



OUR VISION

Karrendi Primary School will empower students to succeed in our rapidly changing global society. Our pupils will exhibit the qualities of motivated learners who are confident and creative and who will become active, socially aware and informed citizens.

HOW WE WILL ACHIEVE OUR VISION

By a continued commitment to high quality teaching and learning
By maintaining a focus on improving learning outcomes for all students
By designing and implementing engaging and differentiated curriculum
By providing learning experiences to enable students to become powerful learners
By modelling and educating students in practices that promote positive relationships and wellbeing

OUR VALUES

Honesty

Respect

Resilience

Kindness

Personal Best

OUR PRIORITIES

Literacy

Numeracy

Wellbeing and
Positive Education

Australian Curriculum

Karrendi Primary School Site Improvement Plan 2017

<p>Higher standards of student learning achievement How do we ensure student growth, challenge, engagement and equity?</p>	<p>Effective leadership How do leaders facilitate and support the achievement of our school vision?</p>	<p>Engaging children, families and communities How do we build our capacity to engage with children, families and the wider community in our sharing, planning and decision making?</p>	<p>Ongoing focus on improvement How will we utilise an improvement cycle?</p>
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Literacy

<p>A common whole school literacy approach based on high expectations and excellence in teaching practice as specified in our Literacy agreement</p> <p>Staff meaningfully utilise information from running records, probe assessments and NAPLAN to inform practice</p> <p>Inclusive and challenging pedagogies that include higher order thinking and provide relevant and rigorous learning</p> <p>Individualised literacy goal setting for all students</p> <p>Continue to implement current methodologies and programs including Jolly Phonics & Jolly Grammar and Seven Steps to Writing Success</p>	<p>Staff meeting times allocated to review site Literacy agreement</p> <p>Staff meeting times allocated to analyse literacy data in order to guide teaching</p> <p>Provide relevant training to match school priorities and student learning needs</p> <p>Staff meeting times allocated for literacy focused PLCs</p> <p>Literacy Senior Leader</p> <ul style="list-style-type: none"> - Whole-staff training - Co-planning/Co-teaching - Teaching Demonstrations - Updating Literacy policies/agreements - Resource collection and creation - Data analysis support 	<p>Literacy Week Displays</p> <p>Newsletter articles</p> <p>Classroom displays</p> <p>Governing council reports</p> <p>Pinterest</p> <p>Facebook</p> <p>Parent/teacher/student interviews</p> <p>Annual report</p> <p>Student work published in the Newsletter</p>	<p>Using assessment to guide future teaching and learning</p> <p>Look at current evidence based research on best teaching practice for teaching literacy</p> <p>Professional Learning Communities</p> <p>Regular analysis of student data to improve student learning and inform teaching. Predominantly through the use of PAT-SPG and NAPLAN</p>
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Numeracy

<p>A common whole school approach for teaching Numeracy</p> <p>Teachers using inclusive, challenging pedagogies that include connecting learning with everyday life and problem solving using HOTS</p> <p>High expectations of R-7 teaching and learning to promote curriculum coherence</p> <p>Individualised numeracy goal setting for all students</p> <p>Identifying and targeting students in years 4-7 to build basic number skills (QuickSmart)</p> <p>Use TfEL as a lens for teaching Maths</p> <p>T&D by experts in Number focusing on hands on activities, ICTs and engagement of learners</p> <p>Increased practice with worded questions and real life problems</p> <p>Differentiated learning to match student needs</p>	<p>Provide relevant training to match staff needs</p> <p>Numeracy Senior Leader</p> <ul style="list-style-type: none"> - Whole-staff training - Co-planning - 1 on 1 pedagogy development - Program design - Co-teaching / Demonstrations - Expanding teacher resources - Assessment support - Updating Numeracy policies/agreements - Data analysis support <p>Staff meeting allocations for PLCs</p> <p>Review and update Numeracy Resources</p> <p>Staff meeting time allocated to analysing numeracy data</p>	<p>Numeracy Week Displays</p> <p>Newsletter challenges for students and families</p> <p>Classroom displays</p> <p>Governing council reports</p> <p>Pinterest</p> <p>Facebook</p> <p>Parent/teacher/student interviews</p> <p>Annual report</p>	<p>Using assessment to guide future teaching and learning</p> <p>Look at current evidence based research on best practice for teaching Maths/Numeracy including Natural Maths Strategies (Ann Baker), Dan Meyer and The Big Ideas in Number</p> <p>Professional Learning Communities</p> <p>Regular analysis of student data to improve student learning and inform teaching, predominantly through the use of PAT-M and NAPLAN</p>
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Higher standards of student learning achievement

How do we ensure student growth, challenge, engagement and equity?

