

# ALLENDALE EAST AREA SCHOOL

## SITE IMPROVEMENT PLAN 2017

*'The quality of education cannot exceed the quality of its teachers'*

Goals	Targets and Measures	Strategies
<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>All year levels need to strengthen skills in problem solving and literacy of Maths.</li> <li>Improve collection of Numeracy data, including PATM testing for Years 2 to 10.</li> <li>Connecting Numeracy across other Learning areas (Australian Curriculum Numeracy General Capability).</li> <li>To ensure all students have access to manipulables to support and stretch their learning.</li> </ul>	<ul style="list-style-type: none"> <li>100% students achieve above National minimum standard.</li> <li>Teachers of Maths are confident in teaching the Australian Maths Curriculum R-10 and programs reflect this.</li> <li>Teachers are explicitly identifying numeracy to students within their own Learning area.</li> <li>Ann Baker model of assessment data collection is shared and widely used across all year levels.</li> <li>Wave 2 students increase Stanine level from 3 to 4 (12 months or greater improvement) in PATM testing through the Quicksmart program.</li> <li>All students achieving at year level in PATM test.</li> <li>PAT M data from last year to be analyzed and shared with current classroom teachers to breakdown misconceptions in understanding.</li> <li>Numeracy Meta –Language is common across staff and students R-12.</li> <li>Whole site Agreement on Numeracy is finished by Dec 2017 (statement, beliefs and process).</li> <li>Create Maths boxes by end of term 1, for all year levels by sourcing sustainable resources.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy Committee meets regularly.</li> <li>Develop a whole school approach to data collection for Maths, including time frame.</li> <li>Naplan analysis.</li> </ul> <p><b>Professional Learning</b>  <b>Deepen teachers' understandings of numeracy strategies and improve the quality of pedagogy delivered.</b></p> <ul style="list-style-type: none"> <li><i>Staff Professional Learning</i> in Numeracy to be delivered through staff meetings to give practical strategies and direction for 2017.</li> <li>SSOs continue Professional Learning to support student learning.</li> <li><i>Numeracy Committee</i> promotes Numeracy General Capability across all learning areas and year levels.</li> <li>Whole site agreement to be created.</li> <li>Ann Baker strategies used in R-10 classes and shared with parents via newsletters and acquaintance night workshops.</li> </ul> <p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>Students selected for intervention using the PATM testing from November 2016.</li> <li>Quicksmart program run by a variety of SSOs.</li> <li>Whole class intervention based on common misconceptions from 2016 PATM testing.</li> </ul>

Goals	Targets and Measures	Strategies
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Emphasis will remain on consolidating comprehension (reading for meaning).</li> <li>• Connecting Literacy across other learning areas R-12 (Australian Curriculum Literacy General Capability).</li> <li>• Use PATR data to inform programming.</li> </ul>	<ul style="list-style-type: none"> <li>• 2% increase (85%-87%) in students Year 1-9 reading at chronological age by end 2017.</li> <li>• All Year 8 students successfully complete LaN (Literacy and Numeracy) folio and all Year 9 students successfully complete the General Capabilities Presentation at the end of each year.</li> <li>• Wave 3 students show steady progress to achieve benchmarks as set in their NEP.</li> <li>• Year 3, 5, 7, &amp; 9 all achieve DECD SEA score in reading, writing and spelling.</li> <li>• 100% of teachers scaffold Literacy learning in programs and instruction to ensure student success. Eg. Differentiation.</li> <li>• R-12 students and teachers have common language for Literacy components in all learning areas.</li> <li>• 95% R-10 students complete Premier's Reading Challenge.</li> <li>• All secondary students in Year 8-10 show progress in reading for fluency and accuracy as measured by data from two reading tests across the year.</li> <li>• Intensive Reading Program for Secondary students linked with improvement of reading for targeted students. List words at 60 word per minute and no more than 4 errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole School Literacy Agreement implemented.</li> <li>• Guided reading.</li> <li>• Big Six R-12.</li> <li>• Multilit and wave 3 interventions.</li> <li>• WRAP and Running Records. Data collected on reading track student forms and EDSAS.</li> <li>• Fleshkincaid testing for all secondary students 8-10.</li> <li>• Scope and Sequence for spelling and text types used across all levels.</li> <li>• Premier's Reading Challenge-incentives, reference to the <i>Great Start</i> website.</li> <li>• Program expectations for staff include literacy component in all learning areas.</li> <li>• Deepen teachers' understanding and knowledge of assessment of, and for, learning.</li> <li>• Assessment Tasks for students identify literacy demands and staff explicitly teaches the related skills and knowledge.</li> <li>• Parent participation in classroom reading.</li> <li>• Book Week – Parent Involvement, Literacy booklet, whole school reading.</li> <li>• Intensive Reading Program for Secondary students.</li> <li>• Single Word Spelling Test.</li> <li>• Words Their Way.</li> </ul>

