

# Blackwood Primary School Site Improvement Plan



*An IB School valuing, supporting and inspiring  
a community of lifelong learners*

## 2017/2019

Internal Accountability occurs when individuals and groups willingly take on personal, professional and collective responsibility for continuous improvement and success for all students *(Hargraves and Shirley, 2009)*




Government of South Australia  
Department of Education and  
Children's Services

### Our Focus Areas

1. Focus Area 1 - Implement our whole school agreement for **Literacy** that supports high expectations, cohesive practice and improves student achievement
2. Focus Area 2 – Develop and implement our whole school agreement for **Mathematics** that supports high expectations, cohesive practice and improves student achievement

# Enhancement of Professional Practice Blackwood Primary School

Priority	Learning Outcomes	Strategies			Professional Development and Resourcing	Measurements of Success	Targets
<b>Staff Professional Learning</b>  <b>Learning is A shared responsibility of everyone in the school</b>	<b>Enhancement of Professional Practice</b>  <b>Significant improvement in student achievement</b>	<b>Effective Pedagogy</b>  Teachers understand, and use, the AITSL <i>"Australian Professional Standards for teachers"</i> (APST) in their Teaching and Learning  Teachers are familiar with , and incorporate the <i>Classroom Practice Continuum</i> in their Teaching and Learning  Identifying "What is <u>Intellectual Stretch</u> " and incorporating IS into the Teaching and Learning programme  <i>Formative Assessment</i> and <i>Growth Mindset</i> philosophies and practices to be a continued focus in our teaching and learning.  Teachers use achievement data to track individual student progress and provide differentiated targeted learning. Next steps in learning are identified and communicated with students.  Assessment and reporting practices and moderation of learning tasks are consistent across the school.	<b>Effective Collaboration</b>  All staff understand what <i>effective collaboration</i> looks like and participate effectively when collaborating with others  All Teachers and Leaders are engaged with the <i>Classroom Practice Continuum</i> and "Classroom Professional Collaboration"  All teachers participate effectively in Professional Learning Communities  Teachers plan the teaching and learning together to ensure consistency of approach and understanding.  Teachers collaborate together on the moderation of student work on a regular basis.	<b>Effective Leadership</b>  Foster commitment to the moral imperative of change; Build a "culture of yes" inviting change.  Encourage a positive culture of taking risk and developing a Growth Mindset  Make new practices visible and transparent  Highly Accomplished and Lead teachers lead the continued focus on Literacy and Numeracy. And Formative Assessment and Growth Mindset.  Individual teachers and Pedagogical Leadership team meet for planning T1 and PDP reflection meeting beginning term 3 and 4.  Provide and receive coaching, mentoring and professional learning	<b>Professional Development and Resourcing</b>  <i>"Australian Professional Standards for teachers"</i> <i>"Classroom Practice Continuum"</i> Standards 3, 4, 5 All classroom teachers are released to plan collaboratively  Staff meetings on Investigating: <i>"What does effective Pedagogy, collaboration and leadership look like?"</i>  <i>TfEL</i> is used for enhancement of Professional Practice.  All new staff trained in the philosophies and practises of <i>Formative Assessment</i> and <i>Growth Mindset</i> Partnership Growth Mindset Student Free day TBA  All Professional Learning linked to the Teacher' PDP and SIP  PLCs have on enhancement of professional practice  Professional Development on Assessment and Moderation  Staff meeting and Student Free days allocated to the training and development	<b>Measurements of Success</b> Through, classroom walk throughs, Classroom Professional Collaborations , professional discussions, surveys, task analysis, data analysis.  All Teachers are using the <i>Classroom Practice Continuum</i> and <i>TfEL</i> to support their teaching and learning and to guide their Professional Development. End of Term 2 2017 onwards.  Student data used to inform the teaching and learning  All teachers validate the learning from each other through "Classroom Professional Collaborations" and Walk Throughs.  New teachers are incorporating Formative Assessment and Growth Mindset in the teaching and learning.  Performance Development Plan meetings reflect the professional needs and learning of staff and focus on enhancing Professional Practice.  Moderation of student work is consistent across the school.  Teachers collaborate effectively for planning and reflection of the teaching and learning	<b>Targets</b> These targets have different time frames and will be reviewed and modified at the end of each year.  <b>2017 target</b> All teachers have participated in two "Classroom Professional Collaborations" and one "Classroom Walk Through" by the end of 2017  <b>2017 target</b> All PDPs have been review twice in the year.
		<p style="text-align: center;"><b>Focus Area 1 Implement our whole school agreement for Literacy with a focus on HIGH EXPECTATIONS, deep learning, cohesive practice and improves student outcomes.</b></p>					
<b>Spelling</b>  <b>Writing</b>	<b>Significant improvement in student achievement</b>  <b>Significant Improvement in the teaching and learning of Spelling, Writing and Reading</b>	All teachers using a consistent pedagogical approach to the teaching and learning of spelling "Words Their Way" 3-7 and In-line with the schools spelling policy  R-2 teachers to review the programmes Jolly Phonics and Jolly Grammar to in order tailor for the current cohort of students  Teachers are familiar with the purposes and features and <b>explicitly</b> teach all writing Genres appropriate to the students they teach.  Teachers follow the BPS Genre teaching Map	Lead teachers are identified to lead the implementation of WTW in 3-7 classes Chris Bates, Jude Brown.  Lead teachers are identified to lead the review Jolly phonics and Grammar Veta/Bronwyn  Curriculum Coordinator is focussed on ensuring a consistent approach to the teaching and learning of writing across the school	Words Their Way Resources (WTW) purchased by the school  Words Their Way training for all 3-7 teachers and Leadership. Jan 2017  Jolly phonics and grammar training for all new JP staff  Staff training in the New Partnership EALD/Writing Assessment  Identified resources for the teaching and Assessment of Writing  Writing Genre teaching map reviewed and if needed, redeveloped.  Brightpath Moderation Training provided for all R-7 and PLT	All 3-7 classes have implemented the WTW spelling programme.  Improved student achievement in Spelling.  Changes to Jolly Phonics and grammar are implemented  Student writing tracked through the year and across year levels. Next steps in learning evident in teacher programmes/student work samples  Term 2 1017  Improved student achievement in Writing	<b>2017 target</b> WTW is implemented in all 3-7 classes  <b>May 2018 Naplan target</b>  40% of year 5 students in HB (26% in 2016)  50% of year 7 students in HB (36% in 2016)  25% of year 5 students in HB (7% in 2016)  25% of year 7 students in HB (11% in 2016)	

