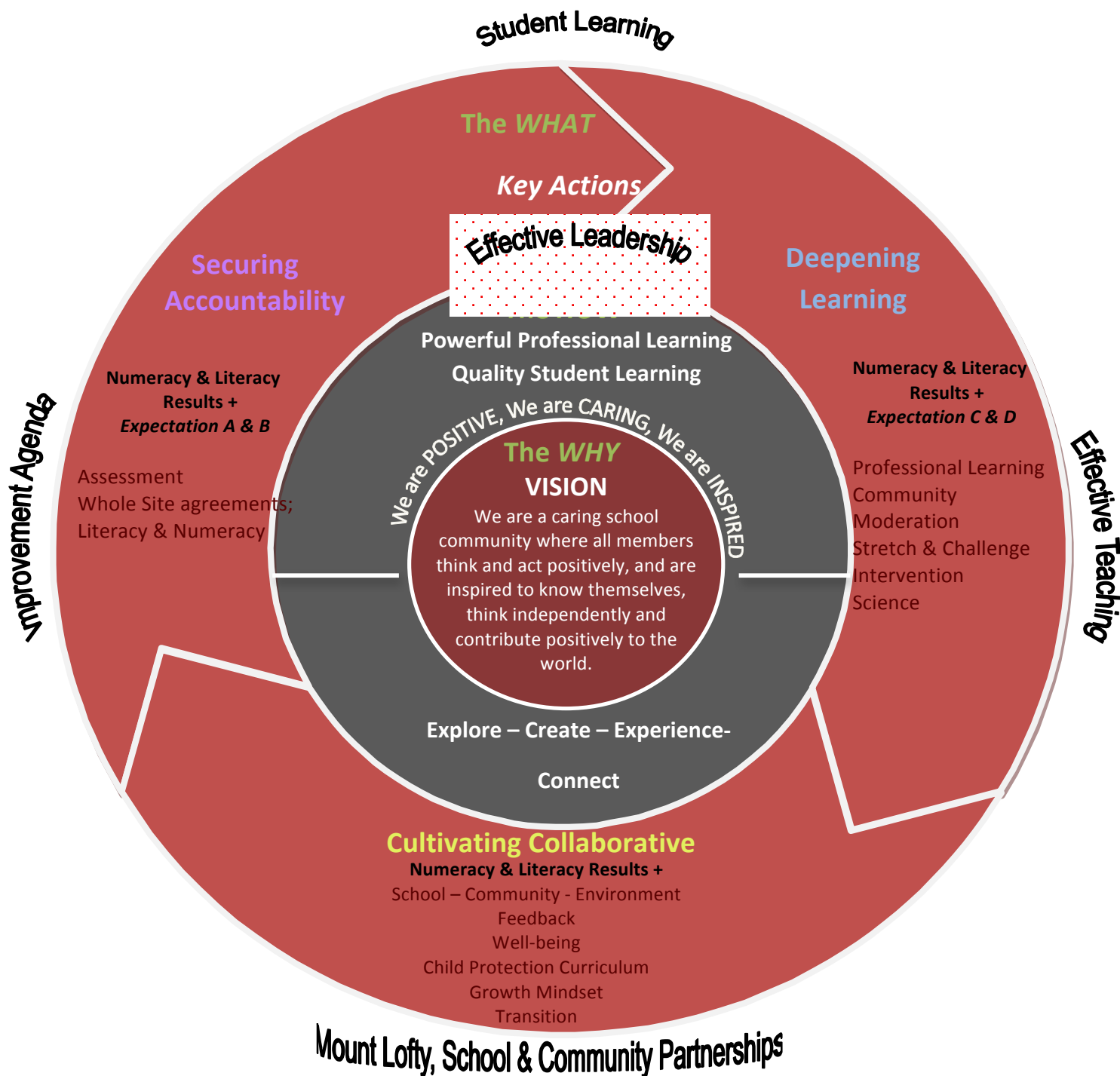




Scott Creek Primary School

A Professional Learning Community, focussed on continual improvement for all

Site Improvement Plan 2016-2018



Evidence:

- Student Achievement Data –SEA & NAPLAN, PAT M & R, Running records, Australian Curriculum
- AECD & MDI data
- Student, Parent, Staff perception data
- Intervention programs: QuickSmart & MultiLit



Scott Creek Primary School is a professional learning community, focused on continual improvement for all students R-7.

Our work as a Professional Learning Community is based around: **WHAT** are we doing to ensure a deepening of learning, **HOW** are we achieving this and **WHY** are we doing this?

WHY – OUR VISION: We are a caring school community where all members think and act positively, and are inspired to know themselves, think independently and contribute positively to the world. **WE ARE... POSITIVE, WE ARE... CARING, WE ARE...INSPIRED**

Student Wellbeing and Strategic Directions 2017

HOW - To *create a collaborative culture* by ensure all students are engaged in a wide range of quality learning experiences.

