

Playford Primary School

2018 Site Improvement Plan

Targets	Strategies	Evidence and Outcomes
<p>All students achieve at least 12 months growth or agreed target in reading</p> <p>Each child will meet or exceed the DECD SEA in:</p> <ul style="list-style-type: none"> Running records PAT comprehension NAPLAN reading benchmark in year 3,5,7 	<p>Reading</p> <p>Teachers will:</p> <ul style="list-style-type: none"> Use data to provide targeted intervention and differentiated teaching practice for all students Work collaboratively to develop consistent and effective reading instruction across year level Track and monitor reading achievement in class and across year level cohort Reflect and implement professional learning in PDP <p>Leaders will:</p> <ul style="list-style-type: none"> Develop an EY reading strategy in collaboration with the Speech Pathologist and teachers with an oral language focus Develop consistent and effective reading instruction R-7 in collaboration with teachers Provide professional learning with a focus on analysis of reading data to inform differentiated teaching practice in reading Participate in the Partnership PLC Track and monitor student reading achievement R-7 	<p>Students will:</p> <ul style="list-style-type: none"> Meet or exceed the DECD SEA Know and understand reading goals and targets Use literacy learning time productively Have competent phonological awareness skills Understand comprehension strategies to support learning across the curriculum Provide feedback to their teacher and act on teacher feedback Experience continuity of learning across the school <p>Evidence:</p> <ul style="list-style-type: none"> Whole school agreement for reading instruction Data collected and analysed to inform differentiated teaching PDP goals and conversations reflect professional learning focus
<p>All students achieve at least 12 months growth or agreed target in Numeracy.</p> <p>Each child will meet or exceed the DECD SEA in:</p> <ul style="list-style-type: none"> PAT Maths NAPLAN numeracy benchmarks in year 3,5,7 	<p>Mathematics</p> <p>Teachers will:</p> <ul style="list-style-type: none"> Implement misconceptions in mathematics years 1-7 Use data to provide targeted intervention and differentiated teaching practices for all students Participate in Partnership Maths LDAM focus Track and monitor maths achievement in class and across year level cohort Reflect and implement professional learning in PDP <p>Leaders will:</p> <ul style="list-style-type: none"> Track and monitor student maths achievement R-7 Provide professional learning with a focus on misconceptions in Maths Participate in Partnership Maths LDAM focus 	<p>Students will</p> <ul style="list-style-type: none"> Meet or exceed the DECD SEA Receive 'just in time' teaching Experience differentiated teaching and targeted small group learning Use maths learning time productively Experience intellectual stretch Provide feedback to their teacher and act on teacher feedback Experience continuity of learning across the school <p>Evidence:</p> <ul style="list-style-type: none"> Data is collected and analysed to inform differentiated teaching Misconceptions data reflect improvement in learning across the maths curriculum Moderation portfolio of 2-2-2 work samples PDP goals and conversations reflect professional learning focus
<p>All students develop 21st century learning skills through innovative teaching and learning practice based on inquiry</p> <p>Students experience improved engagement in learning through contemporary, inquiry based pedagogy</p>	<p>Inquiry</p> <p>Teachers will:</p> <ul style="list-style-type: none"> Implement inquiry pedagogy across the curriculum Implement whole school focus on questioning and feedback Work collaboratively in teaching teams to plan integrated A/C inquiry projects with ICT integrated Support and scaffold students to co-construct projects and provide feedback Provide opportunities for students to showcase projects and learning <p>Leaders will:</p> <ul style="list-style-type: none"> Provide professional learning focused on inquiry pedagogy Collaboratively construct whole school approach with documentation Provide curriculum planning and teaching support 	<p>Student will:</p> <ul style="list-style-type: none"> Be active learners and demonstrate understanding of learning assets Ask quality questions Be engaged in integrated inquiry projects Showcase learning to an authentic audience <p>Evidence</p> <ul style="list-style-type: none"> Projects/tasks are differentiated with stretch, different complexity of thinking, co-constructed learning and opportunities to transfer knowledge Learning showcase Wellbeing and Student Engagement survey (4-7) indicates growth specifically in the areas of perseverance and cognitive engagement
<p>All students meet or exceed the DECD attendance target of 95%</p> <p>Students develop strategies to support resilience and improved wellbeing</p>	<p>Wellbeing</p> <p>Teachers will:</p> <ul style="list-style-type: none"> Maintain Play is the Way whole school approach Implement Positive Education strategies in class to support high levels of student wellbeing and learning Track and monitor class attendance <p>Leaders will:</p> <ul style="list-style-type: none"> Introduce Kids Matter Framework across campus and provide professional learning Integrate Positive Education with Kids Matter Framework with a focus on learner resilience and aspiration Track and monitor whole school attendance and implement strategies to increase/improve attendance 	<p>Student will:</p> <ul style="list-style-type: none"> Be resilient and aspirational learners Understand the skills of an effective learner Have improved wellbeing and attend at a rate of 95% <p>Evidence</p> <ul style="list-style-type: none"> Whole school wellbeing framework Common whole school language Wellbeing and Student Engagement survey (4-7) indicates growth specifically in the areas of emotional regulation and optimism