



Moana Primary School Improvement Plan 2017



Government of South Australia
Department for Education and
Child Development

STRATEGIC PRIORITIES	STRATEGIC ACTIONS	2017 TARGETS
<p>LITERACY FOR LEARNING</p> <p>❖ Demonstrated continuous growth in literacy learning for each learner.</p>	<ol style="list-style-type: none"> 1. <i>Review draft whole school Literacy agreement.</i> 2. <i>Improving our system of monitoring & tracking each student's growth throughout the year, which includes, phonological awareness and concepts of Print, NAPLAN, Reading Running Records, PAT-R, PAT-s, PAT-spg and an agreed set of additional measures to inform and guide planning for learning & improvement;</i> <ul style="list-style-type: none"> • Students' achievement data recorded in ScoreLink. • Teachers meet with Literacy Coach and Principal each term to analyse student data, track progress and identify strategies to support progress. 3. <i>The alignment of The Australian Curriculum with pedagogical and assessment tools is investigated, documented and implemented to support the literacy growth of all learners and in particular Aboriginal learners.</i> 4. <i>Continued implementation of Jolly Phonics and Jolly Grammar to increase consistency in learning across the school.</i> 5. <i>Sharing Literacy practices with colleagues to ensure whole school approach.</i> 	<p>Junior Primary/Primary Running Records:</p> <ul style="list-style-type: none"> • 55% or greater of Year 1 students reading at Level 13 or above in Term 3 2017 • 65% or greater of Year 2 students reading at Level 21 or above in Term 3 2017 <p>In Reading Year 3 students;</p> <ul style="list-style-type: none"> • 73% of students achieving the DECD SEA Achievement standard. • 30% of students achieving in the top 2 bands. <p>In Reading Year 5 students ;</p> <ul style="list-style-type: none"> • 70% of students achieving the DECD SEA Achievement standard. • 30% of students achieving in the top 2 bands. <p>In Reading Year 7 students</p> <ul style="list-style-type: none"> • 76% of students achieving the DECD SEA Achievement standard. • 25% of students achieving in the top 2 bands. <p>75% of Yr3, 5 and 7 Aboriginal students achieving the DECD SEA Achievement standard in Reading.</p>
<p>NUMERACY FOR LEARNING</p> <p>❖ Demonstrated continuous growth in numeracy learning for each learner.</p>	<ol style="list-style-type: none"> 1. <i>Review draft whole school Numeracy agreement.</i> 2. <i>Whole school approaches are implemented eg Natural Maths and the Secret Code (JP). Teachers are provided with relevant professional learning opportunities.</i> 3. <i>In teams, teachers will collaboratively:</i> <ul style="list-style-type: none"> • Use quality data to inform teaching/learning programs and to identify students at risk of not meeting achievement standards. • Share effective practice, strategies and resources. • Develop/plan curriculum overviews. 4. <i>The school will continue participate in the Partnership Numeracy project and share professional learning across teaching teams.</i> 	<p>In Numeracy Year 3 students;</p> <ul style="list-style-type: none"> • 70% of students achieving the DECD SEA Achievement standard. • 20% of students achieving in the top 2 bands. <p>In Numeracy Year 5 students ;</p> <ul style="list-style-type: none"> • 65% of students achieving the DECD SEA Achievement standard. • 20% of students achieving in the top 2 bands. <p>In Numeracy Year 7 students</p> <ul style="list-style-type: none"> • 75% of students achieving the DECD SEA Achievement standard. • 12% of students achieving in the top 2 bands.

	5. Continue the QuickSmart Numeracy intervention with Year 4/5 students.	
<p>FOCUS ON LEARNING</p> <ul style="list-style-type: none"> ❖ All staff are involved in quality learning to support improving student learning outcomes ❖ Use evidence based improvement & accountability processes to plan, monitor & review for improved learning outcomes. ❖ Students influencing the learning and assessment processes. 	<p>1. In teams, teachers will collaboratively:</p> <ul style="list-style-type: none"> • Use quality data to inform teaching/learning programs and to identify students at risk of not meeting achievement standards. • Share effective practice, strategies and resources. • Develop/plan curriculum overviews. <p>2. A focus on improving task and assessment design by allowing for multiple entry and exit points and to enable all students to be intellectually stretched.</p> <p>3. Support students to know how to improve by creating opportunities for students to engage in goal-setting and developing strategies to achieve the goals.</p> <p>4. Explore and develop ways to work collaboratively to strengthen student influence in learning and assessment processes.</p> <p>5. Support teachers to implement the Digital Technologies component of the AC.</p>	<p>All teachers use a range of quality data sets to inform their teaching for individualised student learning eg Running records, PAT- R, PAT- M, teacher developed assessment tasks.</p> <p>Staff to take part in classroom observations, discussions and reflective feedback with colleagues in teaching teams.</p> <p>Collaborative team meetings included in yearly planner. Teaching teams to scope out key topics for professional conversations.</p> <p>Teachers to work with colleagues to moderate students work in Australian Curriculum. Allocate scheduled moderation activities as part of team meetings.</p> <p>Increased student influence in learning and assessment processes.</p> <p>Teachers more confident with implementing the Digital Technologies component of the AC</p>
<p>WELLBEING FOR LEARNING</p> <ul style="list-style-type: none"> ❖ All students are engaged in their learning at school ❖ All staff are engaged with families and communities to improve learning for all students. 	<p>1. T&D to refresh staff understanding of the cycle of shame and Restorative Practices.</p> <p>2. Support the successful continuity of learning & transition of children and students and in particular Aboriginal students.</p> <p>3. Continue to support students to develop Growth Mindset dispositions:</p> <ul style="list-style-type: none"> • Develop a scope and sequence and units of learning. • Staff attend partnership T&D: Failure Mindset vs Growth Mindset (Term 1) • Staff participate in T&D opportunities that focus on building students' emotional literacy, intelligence and resiliency. 	<p>Resilient staff and students engaging in respectful communication and connectedness with each other.</p> <p>All staff participate in Growth Mindset and Emotional Literacy T&D and implement into practice. Teachers building into daily learning and language used.</p> <p>95% student attendance.</p>