



Oak Valley Anangu School

Site Improvement Plan ~ 2015 ~

OUR GOAL

Improved learning outcomes for all Anangu Children and young people.

OUR PRIORITY AREAS

1. Quality Teaching and Learning
2. Whole School Approaches
3. Effective Intervention and Support
4. Family Engagement

OUR ACTION STRATEGIES

QUALITY TEACHING AND LEARNING

- Implementation of Anangu Lands Partnership Curriculum frameworks and protocols
- Use evidence to inform teacher practice
- Play-based learning in Early Years Classroom

WHOLE SCHOOL APPROACHES

- Agreed whole school practices and data collection processes
- Implementation of Natural Maths Strategies approach across the school
- Improved practices around Reading development

EFFECTIVE INTERVENTION AND SUPPORT

- Use of intervention strategies at different waves to target individual improvement
- Implement improved referral processes and directed use of Support Services team
- Targeted QIP and Preschool Program

FAMILY ENGAGEMENT

- Formulation of a Governing Council representing each family group
- Reporting student progress
- Involvement in Curriculum design and implementation

OUR KEY TASKS

PRIORITY AREAS	ACTION STRATEGIES	KEY TASKS
<p style="text-align: center;">1</p> <p style="text-align: center;">Quality Teaching and Learning</p>	<p>Implementation of Anangu Lands Partnership Curriculum frameworks and protocols</p>	<ul style="list-style-type: none"> • Implement Anangu Lands Australian Curriculum Map and Inquiry based units; Planning and implementation of units to be discussed at weekly Staff Meetings. • Engagement in weekly Anangu Lands Partnership Polycom sessions. Increase involvement to lead 1-2 sessions. • Use of 'Anangu Lands Partnership Teaching and Learning Framework' as a guide for building teacher capacity in identified areas <ul style="list-style-type: none"> i.e. Rigorous and explicit teaching for effective learning- TfEL, Australian Curriculum Data collection agreements • Utilise Ann Bakers Action Research project to assist with implementation of Natural Maths Approach in all classrooms.
	<p>Use evidence to inform teacher practice</p>	<ul style="list-style-type: none"> • Promote 'growth mindset' thinking surrounding high expectations of student growth and achievement. • Develop individual student targets, beginning with Reading, to inform targeted programs aimed at improving individual outcomes. • Update Running Records and Language and Literacy Levels training for teachers to increase their understanding of how to use data to inform their practice. • Utilise Individual Learning Plans to track student achievement and identify individual learning goals for students. Goals to be targeted and achievable. • Develop an assessment timetable detailing when and which data should be collected. • Performance Development sessions 2x term to discuss data and implications.
	<p>Play-based learning in Early Years Classroom</p>	<ul style="list-style-type: none"> • Team-teaching in Junior Primary Classroom at times of low preschool enrolments to assist transition of new Reception students. Use ability grouping at various stages of a session to accommodate for different student levels. • Integrate core Early Years learning principles e.g. kinaesthetic processes with required Australian Curriculum learning's. Use of EYLF learning dispositions. • Utilise the QIP within the preschool setting, with priority areas: <ul style="list-style-type: none"> - QA1- Educational program and practice - QA3- Physical environment • Collect student learning's through the use of Learning Stories and photographs to be shared with families.

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<p style="text-align: center;">2</p> <p style="text-align: center;">Whole School Approaches</p>	<p>Agreed whole school practices and data collection processes</p>	<ul style="list-style-type: none"> • Create agreements surrounding core data collection processes and assessment timelines. • Utilise the 'Anangu Lands Partnership Teaching and Learning Framework' Agreements as a guide for common assessment tools to be used. Identify data sets requiring further teacher development and seek this as required. • Use collected data to develop individual student targets, beginning with reading, to monitor student progress and to inform teacher practice. • Attendance data to be collected formally on the role, as well as monitoring students against 3x sessions when in community. Both sets of data to be fed back to families in Student Reports. • Running Record and Oxford Word List data to be collected twice a term and recorded on common drive. • All Staff provide Australian Curriculum assessment data for moderation each term.
	<p>Implementation of Natural Maths Strategies routine</p>	<ul style="list-style-type: none"> • The Natural Maths approach to be introduced into every classroom. Inclusion of these principles as a base for Numeracy Block i.e. mental routine, problematized situation, strategy lesson. • Use Ann Bakers Action Research Project as a starting point for implementation. Begin with core focus on daily Mental Routine. • Engage in fortnightly Polycom sessions with Ann to further development Natural Maths Principles. • Junior Primary Teachers to conduct further training across school holiday periods. Other teachers already trained. • Natural Maths implementation to be regularly discussed at Staff meetings. •
	<p>Improved practices around Reading development</p>	<ul style="list-style-type: none"> • Implementation of agreements surrounding regular data collection. Use of data to inform teachers practice for individual students. • Individual reading targets are developed and used to track student growth. • All Staff to be trained in Running Records and Language and Literacy Levels. • Re-develop Literacy Block focussing on the Big 6 of Reading. Slowly develop each area of the Big 6 through identifying individual aspects for development. • Warm-ups introduced and occurring at the beginning of each lesson to develop student automaticity and consolidate literacy knowledge. • Continue work on Oxford Word List for all students with regular flashcard drills and individualised word lists for all students.

