



Moana Primary School Improvement Plan 2018



Government of South Australia
Department for Education and
Child Development

| STRATEGIC PRIORITIES | STRATEGIC ACTIONS | 2018 TARGETS |
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| <p>LITERACY FOR LEARNING</p> <p>❖ Demonstrated continuous growth in literacy learning for each learner.</p> | <ol style="list-style-type: none"> 1. <i>Monitor and track 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 to analyse student data, track progress and identify strategies to support progress. 2. <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> 3. <i>Continued implementation of Jolly Phonics and Jolly Grammar to increase consistency in learning across the school. Conduct a Jolly Phonics workshop for parents.</i> 4. <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"> • 75% or greater of Year 1 students reading at Level 13 or above in Term 3 2017 • 70% 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"> • 75% 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. • 25% of students achieving in the top 2 bands. <p>In Reading Year 7 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>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>Whole school approaches are implemented eg Natural Maths and the Secret Code (JP). Teachers are provided with relevant professional learning opportunities.</i> 2. <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. 3. <i>The school will continue to participate in the Partnership Numeracy project and share professional learning across teaching teams.</i> 5. <i>Continue the QuickSmart Numeracy intervention with Year 4/5 students.</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"> • 70% of students achieving the DECD SEA Achievement standard. • 12% of students achieving in the top 2 bands. |

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| <p>FOCUS ON LEARNING</p> <ul style="list-style-type: none"> ❖ All staff are focussed on quality teaching to support improved student learning outcomes ❖ Use evidence based improvement & accountability processes to plan, monitor & review for improved learning outcomes. ❖ Students influencing the learning and assessment processes. | <ol style="list-style-type: none"> 1. <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 including the sharing of T&D . 2. <i>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 (LDAM Strategy).</i> 3. <i>Support students to know how to improve by creating opportunities for students to engage in goal-setting and developing strategies to achieve the goals.</i> 4. <i>Explore and develop ways to work collaboratively to strengthen student influence in learning and assessment processes.</i> 5. <i>Support teachers to implement the Digital Technologies component of the AC, including T&D.</i> | <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 and partnership meetings.</p> <p>Increased student influence in learning and assessment processes.</p> <p>Teachers more confident with implementing <i>the Digital Technologies component of the AC</i></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. | <ol style="list-style-type: none"> 1. <i>T&D to refresh staff understanding of the cycle of shame and Restorative Practices.</i> 2. <i>Support the successful continuity of learning & transition of children and students and in particular Aboriginal students.</i> 3. <i>Continue to support students to develop Growth Mindset dispositions.</i> 4. <i>Further implementation of 'What's the Buzz' program.</i> 5. <i>Investigate the introduction of the 'Shine' program and related T&D.</i> | <p>Resilient staff and students engaging in respectful communication and connectedness with each other.</p> <p>95% student attendance.</p> |