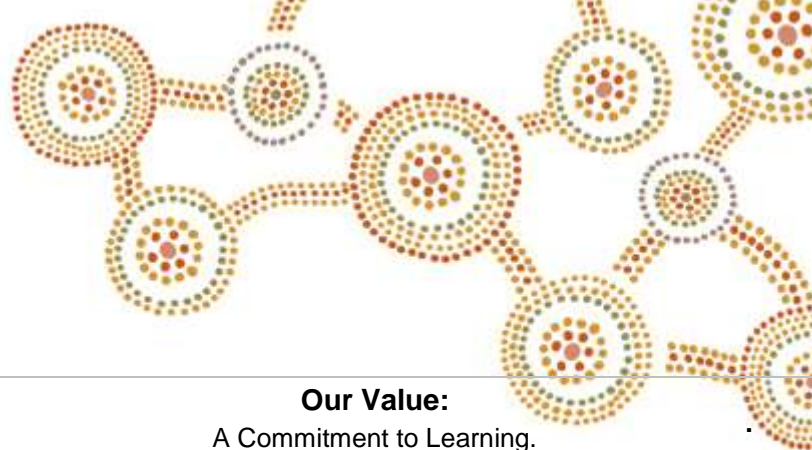


Fregon Anangu School

Site Improvement Plan **2018**



Our Vision:

Strong Beginning, Empowered Citizens, and Proud Futures

Our Value:

A Commitment to Learning.

Our Targets for 2018 –

To improve students' skills in what they make, say, do or write at least 70% will-

*achieve at least one (year level standard) in PASM, Oxford Word List and Running Records.

*progress at least one *Language & Literacy* level in Standard Australian English

*score greater than 30 cards in a minute in Number Naming at age appropriate level

100% of students

* will be involved in collection of data using a Track My Maths booklet with an emphasis on Number and Place Value

Our Outcomes:

Improved Attendance across the school.

Improved outcomes in Wellbeing, English Literacy, Mathematics, Science, Secondary – Training & Pathways

Effective Teaching and Learning

Leaders/Teachers/AEWs in Fregon will:

Provide Effective Teaching and Learning by

- **Implementing** whole site agreements for **English** - focus on the Reading 'Big 6' practices
Maths – includes focus on Big Ideas in Number and Base 10 using Plan My Maths structures and Content Overview. Collect individual and site growth and data using Track My Maths format.
- **Collaboratively** – promoting pedagogy that focuses on building students' oral language skills and student involvement in learning
- **Providing** systematic, deliberate and effective formative feedback by monitoring student learning in visible ways, based on agreed summative assessment/cycles of improvement in Reading and Mathematics
- **Building** the individual capacity of staff through targeted professional learning. Identifying and sharing effective practices via regular mentor visits, leadership support, polycoms, curriculum focussed discussions. Whole staff performance will be strengthened through establishing performance development processes that focus on discussions on individual student wellbeing, learning and growth
- **Developing** high expectations and positive behaviours for learning through 'growth mindsets' that build confidence, resilience and encourage wellbeing for all
- **Implementing** purposeful activity based learning that reflects the context and needs of the student in a digital age

Included in Action Plan:

Classroom observations, regular staff discussions and the inclusion of PDP conversations that focus on maths and reading achievement data.

Strong Culture and Fregon Community

Parents, family, community and staff in Fregon will:

Connect Culture, Language and Community by

- **Building** strong and responsive parent and governing council relationships through communication and engagement
- **Delivering** programs that highly engage all parents, students and community to work together (especially those emphasising parent participation at playgroup/preschool)
- **Promoting** open partnerships between the school, parents and community
- **Asking** parents to promote the expectation that education is the vehicle to provide students with choices for their future
- **Encouraging** parents to read with their children as essential partners in their child's whole learning journey as well as proposing future pathways and promoting Secondary pathway options
- **Embracing** Anangu culture and language by using culturally relevant pedagogy
- **Valuing** student input in their learning journey
- **Strengthening** the Anangu Workforce and building Anangu work capacity by developing Families as First Teachers and by providing AEW, ALNF, CPC and certificate 3 in children's services training





