GLENCOE CENTRAL P.S. DRAFT Site Improvement Plan 2015-2017

(Site DIAF focus: (1) Make Data Count (2) Attend to Culture)

- Develop capacity for dedicated data analysis and reflection to inform practice
- High standard of professionalism as well as strengthening educational engagement of school community

OUR VISION:

At Glencoe Central Primary School, our core business is to improve learning outcomes for every student. We will develop our students to become confident learners with high levels of literacy, numeracy and critical thinking, as well as the initiative to achieve their personal best.

They will develop the dispositions necessary to participate in a sustainable future in order to be successful citizens in a changing world.

OUR CORE BELIEFS ABOUT LEARNING:

1) Learning is enhanced when students are engaged in a differentiated curriculum that promotes creative and critical thinking.
2) A relevant curriculum that connects to real life experiences engages students in meaningful learning.
3) Learning opportunities are maximised when students are involved in clear feedback and goal setting to inform their progress and achievements.
4) Having an interest in, and knowledge of, who students are has a strong positive impact on learning outcomes.
5) Students’ learning is strengthened when partnerships are formed from positive relationships between peers, staff, families and communities.
6) Intervention targets specific learning needs, enabling all students to be extended and progress.
7) All staff participate in targeted professional development that challenges thinking and supports best practice.

INQUIRY FOCUS:

Focus Inquiry Question:
How can a daily focus on problem solving tasks and discussion improve results in NAPLAN and site assessments, and what could it look like?

Other Inquiry Questions to investigate:
- How can Jolly Phonics improve results in Literacy, and what would a phonics focus from Rec to yr7 look like?
- How can Glencoe fulfil the SECAV Partnership Vision?
- How can we work with the kindy, and how do we create a seamless transition?

OUR VALUES:

We are a learning community that strives to develop the values of CONFIDENCE, RESPECT, RESPONSIBILITY and DOING YOUR BEST

SECAV Values: GCPS Values link to SECAV’s Respect, Service, Sustainability, Courage, Tenacity, Professionalism, Honesty and Integrity.

Question: How do we connect with SECAV Values of Service, Collaboration, Engagement and Trust?

OUR MOTTO:

“ENGAGE, ENHANCE, EXCEL”
### 4 KEY FOCUS AREAS FOR G.C.P.S.

<table>
<thead>
<tr>
<th>IMPROVE LEARNER OUTCOMES</th>
<th>SHARED PRACTICES</th>
<th>ACCOUNTABILITY</th>
<th>THINKING SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Considerations:</strong></td>
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<td></td>
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<tr>
<td>- Literacy and Numeracy Focus</td>
<td>- Improve Pedagogy</td>
<td>- Ability to Review/Be Reviewed</td>
<td>- Problem Solving</td>
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<tr>
<td>- Data and Analysis</td>
<td>- Improve Knowledge</td>
<td>- Open/Sharing</td>
<td>- Dispositions</td>
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<td></td>
<td>- Improve Decision Making/Planning</td>
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<tr>
<td><strong>Results Plus Link:</strong></td>
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<td></td>
</tr>
<tr>
<td>1) Track and Monitor Every Learner’s Growth</td>
<td>3) Enact Changes in Pedagogical Practice</td>
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<tr>
<td>2) Identify and Enact Clear Intervention Processes</td>
<td>4) Have a Numeracy and Literacy Improvement Cycle</td>
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<tr>
<td><strong>DECD Review Link:</strong></td>
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<tr>
<td>How do we retain/increase the number of students in Higher NAPLAN bands?</td>
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<tr>
<td><strong>Influence/Impact:</strong></td>
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<tr>
<td><strong>SIP Targets</strong></td>
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**Operational Processes, Evident Practices**

**Overarching across Practices and Planning**

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### Expanded from site FAART document:

#### SIP Target Area Breakdown:

**Below: focus areas that our SIP will closely interact with...**

<table>
<thead>
<tr>
<th>DECD</th>
<th>ACHIEVEMENT</th>
<th>ACCOUNTABILITY</th>
<th>TRANSVERSAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECAV Birth-18, EY, Play</td>
<td>Capacity/Pedagogical Practices</td>
<td>Engagement/Connections</td>
<td>Dispositions</td>
</tr>
<tr>
<td>GCPS Improve Learner Outcomes</td>
<td>Shared Practices</td>
<td>Accountability</td>
<td>Thinking Skills</td>
</tr>
</tbody>
</table>

