

Woodville Gardens School B-7 Site Improvement Plan 2015

Overall context B-7 statement

Woodville Gardens School B-7 has been successfully working to create an exciting learning and care environment for children from Birth to Year 7 since 2011.

We work hard to be an innovative and leading school which provides the best possible standard of learning and care in child care, preschool and primary education. We continue to strive to create a multi-cultural socially inclusive school which values learning and care and one in which the community has confidence and pride.

Vision

A cohesive community of lifelong learners

Birth to Year 7

Values

Respect
Fairness
Responsibility

Expectations

Excellence in education and care B-7
Innovative lifelong learning for all
Social inclusion

Priorities

1. Raise learner achievement standards 2. Improve learner well-being and inclusion 3. Build community capacity

The Site Improvement Plan needs to be considered alongside the **Quality Improvement Plan** for the Children's Centre and the **Inner West Partnership Plan**. Our directions and initiatives are highlighted and explained in these planning documents.

Quality Improvement Plan – Quality Priorities

1. Education program and practice 2. Children's Health and Safety 3. Physical environment 4. Staffing arrangements 5. Relationships with children 6. Collaborative partnerships with families and communities 7. Leadership and service management

Inner West Partnership Priorities

1. Ensure all children will learn and achieve to their academic and life potential 2. Develop smooth transitions through the education system to ensure continuity of learning (0-18 years) 3. Implement improved and integrated approaches to working with community agencies toward more equitable access by children, young people and families in the Partnership

These three plans show how the priorities are aligned across the whole school Birth to Year 7, and with the broader Inner West Partnership.

Woodville Gardens School B-7 SITE IMPROVEMENT PLAN – 2015

Priority 1: Raise Learner Achievement Standards -Literacy and Numeracy, across the curriculum

KEY FOCUS What do we plan to achieve this year?	BASELINE EVIDENCE	STRATEGIES What are the actions you plan to take to achieve the outcomes?	WHEN When will this happen?	WHO Who will lead this strategy?	RESOURCES What will we need to resource this?	EVIDENCE / TARGETS How will we measure/evaluate learner progress? Key indicators of learner success.
<p>To attain the SA Strategic Plan target of 93% of students in Yrs 3, 5 and 7 achieving at or above the National minimal benchmarks in all aspects of the NAPLAN tests.</p> <p>To improve all test aspects rates so they are at, or exceed National rates including ATSI and EALD learners by 2015.</p>	<p>2014 NAPLAN *students below National Minimal Standard identified for targeted learning *students in top two Proficiency Bands for reading and numeracy identified for extension learning *Maintain NAPLAN growth patterns for Year 3-5 and Year 5-7 in reading and numeracy</p> <p>DECD standard of Educational Achievement (SEA) in School Performance Reports as well as NAPLAN</p>	<p>*Ongoing review of how literacy and numeracy is taught in line with DECD Numeracy and Literacy Strategy – strategies/ assessments and programs used * Site numeracy improvement plan developed *Regular team discussions on methodologies to improve consistencies – moderation and use of rubrics *T&D on EALD Literacy Levels, moderation of writing tasks and explicit use of English marking rubric *Students results monitored closely, those students at risk identified and support programs put in place.</p> <p>*EALD Literacy Levels for all students collected three times a year.</p> <p>*Provide data analysis PD for staff * Maintain team planning using Inquiry methodology and Understanding Learning Design process linked to TfEL. *Analysis of NAPLAN data – work with 2014 results - Comparing National , State , Partnership and School means score</p>	<p>Terms 1 -4 2015</p> <p>T1-T4</p> <p>T1 and T3</p>	<p>Leadership All staff Regional Support staff SSOS</p> <p>SL EY, Vt language and EALD teacher</p>	<p>Human Resources -Release time -Professional development -SSO support hours ACER PAT M and PAT R Years 1-7 Test administered T4.</p> <p>DECD and school resources aligned to literacy and numeracy strategy. PD release focussed on Lit/num including PATR,PATM PD for staff in how to extend student's learning</p>	<p>Continue to decrease the number of year 3,5 and 7 students below National Minimal benchmark in all test aspects by 5% in 2015 10% increase in the number of students in years 3, 5 and 7 in top two Proficiency Bands for all aspects of the test in 2015 NAPLAN growth patterns for Year 3-5 and Year 5-7 in reading and numeracy maintained or improved Maintain participation rates in NAPLAN ; 92% Yr 5; 98% yr7.Yr 3 increase by 4% dropped from 93% to 89% By the end of 2015,90% of students will make expected or better growth gains on PAT scores Standard of Educational achievement (SEA) will need to be met as well as NAPLAN standards. This will require Further work to move students into higher bands.</p>