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<p style="text-align: center;">3</p> <p style="text-align: center;">Effective Intervention and Support</p>	<p>Use of intervention strategies at different waves to target individual improvement</p>	<ul style="list-style-type: none"> • Regular monitoring and evaluation of student progress to target approaches according to student's needs. • Focus on Big 6 strategies to provide learning opportunities for all students. • Introduce Staff to 'Wave' programming to target instruction according to students needs. • Wave 1: Explicit literacy instruction as part of daily Literacy Block focusing on Big 6 strategies. • Wave 2: Targeted teaching strategies responsive to collected evidence and student's needs. • Wave 3: Intensive teaching in literacy groups within classrooms to target individual student's needs. Goals to be outline in Individual Learning Plans and monitored regularly.
	<p>Targeted QIP and Preschool Program</p>	<ul style="list-style-type: none"> • Utilise the QIP within the Junior Primary setting with a particular focus on priority areas: <p>QA1- Educational program and practice</p> <ul style="list-style-type: none"> - Development of individualised programs for preschool children within the Junior Primary Class. - Report on learning's through individual Learning Stories and photographs. - Incorporate key Early Learning Principles and play-based learning into the JP classroom. <p>QA3- Physical environment.</p> <ul style="list-style-type: none"> - Utilise spaces within the JP classroom to accommodate for ability grouping and activities suited to different levels. - Enable play-based learning through maximising both inside and outside spaces. - Ensure areas are kept in a suitable condition and adequately resourced to enable best practice.
	<p>Improved referral processes and use of Support Services team</p>	<ul style="list-style-type: none"> • Develop processes surrounding identifying students at risk within a few weeks of enrolment. • Review students currently on Referral lists. Identify current students of concern and review strategies being used to support their wellbeing or learning. • Work with Support Services team to develop a targeted approach to enact effective intervention and support. Develop a plan for future visits, including the provision of Professional Development to staff. • Promote interagency connections between DECD Support Services with other service providers such as The Oak Valley Clinic and Australian Hearing. • Ensure all Staff are using Sound field system and BBC Strategy.

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<p style="text-align: center;">4</p> <p style="text-align: center;">Family Engagement</p>	Formulation of a Governing Council representing each family group	<ul style="list-style-type: none"> • Discuss with families the role of a Governing Council and its importance in the functioning of a school. • Host an initial meeting with community to inform purpose of and select an appropriate Governing Council. • Gain DCSI clearance checks for all Governing Council representatives. • Host at least 1X Governing Council meeting/term involving them in decision making around school issues.
	Reporting student progress	<ul style="list-style-type: none"> • Implement 'Anangu Lands Student Report' format to report to families each semester. Report to include attendance information, Australian Curriculum achievements and behavioural aspects. • Reports to be handed to families through a community forum where teachers can discuss with families the students report and share work samples. • End of term gatherings at school to discuss learner progress and attendance information through graphical representations that detail overall attendance, and attendance while in community. • Learner achievements to be regularly sent home through certificates and weekly prizes. Every effort to be made in discussing student progress with families. • Utilisation of RSAS Staff to assist in identifying families if the need arises.
	Involvement in Curriculum design and implementation	<ul style="list-style-type: none"> • Regular teacher and AEW planning sessions. • Host 'Curriculum Nights' where families are invited to school to gain information on the programs that will be implemented at school. • Share with families the Partnership Units of work and encourage their thoughts and ideas. Encouragement of Anangu involve in the implementation of these units. • Families are felt welcomed when they visit classrooms and every effort is made to share their children's learning's.