- Assessment: Curriculum Facilitators/L’ship
  - Data and Analysis: Reporting
  - Learner Growth: Improvement Cycles
  - Intervention: NPTS, NPPS
  - Staff Meetings: Change making

<table>
<thead>
<tr>
<th>Transitions</th>
<th>AC, EYLF</th>
<th>BiTL, TfEL</th>
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</thead>
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**Results Plus Link:**

1. Track and Monitor Every Learner’s Growth
2. Identify and Enact Clear Intervention Processes
3. Enact Changes in Pedagogical Practice
4. Have a Numeracy and Literacy Improvement Cycle

**DECD Review Link:**

How do we retain/increase the number of students in Higher NAPLAN bands?

**Influence/Impact:**

- SIP Targets
The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies

### LITERACY

#### Phonological Awareness
For all students to develop and utilise phonological awareness skills, supporting cross-curriculum learning.

#### Reading
To improve learning outcomes for students in Literacy with a focus in Reading, through a whole school approach and agreed teacher practice in:

- regular data collection and review
- guided reading
- vocabulary focus
- range of reading experiences
- comprehension and fluency
- providing feedback

Staff to have clear understanding, based on reading data, of which students are Wave 1, Wave 2 or Wave 3, and enact the intervention that is best suited to specific needs

#### Writing
Developed term 2, 2015 – shared practice focus, Waves Intervention focus, NAPLAN area focus on Spelling

#### TfEL priorities:

2.4 Support and challenge students to achieve high standards: The teacher has high expectations and guides each student to achieve their personal best.

4.1 Build on learners understandings: The teacher identifies student’s prior knowledge and cultural practices as a starting point for curriculum.

<table>
<thead>
<tr>
<th>Targets:</th>
<th>The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Priorities:</th>
<th>The two or three key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes</th>
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<table>
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<tr>
<th>Evaluation Measures:</th>
<th>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</th>
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</table>

#### IMPROVEMENT CYCLE

- **MONITOR GROWTH**
  - Teachers adhering to ‘Glencoe Required Assessments Schedule’ – 100% students assessed, teachers input data into database
  - Using assessment data to analyse individual and whole school progress, use staff mtgs for this – moderation, both site-based and SECAV, links to Scorelink, explore Dylan Wiliam’s Formative Assessment
  - Providing explicit feedback to students/peers on progress (eg Multilit)
  - Monitor Fluency across year levels
  - PAT/R online in September
  - To use observations to inform and guide teaching practices.
  - **Examine/analyse Data**
    - **INTERVENTION**
      - Identifying Wave 1/2/3 kids
      - **Explore Cross-Class Intervention, needs-based**
      - **Measure Multilit effect**
  - **Scorelink, explore Dylan Wiliam’s Formative Assessment**

#### PEDAGOGY

- Committed Literacy Block each day
- Common approach to the teaching of Phonics including Jolly Phonics and THRASS, the strategies, the technical vocabulary and the language used
- Trained teachers implement Jolly Phonics and Jolly Grammar into classroom practices.
- Explicit whole class teaching – reading strategies, comprehension, modelled, dictionary
- Training and Development that is linked to Australian Curriculum (eg Multilit)
- ‘Big 6 in Reading’ incorporated into class planning – revisit if needed
- Regular Guided Reading (minimum once week)
- Literacy portfolios across classes. Specific portfolio guidelines: writing examples have been assessed, a range of genres covered, grammar and punctuation is included, specific task outlines with curriculum links and assessment rubrics/checklists schedule and feedback (adapted for diff year levels)
- What would our agreed literacy practices look like across the site?

#### Strategies:

<table>
<thead>
<tr>
<th>Strategy:</th>
<th>The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets</th>
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#### 1) For year 2 student cohort to achieve 100% accuracy (50/50) in SPA test by week 2, term 1, each year.

