Students are able to articulate how giving and using feedback assists their learning by knowing where they are at.</p> <p>Educators build positive learning relationships within classroom environment for learning.</p> <p>Educators focus on understanding oral/receptive language of students to inform instruction in the big 6 in reading.</p> <p>Educators across the curriculum use the Big 6 of reading and literacy continuum to inform best practise and show learning.</p> <p>Educators growth in literacy & numeracy – track, monitor learner growth, enact pedagogical practise and provide literacy numeracy intervention, as highlighted in the Literacy & Numeracy Plan.</p> <p><u>PAT Testing in:-</u> Reading/Maths/Vocabulary/Science <u>indicate 1 years growth</u> for all students. 80% students achieve SEA. Running records – 80% students achieve SEA Standard. <u>Naplan – Reading</u> Year 3 – 90% achieve SEA 2017 78% Year 5 – 80% “ “ “ 50% Year 7 – 80% “ “ “ 50%</p>	<p>Literacy and Numeracy school plan strategic plan. All teachers use Visible Learning pedagogy in class.</p> <p>Impact coaches lead staff in mini impact cycles for commitment to action. (Literacy and Numeracy Funding to support coach work with staff)</p> <p>Whole school focus- The big 6 in reading. All staff undertake Deslea Zonza PL and adapt this into classroom pedagogical practice.</p> <p>Staff meeting Professional Learning outcome is to create and sustain a shared language of reflection of practise in Numeracy & Literacy using visible learning strategies. Whole school focus on the Big 6 in reading and implementing this in literacy. All staff understands the big ideas in number and use this in their teaching by using Dianne Sieman “Teaching mathematics foundation to middle years.” (Literacy and Numeracy first funding)</p> <p>Teachers use “Reciprocal teaching of comprehension” in classroom pedagogy to improve performance of competent literate learners.</p> <p>Consistent data collection of oral language screening, reading, learner dispositions, evidence of feedback. To determine:-</p> <ol style="list-style-type: none"> Learning growth Intervention strategies Pedagogical practise To provide specific and timely 	<p>Impact Coach reports</p> <p>Mindframe survey and questions</p> <p>Mini Impact cycle documentation (evidence of coach work with staff) used in visible learning pedagogy, big 6 in reading form Term 2 onwards.</p> <p>Staff Professional learning progress documentation – weekly.</p> <p>Whole School Data Collection Teachers map individual growth data of students using ACARA learning continuum in literacy and numeracy and social and emotional competencies, and map intervention strategies every week 3 and 9 termly. Small group intervention is used in every classroom using teacher and full time SSO to differentiate student learning. (Literacy and Numeracy first funding)</p> <ul style="list-style-type: none"> - Screening - Wave 1,2 and 3 - Individual student data <p>Performance Development documentation/plans/reviews.</p>

<p><u>Numeracy</u></p> <p>Enable students to develop knowledge and skills to use mathematically in a wide range of situations. To have the dispositions and capacities to use mathematics within the numeracy continuum, by consistent use of learning intentions, success criteria, formative and summative assessment and feedback (self, peer, teacher).</p>	<p><u>Numeracy</u></p> <p>Year 3 – 80% achieve SEA 2017 44% Year 5 – 80% “ “ “ 50% Year 7 – 80% “ “ “ 33%</p> <p>Higher Band Achievement increase number of students who achieve higher bands achievement in Reading and Numeracy to 25%. 2017 average percentage was 13%. Increase in percentage of students in upper progress. Year 3-5 2017 11% 2018 25% Year 5-7 2017 0% 2018 20%</p> <p><u>Students</u></p> <p>Routinely able to identify their learning and strategies they use. Able to provide self peer and teacher feedback. Behaviour records indicate high level of engagement, trust in classroom. Students attend every day and understand the importance of attendance. Attendance records indicate 95%. 2017 average attendance 85%. Student learning portfolios validate evidence of curriculum gathering.</p>	<p>feedback to themselves as educators and students as learners.</p> <p>All students have a learning portfolio used to moderate curriculum.</p> <p>Teachers and support staff work as a team to collaboratively plan literacy and numeracy intervention. Educators use George Booker Teaching Primary Mathematics resources, Transforming Tasks, Maths 300, Sheree Cameron ,Literacy Numeracy Critical Creative Continuum Australian Curriculum. Nottingham feedback are used to inform curriculum planning and to track student progress and inform learning intentions. Learning design and Partnership Collaboration ensures consistency of grading in Maths.</p> <p>Performance development processes identify areas of improvement; align with Improvement Plan and Literacy & Numeracy Plan.</p> <p>Speech Pathologist works as a coach with teachers, support staff on enacting pedagogical change in Wave 1 Oral language/Book Based Programming/Oral & receptive comprehension strategies for instruction. Big 6 in Reading/Big Ideas in Mathematics. (Literacy and Numeracy first funding) Educators develop students learning portfolios as evidence of learning with a focus on Learning Intentions/Success Criteria and formative assessment validating the summative assessment. Evidence of feedback is used to improve learning growth.</p>	<p>Student Portfolios/moderation.</p> <p>Five weekly review of individual students in Literacy/Numeracy/Learner Dispositions and intervention plans implemented.</p> <p>Performance Plans</p> <p>Speech Pathologist/Educator collaborative work and progress</p> <p>Teacher documentation</p>
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Improvement Focus	Success Measure to achieve Improvement Plan	How will we achieve this outcome?	Progress Notes
<p><u>Wellbeing</u></p> <p>Students develop personal and social capabilities by using the Habits of Mind to learn to understand themselves, others, and understand how to learn. To develop the capability of critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. To challenge students to achieve high standards by providing support through analysis of the school's desired characteristics of a successful learner, who seeks, receives and acts on and gives feedback.</p>	<p>Educators use Habits of Mind as a basis for learner dispositions.</p> <p>Students able to articulate HOM when reflecting on their learning. What habits they have as goals for learning.</p> <p>Educators use BSEM strategies for students at risk:-</p> <p>De-escalation used , how when and where.</p> <p>Growth mindset focus in all classes.</p> <p>Mobile students at risk of negative learning growth show positive learning growth.</p> <p>Increase in percentage of attendance.</p> <p>Educators show a high degree of relational trust with each other by;</p> <ul style="list-style-type: none"> • Analysing and sharing their practise • Planning together • Providing feedback to each other and asking for student feedback. <p>Students will demonstrate increased capacity to ask questions, self regulate and show empathy. Reduced students suspensions, time out. Increased and high attendance/involvement in lunch time sport/use of sports equipment.</p>	<p>Habits of Mind are embedded in Learning Intentions and Success Criteria and feedback.</p> <p>Staff meeting Professional Learning has shared language of feedback, growth mindset.</p> <p>BSEM tools are used as critical reflection of students at risk. Staff attend Berry Street Education model and develop a whole school approach to behaviour intervention.</p> <p>School develops whole school response to mobility:-</p> <ol style="list-style-type: none"> a) Enrolment and indication practises b) Screening c) Intervention d) Family connections <p>Indigenous Elders as staff support indigenous families and students.</p> <p>Newsletter promotes:-</p> <ol style="list-style-type: none"> a) Attendance of students and school percentage b) Highlights Habit Heroes announced at weekly assemblies. <p>Student run weekly assemblies focus and promote student wellbeing.</p>	<ul style="list-style-type: none"> • Weekly Habit Heroes • Staff Professional Learning record of dialogue/actions • Use of feedback • BSEM use of strategies to support students • Behaviour Management EDSAS Data • Weekly attendance percentage and follow up of absence records. • Weekly assemblies run by students. • Attendance to lunch programs.

