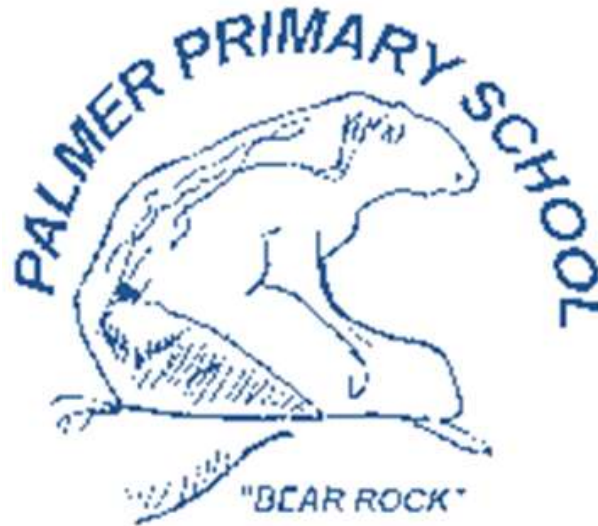


PALMER PRIMARY SCHOOL

Small School, Enormous Opportunities



Site Improvement Plan 2018

Vision

To be powerful, life-long learners who have the skills to thrive in and help shape their broader community. We want memories of time spent at Palmer to be happy.

School Values

Being responsible
Excellence
Always trying
Respect

Priority 1: Consistent approach to quality instruction and assessment of Numeracy

Objective	Strategies/Actions	Lead Person	Timeframe	Success Criteria/Targets	Tracking
<p>Our Whole School Numeracy Agreement is enacted and embedded to ensure all learners are provided with an engaging, differentiated, problem rich learning experience that fosters student resilience, creating Powerful Learners.</p>	<ul style="list-style-type: none"> - Refer to our Whole School Numeracy Agreement - Use of open-ended problem solving tasks which are differentiated to provide multiple entry and exit points. (E.g. Natural Maths/Peter Sullivan R-7) - Performance Management observations focusing on this <ul style="list-style-type: none"> - strengths and areas for growth. 	<ul style="list-style-type: none"> - T&D led by Lauren - Observations <ul style="list-style-type: none"> - Lauren- and peer. 	<ul style="list-style-type: none"> - Staff meeting check-in week 6 term 3 - PAT data September 2018 	<ul style="list-style-type: none"> - All students (100%) will achieve growth of at least 12 months in PAT Mathematics testing. - Students achieving higher band in NAPLAN Mathematics in 2016 retain their achievement in 2018. Similarly, students achieving stanine 8 or 9 in PAT testing in 2017, remain in these stanines in 2018 testing. 	
<p>Teaching and Learning Programmes will be informed by individual student Numeracy Data</p>	<ul style="list-style-type: none"> - Targeted Teacher Professional Development on unpacking the National Numeracy Learning Progression for the Number & Algebra Strand. - Develop a continuum of Mathematical Knowledge and strategies to plot current individual student capabilities. This will inform Teacher's next explicit teaching focus and student's next learning goal. 	<ul style="list-style-type: none"> - T&D led by Lauren - Early stage continuum – Katrina - Later stage continuum – Meagan. 	<ul style="list-style-type: none"> - Familiarisation week 5 term 3 - Continuum developed week 5-6 term 3. - Plotting of students using PAT data week 8 term 3. - Learning goal informed for goal week 1-5 term 4 & week 6-9 term 4. 	<ul style="list-style-type: none"> -All students (100%) have been placed on National Numeracy Learning progression for Number & Algebra Strand by week 8, term 3. - Parent Interviews include discussion with student and parents regarding current placement on continuum and next learning goal – new 5 weekly goal developed collaboratively. 	
<p>A consistent approach to the assessment of Mathematics across R-7 is strengthened through moderation</p>	<ul style="list-style-type: none"> - Two rounds of moderation occurs, 1 each semester. - Students are introduced to and become familiar with AC samples for criteria/grades. 	<ul style="list-style-type: none"> - SLLIP - Katrina and Meagan 	<ul style="list-style-type: none"> - End term 2 and week 6 term 4 - Term 3 & 4 	<ul style="list-style-type: none"> - Moderation procedure results in grades reflective of the SEA through student portfolios and PAT assessment data. 	

Priority 2: Consistent approach to quality instruction and assessment of Literacy