<table>
<thead>
<tr>
<th>Results term 1</th>
<th>Results term 4, 2014:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception ave 35.7/50</td>
<td>46.3/50</td>
</tr>
<tr>
<td>Year 1 ave 43.8/50</td>
<td>47.5/50</td>
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<tr>
<td>Year 2 ave 45.4/50</td>
<td>45.5/50</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Results term 1</th>
<th>Results term 4, 2015:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception ave 41.3</td>
<td>47.0</td>
</tr>
<tr>
<td>Year 1 ave 46.6</td>
<td>49.0</td>
</tr>
<tr>
<td>Year 2 ave 47.9</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>(100% Upper Primary students to make appropriate choices in spelling – evidence of Phon work transferece from Spelling to Writing cross-curric.)</th>
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</table>

#### 2) Reading level targets:

(a) 100% of Wave 1 students at or above age/year appropriate reading level at the end of 2015.

<table>
<thead>
<tr>
<th>Results Dec 2014</th>
<th>Results Dec 2015</th>
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</thead>
<tbody>
<tr>
<td>96%</td>
<td>85%</td>
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</table>

(b) 90% of Wave 2 students to meet the minimum standard for their age/year level by the end of 2015. (If they have not, then their growth pattern has been analysed and interventions and support have been investigated and put in to place)

<table>
<thead>
<tr>
<th>Results Dec 2014</th>
<th>Results Dec 2015</th>
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<tbody>
<tr>
<td>50% (15/18 showed growth)</td>
<td>45% (20/20 showed growth)</td>
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(c) For Wave 3 students to make individual reading growth at an improved rate – that leads to a gain on correct year level minimum standards. (Growth based on their area of need, for example fluency, word attack etc.)

<table>
<thead>
<tr>
<th>Results Dec 2014</th>
<th>Results Dec 2015</th>
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<tbody>
<tr>
<td>87.5% (7/8 showed growth)</td>
<td>75% (6/8 showed growth)</td>
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#### 3) 100% of all students to achieve medium or upper growth in the NAPLAN Reading results, for both 2015 and 2016 student testing cohorts.

<table>
<thead>
<tr>
<th>Results for NAPLAN 2013</th>
<th>Results for NAPLAN 2014</th>
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<tbody>
<tr>
<td>28.6% yr3-5 upper growth, 100% yr5-7 upper growth</td>
<td>22% yr3-5 upper growth, 45% yr5-7 upper growth (68.5% mid/upper 3-5, 63% mid/upper 5-7)</td>
</tr>
<tr>
<td>Results for NAPLAN 2015</td>
<td>Results for NAPLAN 2015</td>
</tr>
<tr>
<td>0% yr3-5 upper growth, 25% yr5-7 upper growth (57% mid/upper 3-5, 63% mid/upper 5-7)</td>
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</table>

#### ‘Glencoe Required Assessments Schedule’ including:

- Running Records
- Fluency
- Vocab Assessment
- PAT/R online Sept ’15

Student Reading Diary/Record
Targeted focus in Staff Meetings, Training and Development

Goal setting and accountability/reflection:

- Individual student progress/goals
- Intervention
- NEPs

Portfolios

- High standard, assessed and moderated work
- Parent audit/ feedback/ survey
- Scheduled times – second last week of term, go home for 1 week

NAPLAN and Scorelink data to analyse growth

Unaided writing task – school wide assessment each year in Week 7 of Term 2 (Narrative)
NUMERACY

Numeration and Place Value
To improve learning outcomes for students in Numeracy with a focus in Numeration and Place Value, through a whole school approach and agreed teacher practice in:
- regular data collection and review
- explicit teaching of sequential development of number
- common maths language
- providing feedback

Problem Solving
To enable each student to problem solve confidently, in different real life situations, concerning all aspects of numeracy with particular emphasis on number use and efficient use in problem solving
- exposure), able to demonstrate effective and efficient use in problem solving situations

TfEL Priority:
3.1 Teach students how to learn: the teacher develops student understanding of learning and expands their strategies for thinking, learning and working collaboratively.

