Paringa Park Primary School Site Improvement Plan 2017

INTRODUCTION

The Paringa Park Primary School Site Improvement Plan gives clear direction for our school for 2017. The Site Improvement Plan is an element of a deeper improvement culture in our school, underpinned by a set of shared beliefs, values, commitments and understandings which describes the way we plan to achieve the vision. It underpins our commitment to improving teaching and learning aligned with DECD Directions, Holdfast Partnership priorities and the School Review recommendations.

OUR VISION

Paringa Park Primary School aspires to build a community of 'Powerful Learners' that are highly focused, motivated and active thinkers, able to communicate effectively in a range of ways and work together in teams. They can identify and solve (multi-step, non-routine and complex) problems and use creative thinking to come up with original ideas and information. Powerful learners set goals for their learning, draw on their curiosity to ask deep questions that require skilled investigation and find and use information to achieve their purpose.

STATEMENT OF PURPOSE

To enable students to become 'Powerful Learners' and achieve at the highest possible level of their learning and wellbeing.

OUR VALUES

Bravery

Care

Challenge

Trust

OUR SCHOOL MOTTO

The Best We Can Be

CONTEXT

Paringa Park Primary School is a Category 7 school located in the Holdfast Bay Council. The school has 10% School Card holders, 5% qualify for EALD support (English as an Additional Language or Dialect), 11% are identified as Students with Disabilities which includes the Speech and Language Class)and 1% identify as Aboriginal or Torres Strait Islanders. There is strong parental pride in the school and support of school activities.

LEARNING FRAMEWORKS & DECD DIRECTIONS

Paringa Park utilises contemporary learning frameworks and references relevant programs and policies, including:

• The Australian Curriculum

• Teaching for Effective Learning & Learning Design

• Early Years Learning Framework

• DECD Strategic Plan 2012-2016

• ECD Local Partnership – Holdfast

Professional Learning Communities

It is important that we further develop our knowledge, skills and understandings of these frameworks and key DECD directions as a means to develop a whole-school coherent approach to teaching and learning.

A Culture of Thinking

Priority	Context & Evidence	Strategies	Monitoring	Desired Outcomes Improvements
Developing a culture of thinking *How do we leverage the 8 cultural forces (expectations, language, time, interactions, environment, modelling, opportunities and routines) to make thinking valued, visible and actively promoted?* Responsibility and Leadership: Learning Innovation Team; Paul Taylor, Tracey Bennett	Research provides compelling evidence that when we develop independent, imaginative, resourceful and resilient learners, not only do test scores go up but students are better prepared for the complexities and rigour of the real world *(Claxton)*. This underpins DECD Results Plus. In addition Fullan indicates that children need to be independent thinkers and learners with an ability to problem solve, work in teams, be adaptable and learn how to learn. Our May 2015 External Review indicated that we are required to increase the proportion of students achieving in the high bands. Review of 2014-16 SIP indicates that some progress was made in Restorative Practices but it is unclear as to where the schools sits now. In addition there was lack of clarity about the role of SVE.	Embed the understanding of what a powerful learner is at PPPS Document Powerful Learning journey and coaching with Kym Brown Staff identify an aspect of 8 cultures of thinking to explore (eg language, thinking routines, interactions) with support through engagement in professional learning experiences (eg Kym Brown, Simon Brooks) and/or Project Zero Visible Thinking Course Focus on Learning Design and Transforming Tasks with Partnership PLT Parent information via newsletter, Fb page, visible thinking displays in classrooms Review of Student Behaviour Policy in light of a culture of thinking Environment Committee to plan for improvement in outdoor spaces to provide more options for children's play eg: Garden Review of role of student voice Review and updating of Team Agreements Use of Google Platform to promote collaboration and visible thinking	Induction of new staff Developing Performance Plans and processes Bullying survey completed by all students All staff able to articulate what is a powerful learner at PPPS All staff have contributed to an aspect of developing powerful learners Greater consistency of effective practices in supporting student behaviour	Year 3-7 students complete TfEL compass survey to provide baseline data around capacity for learning. Increased percentage of children in high growth from Years 5 (2015)-7(2017) in Reading (2014-16 =19%). Decreased percentage of children in low growth from Years 5 (2015)-7(2017) in Numeracy (2014-16 =31%). Documentation and implementation of Student Behaviour Code. R-7 Team Agreements are finalised.

