

OUR VISION:

Angle Vale Primary School, with the school community, is committed to support all students to become successful learners, confident and creative individuals, and active and informed citizens.

VALUES:

Respect, Confidence, Resilience and Honesty



Angle Vale Primary School Site Improvement Plan 2017

OUR MISSION:

Each student will have the opportunity to work in a safe, supportive and challenging learning environment, engaged in learning that includes the following capabilities:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology (ICT)
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

Numeracy

A coherent and consistent whole school approach to deliver skill development and achievement in Numeracy with six expectations:

- Track and monitor every learner's growth
- Have a numeracy improvement cycle
- Enact changes to pedagogical practice
- Identify and enact clear intervention processes
- Assessment and Moderation in Mathematics
- Use Teaching for Effective Learning (TfEL) to enhance teaching for effective learning

Literacy

A coherent and consistent whole school approach to deliver improved skill development and achievement in Reading and Writing with six expectations:

- Track and monitor every learner's growth
- Have a literacy improvement cycle
- Enact changes to pedagogical practice
- Identify and enact clear intervention processes
- Use Teaching for Effective Learning (TfEL) to enhance teaching for effective learning
- Assessment and moderation of reading and writing

Building Student and Community Capacity

Commonly agreed school values and beliefs about learning supported by effective teaching and learning practices across the school guided by student and community voice

- Improve attendance to support the learning of students
- Grow democratic relationships
- Strengthen the engagement with the community
- Positive Education

<p style="text-align: center;">Targets</p> <p>Agreed, targets that clearly indicate what improved outcomes learners will achieve.</p>	<p style="text-align: center;">Strategies</p> <p>The major actions that staff-teachers, SSOs, leaders –commit to do to support learners at classroom level to achieve the targets.</p>	<p style="text-align: center;">Resources</p> <p>Who, what, where</p>	<p style="text-align: center;">Timelines/Measure of Success</p>
<p>Attendance</p> <ul style="list-style-type: none"> • Improve whole school attendance, lateness and early departures • Reduction in unexplained absences, lateness and early departures • Intervention with targeted families <p><i>Absent</i> Achieved 2016 = 8617 - 90.8% Target 2017 = 5000 - 93%</p> <p><i>Unexplained absences</i> Achieved 2016 = 740.5 Target 2017 = 500</p> <p><i>Early Dismissal</i> Achieved 2016 = 2582 Target 2017 = 1500</p> <p><i>Lateness</i> Achieved 2016 = 4347 Target 2017 = 2000</p>	<p>Engaging curriculum</p> <p>Positive re-entry from absences</p> <p>EDSAS report to Class Teachers weekly to follow up</p> <p>Report to Governing Council</p> <p>Regular information in newsletter</p> <p>Acknowledge classes that have 93% attendance</p> <p>Intervention by Leadership/ACEO</p> <p>Support Services Referral Form for (Student attendance)</p>	<p>Site Improvement Plan team – Wellbeing meet twice a term</p> <p>ACEO as required</p> <p>Assistant Principal</p> <p>Student Attendance Counsellor (DECD) as required</p>	<p>Student Data Warehouse</p> <p>EDSAS report</p>
<p>Democratic Relationships 2.1 (TFEL)</p> <ul style="list-style-type: none"> • Increase recognition of positive behaviour • Student participation in school decision making processes through Student Governing Council • Active Student Captains and Vice Captains • Reduce bullying and harassment incidents <p>Behaviour Incidents</p> <p><i>Suspensions</i> Achieved 2016 = 27 Target 2017 = 20</p> <p><i>Bullying/Harassment</i> Achieved 2016 = 29 Target 2017 = 15</p>	<p>Continue using the Wellbeing Map</p> <p>All teachers trained in “Play is The Way”</p> <p>Leadership awards aligned to “Play is The Way”</p> <p>Play at Lunchtime Program</p> <p>Social Work Students to run play time activities</p> <p>Pastoral Care Worker to run play time activities</p> <p>Continue with Positive Play</p> <p>Increase communication to families regarding positive behaviour</p> <p>Vice Captains and Captains run assemblies</p> <p>Increase student participation in school improvement through Student Government Council</p> <p>Active class meetings</p> <p>Regular analysis on behaviour, making changes if required</p> <p>Implement Behaviour Improvement plans for students at risk</p> <p>Work with behaviour coach for students with severe behavioural needs</p>	<p>Site Improvement Plan team – Wellbeing meet twice a term</p>	<p>Perception Surveys</p> <p>EDSAS behaviour data</p> <p>Grievance procedures – reduced grievance incidents</p>