NUMERACY

1) Booker Numeration Screening Results:
75% achievement across all year levels by end 2015
   Results at end of 2012: 43%
   Results at end of 2013: 51%
   Results at end of 2014: 64%
   Results at end of 2015: 47% ***missing R/1***
2) I Can Do/PAT/PAT Online Results: 85% achievement across all year levels by end 2015
   Results at end of 2013: 75.6%
   Results at end of 2014: 74.5%
   Results at end of 2015: 73.5%
3) Natural Maths Strategies targets:
100% students exposed to Strategies (see Matrix for year-level appropriate exposure), able to demonstrate effective use in problem solving situations
4) 100% of all students to achieve medium or upper growth in the NAPLAN Numeracy results, for both 2015 and 2016 cohorts.
   NAPLAN 2013: 0% upper grth yr3-5, 0% upper grth yr5-7
   NAPLAN 2014: 33% upper grth yr3-5, 22% upper grth yr5-7
   NAPLAN 2015:
   14% yr3-5 upper growth, 38% yr5-7 upper growth
   (57% mid/upper 3-5, 100% mid/upper 5-7)

PEDAGOGY

- Committed Numeracy Block each day.
- Explicit whole class teaching – strategies, formats.
- Training and Development that is linked to the National Curriculum (Perso Problem Solving, George Booker numeration, Ann Baker strategies)
- Displays of numeracy work around the school.
- To use observations to inform and guide teaching practices.
- Resources – targeted, visuals, concrete materials.
- Agreed practices for administering tests (opportunities for the test to be read to, clarifying misunderstanding of questions).
- Ongoing: develop common language of numeration/place value across site for all stakeholders (students, staff, teachers) to a point where it is used confidently by all involved.
- Common approach to the teaching of The Natural Maths Strategies including the language used.
- What would our agreed numeracy practices look like across the site?

MONITOR GROWTH

- Teachers adhering to ‘Glencoe Required Assessments Schedule’ – 100% students assessed, teachers input data into database
- Using assessment data to analyse individual and whole school progress, use staff mtgs for this – moderation, both site-based and SECAV, links to Scorelink online, explore Dylan William’s Formative Assessment
- Providing explicit feedback to students and peers on progress
- PAT/M online in September

INTERVENTION

- Develop targeted intervention based on data.
- Identifying Wave 1/2/3 kids
- Explore Cross-Class Intervention, needs-based

IMPROVEMENT CYCLE

- Formal, scheduled time given to teacher-SSO planning for NEPs.
- Share maths understandings with parents through parent information sessions and resources, activities/challenges in the school newsletter.
- To develop a Numeracy Portfolio

Staff Professional Development Focus for 2015/2016:

<table>
<thead>
<tr>
<th>PEDAGOGY</th>
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<tbody>
<tr>
<td>• Shared Leadership and Capacity Building: each staff member to facilitate an area of the curriculum or aspect of running the site, meet regularly and document processes and progress - COLLABORATE</td>
</tr>
<tr>
<td>• Literacy: Phonics focus, Spelling focus</td>
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<tr>
<td>• Numeracy: Ann Baker, Problem Solving focus(Perso)</td>
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<tr>
<td>• 21st Century Learning, including technology (new IBWs, ipads included), learning styles (including disabilities), critical thinking</td>
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<tr>
<td>• Assessment: Dylan Wiliam’s Formative Assessment, Providing Explicit Feedback, links to AC, growth focus (including investigating Scorelink for assessment analysis), 3 Wave intervention understanding</td>
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<tr>
<td>• Early Years, Purposeful Play</td>
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<td>• Dispositions</td>
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<tbody>
<tr>
<td>• Use site-developed ICT Scope &amp; Sequence to measure skill level and increase with different technologies</td>
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<th>INTERVENTION</th>
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<tbody>
<tr>
<td>• Types of intervention used for Numeracy and Literacy, across SECAV</td>
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<tr>
<td>• Waves</td>
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<table>
<thead>
<tr>
<th>IMPROVEMENT CYCLE</th>
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<tbody>
<tr>
<td>• Planning and Reporting</td>
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<tr>
<td>• Educational Engagement of Community</td>
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<td>• Personal Professional Development focus</td>
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</tbody>
</table>

‘Glencoe Required Assessments Schedule’ including:
- PAT/I Can Do Maths R-7
- Booker Numeration R-7
- 6 minute 3-7
- Know my Nos R-2
- Booker Computation R/3-7
- PAT/M online Sept ’15

Regular book check, formative notes

Goal setting and accountability/reflection:
- Individual student progress/goals
- Intervention
- NEPs

NAPLAN and Scorelink/Site data to analyse growth

Natural Maths Strategies evident across 3 class environments

To develop a Numeracy Portfolio