Effective leadership

How do leaders facilitate and support the achievement of our school vision?

Engaging children, families and communities

How do we build our capacity to engage with children, families and the wider community in our sharing, planning and decision making?

Ongoing focus on improvement

How will we utilise an improvement cycle?

Wellbeing and Positive Education

Incorporate a daily whole school yoga program led by senior students

Teacher led guided meditation and visualisation time at the end of each day

Designing and embedding a whole school values focus across the site

Implementation of the Child Protection Curriculum

Inclusion of a Buddy Bench to foster social acceptance and support

Integrate Positive Education techniques and strategies SMART training for staff to support students who have experienced trauma

Karrendi Morning Walking Club to encourage student and family involvement in taking action for personal fitness

Educating students on growth mindset and intellectual stretch

Senior leader in wellbeing

- Co-developing student behaviour plans
- Further developing student leaderships skills through contexts such as SRC
- Working with staff to implement programs – eg Positive Education
- Provide professional development opportunities including:
 - Positive Education training
 - SMART training
 - Child Protection Curriculum training

Staff meeting time allocated to DECD required training e.g. RAN training

Staff meeting time allocated to discussing specific student needs

Formalise induction processes for new staff

Conducting and analysing student, staff and parent opinion surveys

Collaborate with outside agencies, eg. Together4kids, Relationships Australia

Collaborate with community agencies to create a Connect2U day

Newsletter articles

Governing council reports

Pinterest

Facebook

Parent/teacher/student interviews

Annual report

Classroom displays

Look at current evidence based research on calming techniques and strategies for wellbeing

Professional Learning Communities

Positively reinforce students' commitment to school values through identifying students displaying school values

Australian Curriculum

Ensure ongoing professional learning opportunities for teachers (site based and partnership based)

Facilitate professional learning to improve consistency in teacher assessment and moderation

Ensure staff have opportunities to engage in assessment and moderation tasks in a professional learning community context

Implement assessment and reporting processes as per site agreements, DECD reporting and AC implementation

Incorporate discussions regarding AC implementation and programming in performance development meetings

Collaborate with our partnership AC Coordinator

Build leadership capacity of teachers regarding managing moderation and assessment tasks in professional learning community contexts

Engage in professional learning with partnership colleagues

Develop partnership networking opportunities - eg specialist teachers connecting and collaborating with other specialist teachers from other sites

Newsletter articles

Governing council discussions

Monitor and review access to a balanced curriculum with clear learning intentions – professional learning community focus, performance development focus

Ensuring individual student goal setting is based on Australian Curriculum Achievement Standards

	What are our 2016-2017 Targets?	How will the targets be measured?	What is the timeline for the targets?
Literacy	70% of Year 3 students demonstrating expected achievement of Proficiency Band 3 or above (DECD SEA)	NAPLAN Testing	September
	50% of Year 5 students demonstrating expected achievement of Proficiency Band 5 or above (DECD SEA)	NAPLAN Testing	September
	60% of Year 7 students demonstrating expected achievement of Proficiency Band 6 or above (DECD SEA)	NAPLAN Testing	September
	50% of students at or above drafted DECD SEA (Standard of Educational Achievement) scale scores in PAT-R & PAT-SPG	PAT-R & PAT-SPG Testing	Term 3
	60% of Year 1 students at or above reading level 15 60% of Year 2 students at or above reading level 21	Running Records	End of Term 4
Numeracy	60% of Year 3 students demonstrating expected achievement of Proficiency band 3 or above (DECD SEA)	NAPLAN Testing	September
	50% of Year 5 students demonstrating expected achievement of Proficiency Band 5 or above (DECD SEA)	NAPLAN Testing	September
	50% of Year 7 students demonstrating expected achievement of Proficiency Band 6 or above (DECD SEA)	NAPLAN Testing	September
	50% of students at or above DECD SEA (Standard of Educational Achievement) scale scores in PAT-M	PAT-M Testing	Term 3
Australian Curriculum	100% of classes meeting AC time allocations	Staff Survey Performance Development meetings	Term 4 Termly
Well being	Student attendance at 90% Unexplained absences less than 15%	EDSAS attendance data	Ongoing
	100% of students accessing the Child Protection Curriculum	Staff Survey Performance Development meetings	Term 4 Termly