

Truro Primary Improvement Plan 2017

Purpose

The purpose of Truro Primary is to facilitate a quality learning environment that results in high standards of learning and care for all learners

Vision

A DECD education system where all learners are provided with the opportunity to achieve their full potential

We Value

Honesty Respect Responsibility Excellence Trust

Context

Truro Primary School has an enrolment of 38 students. We have three classes in the morning - R/1/, 2/3/4 and 5/6/7 and two in the afternoon. The students and the general community show great support for their school and are very proud of it and the achievements of the students.

Parents support the school values strongly and this is reflected in the behaviour of the children in the school. The parents are active fundraisers and have direct input into the school's directions and programs.

Parental support is demonstrated through the actions of the Governing Council and its subsidiary bodies. The relationship that exists between the students, parents and school staff reflects strong community building strategies that make the school a great place to learn and grow.

There is a well established transition program operating from the school's Play Centre and also from the Yr 7 class to Nuriootpa High or Faith Secondary College.

DECS Improvement and Accountability Framework (DIAf) Self Review

LEAD LEARN CONNECT IMPROVE

We are focussed on the following principles as a result of reflection and self review processes

- **Focus on Learning** - Engaging students through high expectations and improved pedagogy
- **Think Systemically** - Ensuring that our processes support teaching and learning and improved standards
- **Shared Leadership** - Small school empowering many to lead
- **Attend to Culture** - Creating a positive learning culture
- **Listen and Respond** - Pivotal in re-culturing our school with agreed values
- **Make Data Count** - We are embracing data analysis in our self review, planning and practice
- **Set Direction** - Progressing towards achieving our vision and purpose
- **Target Resources** - Budgeting to support our improvement strategies
- **Continuously Improve** - Planning our processes to create sustainable improvements and achieving quality standards

PRIORITIES

*Teaching and Learning in R-7 Literacy

*Teaching and Learning in R-7 Numeracy

*Student Wellbeing

Key Priorities	Outcome	Key Strategies	Targets
Teaching and Learning in R-7 Focus: writing	<ul style="list-style-type: none"> Ongoing development of student writing to the highest standard Ongoing development of teacher skill in teaching and assessing writing to the highest standard 	<ul style="list-style-type: none"> Use writing rubrics, formative assessment, tracking and calibration/moderation of writing for assessment Engage in authentic, formative feedback Engage students in learning design and feedback in writing. (student voice) Raise student metacognition in writing All students and teachers will share the language of Growth Mindset skills in writing Use testing and tracking plan in literacy (see review) Teachers critically analyse the PAT-R, NAPLAN and other data to inform their programs and identify students needing intervention in writing Supporting writing programmes are adopted for use in classrooms R-7, based on Stephen Graham Explicitly Teaching Writing Explicitly teach aspects of writing from Year R through to Year 7 daily, using the genre structures based on Stephen Graham Engage Playcentre children in introduction to literacy concepts <p>.....</p> <ul style="list-style-type: none"> Continue to resource writing programmes and assessment of writing appropriately Teachers will engage in improvement of questioning skills to enhance writing success (eg QAR Sheena Cameron) Teachers will engage in moderation/calibration with the PLC Through quality Training and Development, observation and sharing, teaching staff will improve skills, understanding and embed written language 	<ul style="list-style-type: none"> All students will achieve at age appropriate or above writing levels All students and teachers share recorded formative progress in 2017 Learning Journey (Portfolio) book which will be shared with families and feedback from parents will be sought Students will confidently participate in student voice to improve writing learning (orange and yellow action cards) All students and teachers will demonstrate the language of Growth Mindset skills in literacy Programmes are implemented and monitored for effectiveness Data sets created for student achievement using a Progressive Assessment Test A high quality library of literature and non-fiction resources are available to students that are quality models for fiction and non-fiction writing 100% of students engage in purposeful writing daily in class Playcentre Literacy packs are being used regularly <p>.....</p> <ul style="list-style-type: none"> All staff will demonstrate improved skill and understanding in teaching writing as indicated in their PM for Improvement Plan at PM meetings All teachers use data sets to inform practice Moderation/calibration will improve reporting Report formats will reflect skills in writing 100% of teachers will embed Literacy Agreement
Teaching and Learning in R-7 Numeracy (Natural Maths)	<ul style="list-style-type: none"> Ongoing development of student numeracy ability to the highest standard 	<ul style="list-style-type: none"> Use writing rubrics, formative assessment, tracking in numeracy Engage in authentic and formative feedback Engage students in learning design and feedback in problem solving in numeracy. (student voice) Raise student metacognition in numeracy All students and teachers will share the language of Growth Mindset skills in numeracy Use testing and tracking plan in numeracy (see review plan) Teachers critically analyse the PAT-Maths, I Can Do Maths and NAPLAN data to inform their programs and identify students needing intervention Supporting numeracy programmes are adopted for use in classrooms R-7, based on Natural Maths (problematized situations) Explicitly teach aspects of numeracy from R-7 daily, using the Natural Maths strategies Engage Playcentre children in introduction to numeracy concepts <p>.....</p>	<ul style="list-style-type: none"> All students will achieve at age appropriate level or above according to Australian Curriculum All students and teachers share recorded formative progress in 2017 Learning Journey book which will be shared with families and feedback from parents will be sought Students will participate in student voice to improve numeracy (problem solving) learning (orange and yellow action cards) All students and teachers will demonstrate the language of Growth Mindset skills in numeracy Programmes are implemented and monitored for effectiveness Data sets created for student achievement using a Progressive Assessment Test Resources supporting Natural Maths are being borrowed from the teacher resources 100% of students engage in purposeful numeracy in class Playcentre Numeracy packs are being used regularly <p>.....</p>