Objective	Strategies/Actions	Lead Person	Timeframe	Success Criteria/Targets	Tracking
<p>Our Whole School Literacy Agreement is enacted and embedded to ensure all learners are provided with an engaging, differentiated learning experience that fosters student resilience, creating Powerful Learners.</p>	<ul style="list-style-type: none"> - Refer to our Whole School Literacy Agreement - Guided Reading teacher Leaders participate in Partnership GR PLC and drive this at school level. - GR Partnership SFD - Performance Management observations focusing on this – strengths and areas for growth. 	<ul style="list-style-type: none"> - T&D led by Lauren - Observations – Lauren- and peer. 	<ul style="list-style-type: none"> - Staff meeting check-in week 6 term 3 - PAT data September 2018 	<ul style="list-style-type: none"> - All students (100%) will achieve growth of at least 12 months in PAT Reading Comprehension testing. - All Students achieving higher band in NAPLAN Reading in 2016 retain their achievement in 2018. Similarly, students achieving stanine 8 or 9 in PAT testing 2017, remain in these stanines in 2018 testing. 	
<p>Teaching and Learning Programmes will be informed by individual student Literacy Data – Reading & Viewing Strand</p>	<ul style="list-style-type: none"> - Target Teacher Professional Development on unpacking the National Literacy Learning Progression for the Reading & Viewing Strand. - Develop a continuum of Literacy Skills and strategies to plot current individual student capabilities. This will inform Teacher's next explicit teaching focus and student's next learning goal. - Whole School interactive assessment tool made live 	<ul style="list-style-type: none"> - T&D led by Lauren - Continuum - Katrina - Lauren 	<ul style="list-style-type: none"> - Familiarisation week 5 term 3 - Continuum developed week 5-6 term 3. - Plotting of students using PAT data week 8 term 3. - Learning goal week 1-5,6-9 term 4. 	<ul style="list-style-type: none"> -All students (100%) have been placed on National Literacy Learning progression for Reading & Viewing Strand by week 8, term 3. - Parent Interviews include discussion with student and parents regarding current placement on continuum and next learning goal – new 5 weekly goal developed collaboratively. 	
<p>A consistent approach to the explicit teaching of Writing is developed and enacted R-7 and is directly linked to focus in Literacy Loops.</p>	<ul style="list-style-type: none"> - Genre/ Writing plan developed to strengthen weekly reading focus. - All staff attend '7 steps to writing success' and embed strategies into explicit teaching of genres. - WS Language & Literacy Levels unpacked and used for whole school consistent assessment. 	<ul style="list-style-type: none"> - All - All -Lauren with Sue or SLLIP 	<ul style="list-style-type: none"> - Week 2 Term 3 - Week 7 Term 1 -Term 4 2018 	<ul style="list-style-type: none"> - Writing genre plan is developed and added to Whole School Literacy Agreement. 	

Priority 2: Consistent approach to quality instruction and assessment of Literacy

Objective	Strategies/Actions	Lead Person	Timeframe	Success Criteria/Targets	Tracking
Targeted, Quality Intervention for identified wave 2 students and those at risk.	<ul style="list-style-type: none"> - WS Assessment identifies students at risk earlier, receive targeted intervention earlier. - Weekly staff meeting includes time to discuss student learning concerns - SSS discussions 2 x term to address students identified at risk. 	<ul style="list-style-type: none"> - All - All -Lauren with SSS 	<ul style="list-style-type: none"> - Ongoing - Weekly - Week 2, week 7 each term 	<ul style="list-style-type: none"> - Students receiving intervention achieve greater than 12 months growth in area of highlighted need. 	

Priority 3: Developing Powerful Learners who think critically and creatively through STEM

Objective	Strategies/Actions	Lead Person	Timeframe	Success Criteria/Targets	Tracking
<p>Strengthen our understanding of the balance between explicit teaching and student led inquiry based learning using STEM Pedagogy:</p> <p>Students Thinking Exploring Making</p>	<ul style="list-style-type: none"> - Participation in the Maker's Empire 3D in school's printing project. - Targeted Techer Professional Development on unpacking AC General Capabilities: Critical & Creative Thinking. - Partnership PLC focusing on unpacking STEM pedagogy - Performance Management observations focusing on this – strengths and areas for growth. - 'Genius Hour' promoted across R-7 	<ul style="list-style-type: none"> - Meagan - Lauren - All - Lauren with K,M&P - All 	<ul style="list-style-type: none"> - Term 1&2 - Term 4 – weeks 3-5 - Term 2 - Term 3 & 4 - Term 3 & 4 	<ul style="list-style-type: none"> - Palmer represented in the 3D showcase. - Critical and Creative Thinking Continuum developed by end of term 4, ready to incorporate into 2019 STEM planning R-7. - 100% staff attendance and accountability on commitment to action at site level from PLC's. - Students able to articulate problem solving processes displaying C&CT skills and understandings. 	
<p>Students strengthen progression from 'Wellbeing' to 'Wellbeing for 21st Century, Powerful Learning'</p>	<ul style="list-style-type: none"> - Continued focus on 'The Learning Pit' and promoting Dweck's growth mindset. - Participation in Partnership SLC CBL focus. - Strengthen student-led curriculum direction, learning intentions and visible learning through continued exposure and unpacking of the AC – achievement standards, content descriptions and work samples. 	<ul style="list-style-type: none"> - Lauren - Meagan - All 	<ul style="list-style-type: none"> - Term 3 & 4 - Week 4 of every term - Ongoing 	<p>-Perception data indicates increased confidence levels in wellbeing for learning through wellbeing and engagement survey. 2017 data shows 40% of our 4-7 students showing low levels of emotional regulation, 2018 goal for 20% or less students showing low levels of emotional regulation, and increase medium and high levels of emotional regulation.</p>	