Improved outcomes for Literacy

Priority	Context & Evidence	Strategies	Monitoring	Desired Outcomes Improvements
Whole Site Approach (WSA) to Literacy – Initial stages of developing a Literacy Agreement (Reading and Writing) *How can we build children's learning dispositions and capabilities in Literacy?* Responsibility and Leadership: Leanne Prior + Co-ordinator	A WSA is one that is collaboratively developed, known and enacted in all learning areas to support improved learning outcomes for each child. *(Whatworksbest.org.au)* Research indicates that the variability between schools (36%) is far smaller than the variability within schools (64%). *"There is every reason to assume that by attending to the problem of variability within a school and increasing the effectiveness of all teachers there will be a marked overall increase in achievement.* (Hattie 2015). School Year 3-5 growth data reflects the national norm. In Year 5-7 there is an under representation in the high growth for reading (19%). In Year 3 there have been improvements in Writing, Spelling, Grammar, with a slight decline in Reading. There has been a substantial increase in the mean score for Writing in Year 7. Review of 2014-16 SIP indicates high relevance & little/some progress was made in embedding The Big 6 across R-7, & documentation of 'Scaffolded Writing' process was incomplete but remains of high relevance.	Gather baseline data on current practices eg: RRL – How collected? What do we use? What else is out there? When? Who? So what? Consistency of practice Reintroduce The Big 6 Finalise writing genre map Trialling of Words Their Way Align agreement with Holdfast Partnership Literacy Agreement Research evidence based practices for intervention– What works best? Reference Results Plus Expectations. Reflecting on current practice? Coaching with Steph Lane	Running Records: Consistency of data collection across school documented and implemented Staff engaging in learning about The Big 6 and able to articulate The Big 6 Posters displayed in classrooms Develop agreed focus on writing (genre map) Proposal to staff re WTW for implementation in 2018 Commencement of documentation of Whole Site Literacy Agreement and supporting resources	Each child demonstrates 12 months growth in reading against agreed criteria (eg PAT R, Running Records) Year 3, 5, 7 cohort mean scores in Reading are greater than 2016. Greater percentage of children achieved middle or high growth in Naplan Reading Years 5-7. Year 3-5 growth data reflected the national norm or is improved. Improved staff understanding of best practices of intervention.

Improved outcomes in Numeracy

Priority	Context & Evidence	Strategies	Monitoring	Desired Outcomes Improvements
Whole Site Approach to Numeracy – Initial stages of developing a Numeracy Agreement *How can we build children's learning dispositions and capabilities in Numeracy?* Responsibility and Leadership: Paul Taylor + Co-ordinator	A whole site approach is one that is collaboratively developed, known and enacted in all learning areas to support improved learning outcomes for each child. *(Whatworksbest.org.au)* Research indicates that the variability between schools (36%) is far smaller than the variability within schools (64%) *"There is every reason to assume that by attending to the problem of variability within a school and increasing the effectiveness of all teachers there will be a marked overall increase in achievement.* (Hattie 2015). In Year 5-7 there is an over representation in the low growth for Numeracy . Review of 2014-16 SIP indicates that high relevance and little/some progress was made in developing a "Whole School Rich Problem Solving Approach."	Gather baseline data on current practices related to problem solving strategies used across the school Reference Holdfast Partnership Numeracy Agreement Research evidence based practices – What is a rich problem solving approach? Reference Results Plus Expectations Professional learning: - Thinking Maths (Year 6/7) - Whole school subscription to www.backtofrontmaths.com.au - Whole school access to Tierney Kennedy webinars facilitated by Co-ord - Partnership data analysis and report - Two Tierney Kennedy leader's Consulting Days - Anne Baker Natural Maths	Review of PAT Maths and Naplan Numeracy data to identify children below SEA and in higher Numeracy bands Analysis of PAT M questions Documentation of current problem solving strategies and best practice Commencement of documentation of Whole Site Numeracy Agreement and supporting resources	Each child to reached NMS in Numeracy. Each child demonstrates 12 months growth in Maths testing (PAT M) Year 3, 5, 7 cohort mean scores in Numeracy are greater than 2016. Greater percentage of children achieved middle or high growth in Naplan Numeracy.