Agreed achievement standards for all learners and year levels	WGLADS Woodville Gardens Learner Achievement Data System	*Student free day provided to look at the data SMARTA targets in literacy and numeracy displayed and utilised at individual student level, class level and learning team level.	2015 2015	EY teachers		Each term data analysis occurs using WGLADS. SMARTA targets set by teams EALD literacy levels for every child matched against standard Reception Level 4, Year 1-Yr 7 Levels 5 to 11
Early Years Running Records reading standards achieved Improve ATSI reading and maths levels for targeted learners	R-2 students maintain reading at current standards ATSI students across school below standard benchmark	Running record data collection and Literacy Pro data used to inform targeted teaching implemented ATSI circle of support program implemented- PAT R and PAT M testing and targeted literacy and numeracy program established (Literacy Level Intervention) Building on 'What Works' Project recommendations Specific targets for attendance	Each Term 2015	PAT R, PAT M and Literacy Level Intervention (LLI) kits	School funds and AET, ACEO PD provided to up-skill teacher and ACEOs	Students achieve RR standards reading levels for students; Reception level 11 Year 1 level 19 Year 2 level 24/26 As determined by (DECD) and WGS By end 2015, 90% ATSI students make expected or greater growth gains on PAT scores
Use of Learning environments for pedagogy	A variety of ways to use spaces for learning including cyber space	PLC focussing on school priorities via eLearning and innovative technologies including 21 st Century Learning Design	T1,2,3	PY teachers, PLC, Teams whole school PD	Staff training in 21CLD and some trained as coaches School resources Release time for PLC	
Achievement Standards met for all students in Australian Curriculum (AC)	standards in maths, English, science, HASS and Arts in 2015	Data analysis of A-E equivalent grades on student reports each semester. Access and share specialist PD in mathematics teaching through PLC project work eg in Natural Maths PD provided for SSOs on supporting students with mathematics P/D sessions on Australian Curriculum – Technologies and Arts. Working with CPAC and PACIO on planning and co-teaching in classrooms Two Student free days on Australian Curriculum – Technologies/HASS and Arts focus.	T2,4 T1,2,3		AC, WGLADs assessment data Implement Quick smart maths program Yr 6 Coordinator in Primary AC, AC implementation Officer, Partnership sites, school funds Resources available via digital access on school network and Scootle Australian Curriculum.	Improvement in Year 7 NAPLAN Numeracy in 2016 standards in maths, English, science, HASS and Arts - improvement made in numbers of students attaining year level achievement standard A-E equivalent grades on student reports. Term 2 and Term 4. Data analysis of students at C grade equivalent

	Partnerships standards related to SEA	Data shared across Partnership	<p>Reporting in HASS and Arts in 2015 and familiarisation in Technologies</p> <p>Provision of extension mathematics programs (ICAS assessment, Maths Challenge) for identified students. Continue with Natural Maths PD</p> <p>PD provided across Partnership in Literacy/ Numeracy, Australian Curriculum. Leader appointed to lead all Partnership sites in 2015</p>	2015 2015	All site leaders	<p>Familiarisation of Technologies, reporting on HASS and Arts Teams, school resources</p> <p>Partnership funding from DECD, PACIO, CPAC and Site contributions</p>	<p>Identified Teachers proficiency levels in maths improved through eg Natural Maths in learning teams.</p> <p>DECD Standards met. Common agreements and strategies shared across all sites</p>
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WOODVILLE GARDENS SCHOOL B-7 SITE IMPROVEMENT PLAN – 2015

PRIORITY 2: Improve Learner Wellbeing and Inclusion

KEY FOCUS What do we plan to achieve this year?	BASELINE EVIDENCE	STRATEGIES What are the actions you plan to take to achieve the outcomes?	WHEN When will this happen?	WHO Who will lead this strategy?	RESOURCES What will we need to resource this?	EVIDENCE / TARGETS How will we measure/evaluate learner progress? Key indicators of learner success.
Develop an inclusive, dynamic social learning program that is integrated into all teaching areas and promotes wellbeing of all students. Develop and promote student leadership and student voice to support in developing strategies to increase student wellbeing.	EDSAS data on behaviour management and attendance Data on sick room referrals Student surveys representing wellbeing, safety and relationships	Provide opportunities for student leadership across the school. School Ambassadors (link with early years classes to promote student voice), Library Leaders, Peer Mediators, Digital Leaders, Dance Leaders Lunch Activities Peer Mediators – 30 year 6/7 students to be trained Student Leadership Training for all middle years students Structured lunch play activities. Separate yard as option for Reception students Weekly Student Bulletin – promote, advertise and share school events, learning, celebrations & general whole school responsibilities / duties	2015 2015 2015	PSC, WB&E Coord, Yr 6/7 teachers Staff and middle years students Wellbeing Coordinator & Ambassadors	1 full day training with all Year 6/7 students Term 1 2 day Student Leadership Conference Peer mediation training for selected students. Other leaders trained by staff responsible eg A/P for learning technologies EY teachers Staff and Students (with staff support) organising and supervising activities	A reduction 10% in the number of low level incidents reported to duty teachers All middle years students and School Ambassadors demonstrate leadership skills -Observation, feedback from parents, staff students Reduction in yard incidents by 10% and increased safe play and participation in the yard Continue to promote a positive learning community across the school

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PRIORITY 3: Build Community Capacity