<p>Engage with the Community 1.4 (TfEL)</p> <p>Increase parent participation within the school community</p> <p>Increase parent participation in decision making (Governing Council)</p> <p>Increase participation with local businesses and organisations</p>	<p>Invite parents to participate in Governing Council and Committees</p> <p>Increase two way communications with the community through newsletters, Skoolbag, text mgs, Dojo etc.</p> <p>Continue or develop strong links with Angle Vale Preschool, COMPASS, local schools, shops, sporting groups, Angle Vale Retirement Estate</p> <p>Community participation in fundraising opportunities such as having a stall at the Family Fun Night</p> <p>Playgroup in Schools (PinS)program</p>	<p>Site Improvement Plan team – Wellbeing meet twice a term</p> <p>Community members</p>	<p>Perception Survey</p> <p>Grievance procedures - reduced grievance incidents</p> <p>Volunteer training</p>																
<p>Positive Education</p> <p>Staff and student health and wellbeing will be enhanced through the implementation of Positive Education.</p> <p>Mindfulness and Character Strengths introduced classes.</p>	<p>Wellbeing Curriculum</p> <p>Staff training PFD</p> <p>Professional learning through conferences and readings</p> <p>Network with other schools in Local Partnership</p> <table border="1" data-bbox="658 512 1397 874"> <tr> <td colspan="2">2017</td> </tr> <tr> <td>Term 1</td> <td>Positive Accomplishment (Growth Mindset)</td> </tr> <tr> <td>Term 2</td> <td>Positive Health (Resilience)</td> </tr> <tr> <td>Term 3</td> <td>Positive Relationships (ACR)</td> </tr> <tr> <td>Term 4</td> <td>Positive Emotions (Gratitude)</td> </tr> <tr> <td colspan="2">2018</td> </tr> <tr> <td>Term 1</td> <td>Positive Engagement (Flow)</td> </tr> <tr> <td>Term 2</td> <td>Positive Purpose (A deeper 'Why?')</td> </tr> </table>	2017		Term 1	Positive Accomplishment (Growth Mindset)	Term 2	Positive Health (Resilience)	Term 3	Positive Relationships (ACR)	Term 4	Positive Emotions (Gratitude)	2018		Term 1	Positive Engagement (Flow)	Term 2	Positive Purpose (A deeper 'Why?')	<p>Site Improvement Plan team – Wellbeing meet twice a term</p>	<p>Perception Survey</p> <p>MDI Surveys</p> <p>Psychological Health Survey and Plan</p>
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<p>Numeracy sessions have the following key components embedded:</p> <ul style="list-style-type: none"> • Mental computation • Mental routines • Active word walls • Problem solving • Reflection • Differentiation 	<p>Natural Maths secret code explicitly taught R-7</p> <p>3 levels of questioning-closed, open, flip</p> <p>Make words relevant to the unit being taught</p> <p>All classes explicitly taught this mnemonic during word problem lessons</p> <p>Ensure time is made for end of lesson reflection or before next lesson</p> <p>Know each student’s capacity and build on it</p> <p>Teachers meet in Numeracy PLC to discuss data wall with a focus on:</p> <ul style="list-style-type: none"> • PAT resources centre • Waves of intervention 	<p>Posters, IWB games, flash cards</p> <p>Baker books, IWB resources</p> <p>Origo language development words</p> <p>Problems sourced from Baker books, shared drive resources, Origo investigations/problem solving tasks</p> <p>Teacher time management</p> <p>Data wall, Scorelink, PAT resource centre</p>	<p>Peter Westwood one minute tests. Teachers conduct quiz tests to ascertain student knowledge of Secret Code words</p> <p>Shared staff/team meetings</p> <p>Key components evident in programs and learning tasks</p> <p>Sharing of work samples to show evidence of strategies used and STAR</p> <p>Performance development meetings</p>																																														
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NAPLAN Numeracy Growth							
Low Growth		High Growth					
	Actual	Target	Actual	Target			
	2016	2017	2016	2017			
Yr 3-5	44%	20%	11%	25%			
Yr 5-7	25%	20%	19%	25%			
Assessment and Moderation in Primary Mathematics					PD for Numeracy Coordinators and leaders in Assessment and Moderation in line with DECD requirements Leaders to work with staff to implement Assessment and Moderation during staff training meeting Introduction of Unfamiliar/familiar and meaningful questions for problem solving Unpacking proficiency strands and checking against Origo through calibration of mathematical assessment tasks	Assessment and Moderation in Primary Mathematics Use Tierney Kennedy as key contact Purchase Back to Front Maths subscription	Track and monitor student Achievement from yrs 3-5 data All staff working together to moderate work samples Familiarise with moderation process and unfamiliar/familiar and meaningful questions
TfEL					All teachers using the TfEL Companion outlining activities and focuses Regular staff meetings with a TfEL focus from the Companion Student/staff/parent perception surveys(TfEL) guiding practice conducted	Site Improvement Plan team – Numeracy meet twice a term TfEL Framework, Companion & Review	Performance Development Classroom Programs with clear evidence of TfEL Students and Peer Observations

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<p>TfEL</p> <p>All teachers using TfEL framework consistently across the school to enhance teaching programs</p>	<p>All teachers using the TfEL Companion outlining activities and focuses</p> <p>Regular staff meetings with a TfEL focus from the Companion</p> <p>Student/staff/parent perception surveys(TfEL) guiding practice conducted</p>	<p>Site Improvement Plan team – Wellbeing meet twice a term</p> <p>TfEL Framework, Companion & Review</p>	<p>Performance Development</p> <p>Classroom Programs with clear evidence of TfEL</p> <p>Students and Peer Observations</p>																																																

