

Fregon Anangu School

Site Improvement Plan 2015-17 (reviewed Nov '15, Mar '16, Dec '16 & Mar '17)



Our Vision for Students:

A Great Start. High Standards of Achievement. Bright Futures.

Our Student Values:

Attendance, Be a Learner, Care, respect & Culture, Do your best Environment.

Our Target for Students:

To improve students' skills in what they make, say, do or write: as measured by
70% of learners will achieve at least one progress point in PASM, Oxford Word List, Running Records
their year level standard each term

70% of learners will progress at least one *Language & Literacy* level in Standard Australian English each year.

Our Outcomes:

Improved Attendance across the school. Improved outcomes in Early years, Wellbeing, English Literacy, Maths, Science, Secondary – Training & Pathways

All staff will support & build

Quality Teaching and Learning

Leaders/Teachers/AEWs in Fregon will:

Effective Teaching and Learning Pathways

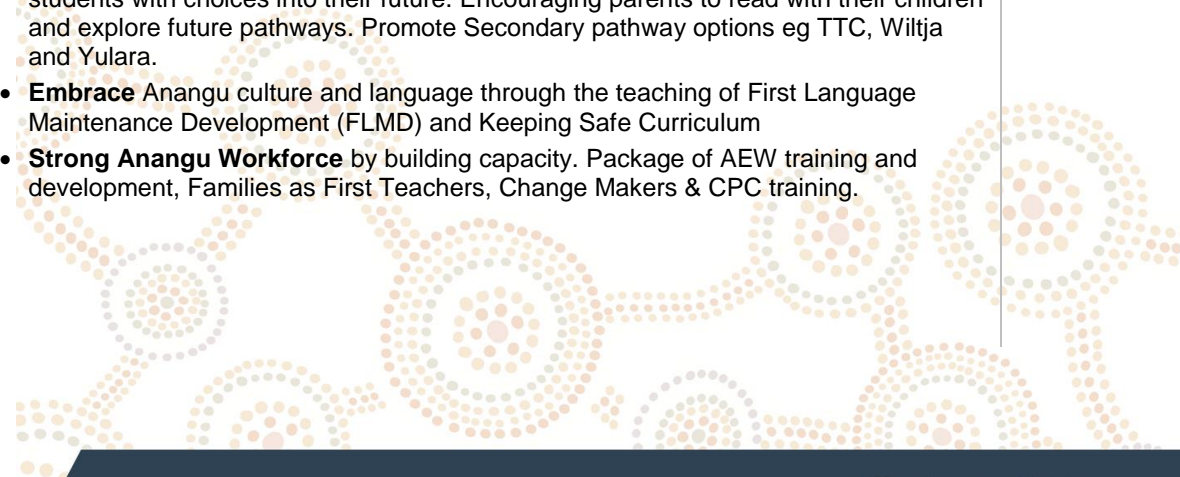
- **Implementing** whole site agreements relating to **English** and **Maths** – emphasis on the Reading (“Big 6” practices) and 8 Mathematics Effective practices.
- **Provide** systematic, deliberate and effective feedback to monitor learning in visible ways based on agreed summative assessment/cycles of improvement in Reading (Oral Language) and Maths (Number and Problem Solving) via a professional learning community (PLC).
- **Building** capacity of staff through targeted professional learning and identification and sharing of practice (via experts, partnership support, polycoms – curriculum/specialist topics, mentoring/coaching), and strengthened by the establishment of performance development processes focussed on achievement data.
- **Development** of high expectations and positive behaviours for learning through growth mindsets that reflect our school values

Strong Culture and Fregon Community

Parents, family, community and staff in Fregon will:

Connected Culture, Language and Communities

- **Build** strong parent and governing council relationships, communication and engagement. Deliver activities and programs that highly engage all parents, students and community to work together, including an emphasis on participating in playgroups/early years. Promote open partnerships with parents and community.
- Parents **promoting** the expectation that education is vehicle that will provide students with choices into their future. Encouraging parents to read with their children and explore future pathways. Promote Secondary pathway options eg TTC, Wiltja and Yulara.
- **Embrace** Anangu culture and language through the teaching of First Language Maintenance Development (FLMD) and Keeping Safe Curriculum
- **Strong Anangu Workforce** by building capacity. Package of AEW training and development, Families as First Teachers, Change Makers & CPC training.



PRIORITY AREA 1: Effective Literacy and Maths Teaching and Learning Pathways to a Strong Future

ACTION STRATEGIES	KEY TASKS What needs to be done? <i>School Improvement Team Working Group: X etc.</i>	TEAM/ PERSONS RESPONSIBILITY By whom?	OUTPUT/ OUTCOME MEASURES How will we evaluate our efforts?	COMPLETION STATUS By When? What is the status?
Effective Mathematics and English Teaching and Learning Pathways				
Implementing coherence in whole site agreements relating to English and Maths block – skills, deep pedagogical content knowledge, emphasis on Reading (Big 6) and 8 Mathematics effective practices	<ul style="list-style-type: none"> English block: The development and implementation of explicit English literacy instruction focused on Big 6 strategies (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension): →scheduled/allocated Reading time after recess → vocabulary focus, sight word fluency strategies →phonological awareness skills mapping Maths block: The development and implementation of explicit mathematics instruction focused on 8 effective practices: →counting to 10, counting to 20 and beyond, then base 10 <i>Implement the Australian Curriculum through the Integrated Unit of Work ...</i> 	<ul style="list-style-type: none"> Rodney Mandy Patrick <p>All staff to participate</p> <ul style="list-style-type: none"> Patrick Rodney Mandy Giuseppe Rosslyn S 	<ul style="list-style-type: none"> Timetables Schedules RR etc completed wk5 <p>One progress point each term</p> <p>Targets learners Recorded in ILP's</p> <p>8 effective practices PD</p>	<ul style="list-style-type: none"> Completed Revise Mid term <p>Implementation is ongoing</p> <p>Term2 2017</p>
Provide systematic, deliberate and effective feedback to monitor learning in visible ways based on agreed formative assessment/cycles of improvement in Reading (OL) & Maths (Number)	<ul style="list-style-type: none"> Sharing and discussing daily formative assessment practices in classrooms across the school – modelling feedback, visible learning/evidence observed in classroom visits/student work samples/data walls Build capacity of staff to skilfully assess, monitor and track students as measured by: Concepts of Print, PASM, Oxford Word List, Running Records, Language & Literacy levels; includes commitment by staff to manage and report on trends via Scorelink 	<ul style="list-style-type: none"> Matt Rodney <ul style="list-style-type: none"> Matt 	<ul style="list-style-type: none"> Feedback at staff meeting Training and development in assessment strategies. 	<ul style="list-style-type: none"> Implementation for new staff by Mid-year

