

ECHUNGA PRIMARY SCHOOL SITE IMPROVEMENT PLAN 2016

Priorities	Strategies	Targets	Outcomes
Australian Curriculum (AC)			
<p>Continued implementation of the Australian Curriculum – History, English, Science, Maths, Humanities and Social Sciences and The Arts</p> <p>Implementation of Physical education and Technologies(mandated)</p> <p>The TfEL is used as vehicle to deliver the AC with a focus on Domain 3 – Develop expert learners</p>	<p>Use of the Australian Curriculum Grants to access professional learning and resources to facilitate AC implementation.</p> <p>Combine with Local Partnership schools for Professional Learning in AC.</p> <p>Use CPAC to develop skills and knowledge of AC in teachers.</p> <p>Performance Management Meetings focussing on AC including showing evidence of implementation and long term planning.</p> <p>Weekly Programme required fortnightly from teachers – aligned to AC.</p> <p>Extra programme meeting a term with teachers to discuss long term plans.</p>	<ul style="list-style-type: none"> • Teachers are teaching according to the mandated time for areas of study (Data from Programmes and Teacher meetings). • Teachers are familiar with and implementing the required areas of study (Data from PM mtgs and other evidence). • Teachers are confident teaching and reporting in the required areas of study. (Staff Survey) • Teachers are using the SA TfEL to guide how they teach the AC (Data from PM Mtgs, Programmes, Observation) 	<p>AC is fully implemented at Echunga Primary School in all areas of study.</p> <p>Teachers' pedagogy is aligned with the DECD preferred Teaching for Effective Learning (TfEL) framework.</p> <p>Teaching and reporting in the AC at Echunga Primary School is aligned with the rest of the Nation.</p>
Numeracy			
<p>Incorporate the Literacy and Numeracy Plus direction of DECD by developing and /or improving:</p> <p>Practices in tracking and monitoring every learners growth in Numeracy – focus for 2016</p> <p>Practices in effective Numeracy improvement cycles</p> <p>Practices in enacting pedagogical changes</p> <p>Practices in responsive and differentiated intervention processes</p>	<p>Commit to Partnership PD involving the use of a consultant.</p> <p>Using data to track each student's growth and needs.</p> <p>Developing individual programmes for each student.</p>	<ul style="list-style-type: none"> • PAT scale score requirements, according to the 2015 DECD Standard of Educational Achievement (SEA). • All students achieve "Satisfactory" or higher in AC school based achievement standards • NAPLAN: as per DECD SEA and EPS Students' progress between NAPLAN tests is over represented in the medium and high ranges. • Students achieving in the high range in Yrs 3 and 7 in 2015 , remain in the high range in 2017 	<p>Students across the whole school get a great start, build solid foundations and develop into powerful learners in numeracy as stipulated by the learning ambitions of the Literacy and Numeracy Strategy.</p>

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Positive Education and Cultivating Community			
<p>Development of community wide understanding and practice of Pos Ed.</p> <p>Embed PERMA in the classroom/preschool.</p> <p>Further develop whole school focus on aspects of Pos Ed.</p> <p>Develop local, national and global citizenship of students (making connections with communities).</p>	<p>Networking with other schools in Local Partnership.</p> <p>Repeat series of Pos Ed workshops for parents/caregivers.</p> <p>Focus on further implementation of PERMA strategies in the classroom (e.g. Mindsets, WWW, expressing gratitude, bucket filling, Flow, mindfulness)</p> <p>Continuation of fortnightly morning assemblies focussing on various aspects of Pos Ed.</p> <p>Use of inquiry approach to develop a sense of community and drive curriculum in this area.</p> <p>Involve the community with learning.</p>	<ul style="list-style-type: none"> • Positive Psychology strategies are being implemented Preschool – Yr 7 (Data from PM Mtgs, Programmes, Observation) • 50% of parents/carers are engaging with the concept of Positive Psychology and with associated strategies (Parent Surveys) • Student Surveys (MIDI, Student Opinion) indicate increase in PERMA, social/emotional indicators, improvement in Bully Audits and positive anecdotal data. • Positive feedback from parents re: students (targeted questions during interviews) 	<p>Conditions for enabling students to flourish are being enabled and created.</p> <p>Students are developing their PERMA.</p> <p>There is a community approach to developing PERMA in students.</p> <p>Students' wellbeing is increased.</p> <p>Students contribute to something that is bigger than just them (M- meaning in PERMA).</p> <p>The community is an integral part of students' learning at Echunga Primary School.</p>
Literacy			
<p>Refocus on teaching and Learning "The Big Six" in Reading.</p>	<p>Ensure that Big 6 elements are an integral part of teaching reading Preschool-Yr7. - Oral Language/early literacy experiences (Preschool), Phonological Awareness (Preschool-Yr1), Phonics (R/Yr1)/Advanced Phonics (Yr2-Yr7), Vocabulary (Preschool – Yr7), Fluency (focus years 1-3) and Comprehension (R-Yr7).</p>	<ul style="list-style-type: none"> • 100% of students reach SEA in Instructional Reading Levels: Rec – L5 or above, Yr1 - L15 or above, Yr2 - L21 or above. • 70% of Year 3-7 children who are on Literacy Pro improve at least 100 points in a year. • PAT scale score requirements, according to the 2015 DECD Standard of Educational Achievement (SEA). • All students achieve "Satisfactory" or higher in AC school based achievement standards • NAPLAN: as per DECD SEA and EPS Students' progress between NAPLAN tests is over represented in the medium and high ranges. 	<p>All students are reading at or beyond their appropriate level for their age.</p> <p>Students with One Plans are achieving their goals within or ahead of their timelines.</p>