<p><b>Reading</b></p>		<p>All teachers using a consistent pedagogical approach to the teaching and learning of Reading - Daily Five and Cafe Guided reading Big Six</p> <p>Consistent strategies in the Teaching of Reading R-2 and 3-7</p> <p>"CC Pensieve" used as a means to track student learning and support implementation and to identify next steps in learning for students</p> <p>Naplan and Pat R assessment to be used to assess students and identify next steps in learning for students</p> <p>Formative assessment is used for students above Level 30 in Running Records are assessed</p>		<p>Lead teachers are identified to lead the implementation of café in 3-7 classes.</p> <p>( JP and reading support teacher) Jude Brown, Barbara Garner, Chris Bates, Amanda Gulliver.</p> <p>Curriculum Coordinator is focussed on ensuring a consistent approach to the teaching and learning of Reading across the school</p> <p>Parent reading workshops on working with students at home</p>	<p>Resources purchased to support the teaching of the reading eg Daily 5 and café, guided reading, readers' theatre</p> <p>Licence purchased for staff to access online resources eg C C Pensieve</p> <p>Pat R reading resources used by all staff</p>	<p>All students' achievement in Reading is tracked.</p> <p>All students less than level 30 in R-7 to be assessed using Running Records each term.</p> <p>All students above level 30 are assessed in a variety of reading genres</p> <p>Student Review Team monitors student progress to ensure adequate progress is being made.</p> <p>intervention strategies including Multi-lit are Implemented for identified students.</p> <p>All 3-7 classes have implemented the Daily 5 café reading.</p> <p>Improved engagement of student in reading.</p>	<p>45% of year 5 students in HB (38% in 2016)</p> <p>35% of year 7 students in HB (25% in 2016)</p>
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**Focus Area 2 Develop and implement our whole school agreement for Mathematics that focuses on high expectations, cohesive practice and improves student outcomes**

Priority	Learning Outcomes	Strategies			Policies and Resources	Measurements of Success	Targets
<p><b>Mathematics</b></p>	<p><b>Significant improvement in student achievement</b></p> <p><b>Significant Improvement in the teaching and learning of Numeracy</b></p>	<p><b>Pedagogical</b></p>	<p><b>Collaborative</b></p>	<p><b>Leadership</b></p>	<p>Lead teachers and 3-7 teachers attend training with Tierney Kennedy in B-F Maths</p> <p>Website access, webinars and physical resources purchased by school.</p> <p>Whole school agreement is developed and implemented.</p> <p>Australian Curriculum Mathematical framework is implemented by all teachers</p>	<p>All students' achievement in Numeracy is tracked.</p> <p>Student Review Team monitors student progress to ensure adequate progress is being made.</p> <p>intervention strategies including Too Smart Maths are Implemented for identified students. (Year 2 Only)</p> <p>All teachers are using the whole school agreement consistently and effectively.</p> <p>Improved student engagement in Maths. Teachers are using diagnostic Back to Front Maths Assessments for pre and post assessment.</p>	<p>25% of year 5 students in HB (17% in 2016)</p> <p>25% of year 7 students in HB (14% in 2016)</p>