<p>Build capacity of staff through targeted PL, and identification/ sharing of practice (via experts, partnership support, polycom – curriculum/specialist topics, mentoring/coaching), and strengthened by the establishment of performance development processes focused on achievement data</p>	<ul style="list-style-type: none"> • Audit of staff professional development needs to inform regular structured professional learning aligned to Effective Teaching and Learning in Literacy and Numeracy in the context of EALD students → support from experts such as Rosslyn Sheppard/ → commitment to classroom observations • Establish and implement the partnership model for performance development expectations/processes that enable reflection and forward planning with a focus on maths and reading achievement data. 	<ul style="list-style-type: none"> • Matt • Maxine • Matt • Matt 	<ul style="list-style-type: none"> • Align to Priorities • PDP PLC 	<ul style="list-style-type: none"> • Ongoing • Ongoing each term reviewed • Beginning
<p>Promote growth mindsets and key beliefs about learning to effect resilience, stretch, engagement, confidence and wellbeing</p>	<ul style="list-style-type: none"> • Enhance structure of staff meetings to be discussions about 1) how are we going in classes? 2) What are our strength, problems or issues? 3) Implications. • Commitment by all staff to “walk the talk” about professional staff behaviours and unpacking beliefs about learnings, standards and expectations. • Implement new structures and enhancing the learning environment to reduce distractions, efficiencies; and maximise the focus on learning, including the creation of a safe and supportive • Embed the school values, positive behaviours for learning and 10 essential skills for classroom management, including training for teachers and observational feedback/profiling to progress towards consistent behaviour practices. 	<ul style="list-style-type: none"> • Matt • All staff/AEW’s 	<ul style="list-style-type: none"> • Scheduled timeslot. • Reviewed weekly at formal staff meeting and informal discussion at monthly class visits 	<ul style="list-style-type: none"> • Implemented • Ongoing

PRIORITY AREA 2: Strong Culture and Fregon Community				
ACTION STRATEGIES	KEY TASKS What needs to be done?	TEAM/ PERSONS RESPONSIBILITY By whom?	OUTPUT/ OUTCOME MEASURES How will we evaluate our efforts?	COMPLETION STATUS By When? What is the status?
Building strong parent and governing council relationships, communication and engagement, emphasis on Early Years	<ul style="list-style-type: none"> Establishment of the <i>Junior School Council Representative Group</i> and active involvement of Governing Council members in school life to increase connection, engagement and contribution to priority areas: <ul style="list-style-type: none"> → school jumper designs for football carnival → bush trips → attendance campaign → parents sharing attendance song Early Years: <ul style="list-style-type: none"> Increase participation in activities in 0-4 years → implement the Families As First Teachers – FaFT programs ... “Notice, name, nudge”, responding to community strengths, needs, interests, early literacy and numeracy, successful transition processes Development of QIP Establishing targeted support for transition of children from preschool to school Community Partnerships: Skill Hire report on attendance, meeting twice a term 	<ul style="list-style-type: none"> Patrick 	<ul style="list-style-type: none"> Participation in all school functions. Parent perception survey 	<ul style="list-style-type: none"> Implemented and ongoing. Term 4
Parents promoting the expectation that education is valued and can provide choices in our children’s future → encouraging parents to read with their children and explore future pathways	<ul style="list-style-type: none"> Parent tours introduced (1-1 school walks) that promote expectations of educational value → enrolments increase AEWs working with parents/community to encourage reading (take home resources) and encourage discussions about future pathway options Investigate “Books In Homes” & “Street Library” 	<ul style="list-style-type: none"> Jane & Branka 	<ul style="list-style-type: none"> All children to take home and return readers. 	<ul style="list-style-type: none"> Term 8

Embrace Anangu culture and language through the teaching of First Language Maintenance Development (FLMD)	<ul style="list-style-type: none"> Targeted allocation of FLMD resources → timetabled into curriculum, and appointment of <i>JoanneRobertson</i>, 1 session per week 	<ul style="list-style-type: none"> Tammy/Matt 	<ul style="list-style-type: none"> All children participate 	<ul style="list-style-type: none"> New arrangement commencing Term 1
Strong Anangu Workforce by building capacity→ Package of AEW training and development	<ul style="list-style-type: none"> Regular Anangu meetings to promote commitment, daily expectations, role clarity to increase attendance Leadership supporting allocation of time and resources for AEWs to successfully engage in AEW training and application of learning in classrooms 	<ul style="list-style-type: none"> Tammy Matt 	<ul style="list-style-type: none"> Attendance Training Change Makers CPC 	<ul style="list-style-type: none"> Ongoing 2017 AEW survey PDP each term.