KEY FOCUS What do we plan to achieve this year?	BASELINE EVIDENCE	STRATEGIES What are the actions you plan to take to achieve the outcomes?	WHEN When will this happen?	WHO Who will lead this strategy?	RESOURCES What will we need to resource this?	EVIDENCE / TARGETS How will we measure/evaluate learner progress? Key indicators of learner success.
<p>Effective Governance Structures maintained for Child Care and Preschool / school</p> <p>Parent voice: empowerment, capacity building</p>	<p>Feedback from parents - Survey, word of mouth and advice from DECD</p> <p>Data on the numbers of parents and children 4years and under attending Learning Together Playgroups</p>	<p>Maintain two Governing Councils - one for P-7 and one for Child Care. Continue cultural representation on Governing Council to reflect school demographics.</p> <p>Programs implemented to support parent identified needs around play and learning with their children. eg book-making, library time reading group, cooking. Continue with African parent group, workshops on social media and natural maths.</p>	<p>AGMs Term 2,3</p> <p>Ongoing</p>	<p>Principal and GC chairs</p> <p>HOS EY, CC Leadership Team BSSO</p>	<p>DECD</p> <p>Central office support Early Years/ Children's Centre staff</p>	<p>AGM reports, successful meetings and decision-making of both councils. Parent & DECD feedback. Communication between 2 Governing Councils through Principal and HOS EY & representatives. Governing Council members from main cultural groups on site.</p> <p>Feedback provided by staff and parents through surveys. Data on parent attendance shows continuing increase. Programs kept flexible and can be changed in response to needs</p>

	Ongoing analysis of data sets - AEDC	Using attendance data and AEDC data to identify groups who haven't been accessing services or children's needs not being met and tailor programs to their needs Invite parents to special events assemblies, show case of learning, Acquaintance Night, Stay and Play etc.	2015 2015	Children's Centre CC leadership team Teachers, leadership	Leadership meeting time. Work across whole Partnership sharing ideas & developing programs School and Inner West Partnership Resources	Quality programs in place and increased numbers of children engaged in programs Numbers of parents, students attending increased Sing and Share parent numbers increasing
Continue to build Strength Based Partnerships: Community use of school facilities	Feedback from staff and parents	Limited use of school facilities hired out each week for eg English language classes (adults) and community basketball teams.	2015 Weekly	Business manager in consultation with leadership.	Performing Arts Studio and school Gym. School and club resources	Numbers of request increasing. Contract conditions are met including risk assessment
Continue to form Partnerships with Non-Govt and Govt organisations	Requests from Government and Non-Govt organisations, IW Partnerships Protocols and agreements	Process used to screen workers and volunteers to be in accordance with new DECD processes. Induction processes in place for any volunteers including Governing Council. Allied Health Mental Health counselling service offered for parents and children. Child and Youth Services conducting sessions for parents. Working with Parks CC to develop Community Partnerships Group. Work on innovation ideas Stephanie Alexander kitchen gardens and other groups	As required 2015	CDC, HOSEY Leadership team, teachers, community artists, gardeners	Community rooms are being provided for this purpose. Promotion through school School funds, grants, school personnel, students	Numbers of clients attending increasing Improved practice for teachers, presentations at conferences, students vegetable growing and healthy cooking assessed
Partnerships for Inquiry and						

<p>Support for particular communities Explore quality of Aboriginal parent involvement and connection to the school.</p> <p>Explore the types of involvement of the Vietnamese community across the site</p> <p>Explore the types of involvement of the different African communities across the site</p> <p>Advocacy for families</p>	<p>Small numbers attending groups</p> <p>Small numbers in the group</p> <p>Families accessing out of school services from eg</p>	<p>Build on current Aboriginal parent participation.ie Ab Ed team to personally invite Aboriginal parents to school events and support them while they are here. Ab ED team and CDC to continue groups for Aboriginal parents as requested</p> <p>Identify and contact families about playgroup and school events and programs. CLO support provided. Attendance of Vietnamese BSSO at the Learning Together Playgroup</p> <p>Continue with involvement of EALD staff to support playgroup specifically for African families. Involve Somali community not yet accessing early years services.</p> <p>Use of Student Review process to identify a case manager to work with families to coordinate support</p>	<p>2015</p> <p>2015</p>	<p>ACEO,AET, CDC</p> <p>BSSO/CLO</p> <p>CDC, BSSO, HOS EY,</p> <p>BSSO A/Principal DECD staff CDC, CPSW, CC leadership Australian Refugee Association B-7 leadership team, CDC, Student Support Worker</p>	<p>DECD funding School BSSO funding allocated to this task.</p> <p>School BSSO funding allocated to this task.</p> <p>Staff,CAMHS,CAYFS CDU, Uniting Care Wesley, Centrelink, Families SA Police, STARS</p>	<p>Attendance, feedback from Aboriginal parents</p> <p>Feedback from parents and staff. Active participation of Vietnamese parents in the life of the school. Number of Vietnamese families attending playgroup. Parents feeling comfortable coming in to the school and being involved.</p> <p>Number of African families attending playgroup. Parents surveys re comfort levels at school. Feedback from service providers</p> <p>Feedback re appropriate support agencies for families via surveys, word of mouth, number of referrals.</p>
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