Student Wellbeing (Growth Mindset Kidsmatter)

- Ongoing development of teacher skill in teaching numeracy to the highest standard
- Through quality Training and Development, observation and sharing, teaching staff will improve skills and understanding in teaching Natural Maths eg complete Stanford Maths Course
- **Teachers will engage in improvement of questioning skills to enhance numeracy success**
- **Teachers will engage in moderation with the PLC**
- Natural Maths is used in all classrooms as per Numeracy Agreement
- Natural Maths is resourced well
- All students and teachers will share the language of Growth Mindset skills in numeracy
- All staff will demonstrate improved skill and understanding in teaching Natural Maths as indicated in their PM for Improvement Plan at PM meetings
- Teachers will complete each section of Stanford Maths and engage in staff sharing
- All teachers use data sets to inform practice
- Data sets created for student achievement using a Progressive Assessment Test
- 100% of teachers will embed Numeracy Agreement
- Programmes are implemented and monitored for effectiveness
- Resource boxes are constructed and funded
- Report formats will reflect skills in problem solving
- All students and teachers will demonstrate the language of Growth Mindset skills in numeracy
- Ongoing Improvement of student wellbeing for engagement in learning
- Provide intervention for/refer students/families at risk to appropriate provider and engage with Gawler Support Services
- Collate Support Services Referral data into book
- Behaviour incidents will be minimal
- Referrals for intervention support those at risk
- Kidsmatter component 3 implemented end 2017
- Student and parent opinion surveys will indicate increased satisfaction
- Policies and programmes will reflect values
- Parents, students and teachers will receive regular positive feedback
- Build community connections with families and carers, supporting a positive school community
- Implement GM/KM Action Plan Stage 3
- Review, maintain and embed values across all school
- Ensure behaviour management process is supportive of teaching and learning
- New support programmes are implemented in all classes in resilience
- 100% staff use Behaviour Management process
- Be familiar with Kidsmatter ethos
- Promote a positive learning culture through diary notes etc.
- SEL Programmes promoting growth mindset are identified and adopted for use in classrooms
- SEL programme will be effective and include "You Can Do It" and Kimochis with the PCW
- Develop language for reflective behaviours
- Develop personalised intervention