WHAT

- Student feedback is regularly sought and acted upon in both classroom and whole school decision making.
- Student well-being and social skills are a core expectation in every classroom.
- Child Protection Curriculum is taught in all classrooms.
- Implement Anti-Bullying awareness and strategies (including Bullying surveys).
- Develop growth mindset thinking in all students through imbedding the language and ideas of Growth Mindset and strategies of Habits of Mind
- Transition processes between Preschool – School – High school is clear and supported. Linking in with Partnership project on Cultivating Collaborative Cultures.

Evidence

- Student led initiatives evident in classroom and whole school decision making.
- Reduction in number of bullying incidents.
- Student engagement evident in all classrooms.
- Students will use growth mindset and problem solving language to handle conflict situations.
- Identified students show progress in ML, QS and targeted intervention
- Clear transition policies aligned with Partnership Transition policy

HOW – To *deepen the learning* by provide hands on exploration of creative and experimental learning for sustainability and connect with the school's local environment.

WHAT

- Continue and further develop environmental programs – such as Bush Buddies, YELP (Youth Environment Leaders Program), Nature Play, Eating Fresh & Local, recycling and garden/composting.
- School and community – focused projects supported, such as the Scott Creek Conservation Park rejuvenation project.
- Science - programs reflect aspects of biodiversity and sustainability.
- Maintain connection with relevant agencies such as the Natural Resources Management Board and DECD Aboriginal Cultural Studies personnel.

Evidence

- Cross Curriculum priorities of sustainability and Aboriginal and Torres Strait Islander histories and cultures are evident in teaching programing and planning.
- Student lead improvements in Nature Play Areas in school grounds.
- YELP student team initiating school wide sustainability projects that involve all students.

HOW - To *secure accountability* by developing effective teaching and learning strategies which improve learning outcomes for all children. To be committed to and involved in powerful professional learning.

WHAT

- Continue to develop our PLC's with Mylor and Heathfield Primary Schools through: classroom peer observations, inquiry plans, moderation of student work, and working through the National Professional Standards for teachers.
- Incorporate Tfel and Visible Learning strategies into classroom practice for teachers and learners.
- Use and implement a range of diagnostic assessments to inform practice (reflection, differentiation and intentional teaching). These will include Scorelink, PATM & PATR, NAPLAN and classroom assessment.
- Focus PD on how to stretch and challenge students by utilising the expertise of our CPAC and PACIO (Australian Curriculum Personnel)
- Ensure whole site agreements in Numeracy and Literacy are understood and embedded
- Targeted intervention is responsive and intentional.

Evidence

- SEA & NAPLAN Data.
- PAT Maths & PAT Reading DATA.
- Running Records.
- Plan, teach , report using Australian Curriculum with minimum 300 minutes per week for Maths&English.
- AECD & MDI data
- Student, Parent, Staff perception data



Progressive and Positive Learning Directions 2017

Teaching For Effective Learning: Our improvement plan is underpinned by SA Teaching for Effective Learning principles. Tfel guides our designs for learning and directions to achieve best practice.

Our teachers will work in PLC's to analyse, moderate and share their programs in relation to improving student learning outcomes.

Visible Learning: Our work is guided by John Hattie's research. Talking about learning is very important. We value gathering and using data to evaluate the effect of our teaching on student learning and achievement. Assessment gives us feedback. Differentiation in the curriculum is essential to meet the needs of learners.

Our teachers and students will be able to articulate the Learning Intent and Success Criteria of learning activities.

Literacy Agreement

Strategies

L – Plan, teach and report using Australian Curriculum English with minimum 300minutes per week

L - Use strategies, such as metacognition, meaning making, self-assessment and reflection and higher order thinking skills to improve student learning outcomes.

L – Develop a whole school agreement and consistency in regards to a literacy block, teaching of comprehension strategies and assessment

L – Early years agreed approach to teaching Jolly Phonics and Jolly Grammar

L – Ensure timely and effective intervention – MultiLit and 1:1 SSO support programs

Evaluation

- Running records data
- SEA and NAPLAN testing
- PAT Reading data
- Standardised testing
- Peer assessment, self-assessment, feedback
- Whole school use of Scorelink for data management

Numeracy Agreement

Strategies

N – Plan, teach and report using Australian Curriculum Maths with minimum 300minutes per week

N - Use strategies, such as mental computation, meaningful reflections, problem solving, Natural maths and higher order thinking skills to improve student learning outcomes.

N – Develop a whole school agreement and consistency in regards to a numeracy block, teaching of mental computation and assessment.

N – Ensure timely and effective intervention – QuickSmart and 1:1 SSO support programs.

Evaluation

- SEA and NAPLAN testing
- PAT Maths Data
- I Can Do Maths for JP
- Standardised testing
- Peer assessment, self-assessment, feedback
- Whole school use of Scorelink for data management