PRIORITY AREA 1: Effective Literacy and Mathematics 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 for English Reading Big 6 practices	<ul style="list-style-type: none"> English block: The development and implementation of explicit literacy instruction focused on Big 6 strategies (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension): →scheduled/allocated Reading time after recess →term2 vocabulary focus, sight word fluency strategies →phonological awareness skills mapping 	<ul style="list-style-type: none"> Patrick Sara 	<ul style="list-style-type: none"> Timetables /Planning Docs 	<ul style="list-style-type: none"> Wk5 T2 Ongoing Ongoing assessments
Maths Number & Algebra Measurement Statistics and Probability with a specific focus on Big Ideas in Number and Base 10	<ul style="list-style-type: none"> Mathematics sessions structures highlight The Proficiencies Quick Think Maths - Fluency Core Learning – Understanding and Fluency Personal Maths – Reasoning and Problem solving Multi week planner and weekly plans are developed taking into account student current knowledge and using Plan My Maths Content Overview as a resource 	<ul style="list-style-type: none"> All Staff Jess Rosslyn (mentor) 	Tracking Booklets Place Value, Number and Base 10 Student Record Book	





<p>Provide systemic, deliberate and effective feedback and monitor learning to show growth and whole school</p>	<ul style="list-style-type: none"> • Sharing and discussing 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 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 • MATHS -Use Track My Maths student booklets to collect data including all strands but with an emphasis on Number and Place Value and Base 10 	<ul style="list-style-type: none"> • All staff 	<p>Tracking Booklets Place Value, Number and Base 10 Student Record Book</p>	<ul style="list-style-type: none"> • Data display and entry wk 5&9
<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 Shepherd, Sophie Scott, Teresa and Giuseppe. → 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"> • Rosslyn • All Staff • Matt 	<ul style="list-style-type: none"> • PDP Reflections 	<ul style="list-style-type: none"> • Twice a term visit. • Scheduled Staff PD Weekly & Ongoing Professional Dialogue
<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 	<ul style="list-style-type: none"> • Agenda timeslot <p>Instructional round to lead to formal and frank discussion of practise at PDP</p>	<ul style="list-style-type: none"> • Implemented but review pending • Termly





PRIORITY AREA 2: Strong Culture and Fregon Community				
ACTION STRATEGIES	KEY TASKS What needs to be done?	Team/ Person(s) By whom?	OUTCOME MEASURES How will we evaluate our efforts?	COMPLETION STATUS By When?
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 <ul style="list-style-type: none"> Community Partnerships: Skill Hire report on attendance, meeting twice a term 	<ul style="list-style-type: none"> Matt/ Tamika& Tammy 	<ul style="list-style-type: none"> Participation all events Parent Perceptions survey 	<ul style="list-style-type: none"> Ongoing Term 2 and 4
Parents promoting the expectation that education is valued and can provide choices in our children’s future→	<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 	<ul style="list-style-type: none"> Tamika & Tammy 	<ul style="list-style-type: none"> All student 	<ul style="list-style-type: none"> Term 4
Embrace Anangu culture and language through (FLMD)	<ul style="list-style-type: none"> Targeted allocation of FLMD resources → timetabled into curriculum, and appointment of <i>Hub coordinator</i>, 2 sessions per week 	<ul style="list-style-type: none"> Trish and Joanne 	<ul style="list-style-type: none"> Working classes attending by all students 	<ul style="list-style-type: none"> Term1 ‘18
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"> Matt Tammy and Reuben Matt 	<ul style="list-style-type: none"> Attendance Training Satisfaction Survey 	<ul style="list-style-type: none"> PDP Survey in T2 & T4 Ongoing