Goals	Targets and Measures	Strategies
<p><b>STEM</b></p> <ul style="list-style-type: none"> <li>• Connecting STEM to all year levels and aligned to DECD Strategic Plan.</li> <li>• STEM Scope and Sequence. R-10 including assessment tools.</li> <li>• Increase the profile of STEM with the wider community.</li> <li>• Investigate STEM assessment measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of STEM planning in teacher programs and in discussions held at Performance Management conversations (pro-chats).</li> <li>• By Term 1, 2018. A Scope and Sequence will be available as a working document.</li> <li>• Participate in, and complete nominated Grant District Council Projects (QR code Admella Tourist Trail, Little Hunter vegetation project).</li> <li>• Finish in the top 3 schools of the Partnership for the Lego Research and Construction Challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to use a variety of approaches across 2017. Eg. One off STEM challenges uses a theme, target skills, use one STEM subject. Eg. Technology.</li> <li>• Documentation of STEM learning and opportunities from 2016-2017.</li> <li>• Promote STEM in Newsletter, public forums and Governing Council.</li> <li>• Hold STEM Day, displays, use community areas.</li> <li>• By end of Term 2, all Lego challenges solved so when the new challenges are presented, the students are front loaded for success.</li> </ul>

Goals	Targets and Measures	Strategies
<p><b>Digital Technologies</b></p> <ul style="list-style-type: none"> <li>• Develop a scope and sequence R-10 to cover the AC ICT capabilities.</li> <li>• R-10 Teachers have the skills and knowledge to implement Australian Curriculum DT Curriculum and report on it in 2017.</li> <li>• Students are confident and skilled users of Digital Technology at an age appropriate level across a variety of curriculum areas.</li> <li>• Students operate safely in the 'Digital world'.</li> <li>• Resourcing allows equitable access to DT for all students in a timely manner at an achievable level.</li> <li>• Staff has current knowledge of hardware/software.</li> </ul>	<ul style="list-style-type: none"> <li>• A year level range of activities are developed and made available to teachers.</li> <li>• Teachers have accessed T&amp;D.</li> <li>• Teachers use available resources such as 'Bee-Bots' and Scratch.</li> <li>• Teachers are programming with the DT Curriculum.</li> <li>• Teachers are confident in teaching the Australian Digital Technologies curriculum R-10.</li> <li>• Teachers are delivering DT lessons as well as incorporating ICT capabilities into other curriculum areas.</li> <li>• Reporting software includes DT curriculum.</li> <li>• A 4 year plan for ICT at AEAS reflects the development of DT curriculum and students skills, as well as purchases and upgrades.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Committee meets regularly and makes recommendation of hardware &amp; software to be purchased.</li> <li>• iPad software updates happen smoothly &amp; regularly.</li> <li>• Students participate in Scratch competitions.</li> <li>• Provide opportunities for students to solve problems using ICT.</li> <li>• Purchase suitable hardware &amp; software /purchase &amp; use programming tools (secondary).</li> <li>• Increase our stock holding of iPads to 4 per primary class whilst maintaining 2 sets of 10 for class borrowing.</li> <li>• Committee recommends a vision for forward planning of purchasing and upgrading equipment.</li> <li>• Cyber safety regular exposure. (refer Scope &amp; Sequence).</li> </ul> <p><b>Professional Learning</b>  <b>Deepen teachers' understanding of the DT curriculum</b></p> <ul style="list-style-type: none"> <li>• ICT Coordinator &amp; ICT Committee collect strategies for implementation and <u>share</u> with staff.</li> <li>• ICT Coordinator and ICT Committee promote Digital Technologies across all learning areas and year levels.</li> <li>• Staff attend relevant year level T &amp; D sessions.</li> <li>• Share Apps/Software/Methodologies at Staff Meetings.</li> </ul>