

# Clare Primary School Site Improvement Plan 2018



## Broad Objective: *Building a Safe Supportive Learning Community*

Priorities	Reality	Targets	Improvement Planning Strategies	Resources and Timelines
<p>The <i>two or three</i> key areas for specific focus over the next 12 months</p>	<p>What does our current data show? What standards / benchmarks are relevant?</p>	<p>Agreed, specific targets that clearly indicate what <b>improved outcomes learners will achieve or demonstrate</b></p> <p><i>What will success look like?</i></p>	<p>The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets. What are we going to do? What are we going to stop doing?</p> <p><i>What actions will deliver the intended results?</i></p>	<p>Who is going to be responsible? What professional learning is required? When will strategies be put into place? When can we look for success? How can time / funding assist? <b>How will we manage / support change?</b></p>
<p>Priority 1</p> <p>Positive Education embedded in practice across the school</p>	<p>Wellbeing Data 2017 - @ Upper levels - School Belonging 87% Peer Belonging 76% Connectedness with adults – 85% School Climate 77% Emotional Regulation – 63% Optimism – 75% Perseverance – 66% Life Satisfaction – 71%</p>	<p>95% of CPS students in upper band for School Belonging</p> <p>95% of CPS students connected with adults at school</p> <p>85% of students in upper bands for Emotional Regulation</p>	<ul style="list-style-type: none"> <li>• Mindfulness activities in every class after every break everyday – from t1 2018</li> <li>• Gratitude focus across classes weekly– use of Gratitude language, journals, reflections and conversations.</li> <li>• Whole school Training and Development with Mount Barker High staff to build understanding and embed practice across CPS – term 2</li> <li>• Using strategies identified from Resilience training in 2017 – music at breaks, movement in class.</li> <li>• Community connections supporting those in need on a global, national and local basis– Red Cross, Pencils for Africa, etc - build community links.</li> </ul>	<p>Student Wellbeing leaders to lead Mindfulness / Gratitude focus across school – wellbeing budget to support mindfulness activities</p> <p>MBHS led Positive Education 2 day pupil free days term 2 2018</p> <p>Whole staff continual focus on Resilience take aways of 2017 – building on practice.</p>
<p>Priority 2</p> <p>Positive Behaviours for Learning</p>	<p>2017 Behaviour Management Data</p> <p>18 suspension for 9 individual students</p> <p>2 students on part – time schooling programs</p> <p>146 White slips for inappropriate behaviour given</p>	<p>Decrease in Student Behaviour Management incidents, white slips and suspensions as consequences for behaviour by 20% in 2018</p> <p>100% students understand behaviour expectations and own their behaviours</p>	<ul style="list-style-type: none"> <li>• Positive Behaviour for Learning visual charts in every learning area, Monday assemblies to focus on behaviours and explicit teaching of positive behaviours across the school on a daily basis. – from term 1</li> <li>• Classes / Like Teams to <i>explore</i> Behaviour Levels methodologies for 2018</li> <li>• DoJo used in all classrooms to celebrate positive behaviours.</li> <li>• Reward system in place to acknowledge positive behaviours at a whole school level.</li> <li>• Rewrite Behaviour management Policy to reflect Positive Behaviour for Learning and ownership of behaviour levels by the end of 2018</li> </ul>	<p>Student wellbeing Leader and Wellbeing committee to write updated Behaviour Management Policy by the end of 2018</p> <p>Positive Behaviour for Learning posters printed and issued to all classes and learning spaces</p> <p>All staff trained in using Dojo.</p>
<p>Priority 3</p> <p>Attendance</p>	<p>Attendance (Semester 1)</p> <p>2017 – 91.0% 2016 – 92.3% 2015 – 92.5% 2014 – 92.5%</p>	<p>Attendance Targets</p> <p>93% attendance for all students R-6</p> <p>100% explained absences – no unexplained.</p> <p>Zero Chronic non attenders (using Data dashboard definitions)</p>	<ul style="list-style-type: none"> <li>• Continual focus on attendance, communication with families using Class Dojo, Daymap, text message from school phones</li> <li>• Rewarding positive attendance to encourage children to come to school – Dojo point per day at school, certificates and awards</li> <li>• Creating a safe, rewarding, supportive community for students to want to be at.</li> <li>• Delivering an engaging curriculum where every child experiences success every day</li> </ul>	<p>Site Attendance Policy implemented by every staff member fully every day</p> <p>Child Wellbeing Practitioner and Student Wellbeing Leader to work with families of chronic non-attenders to help support regular attendance.</p> <p>Attendance officer contacted regularly for ongoing attendance issues</p>

## Broad Objective: *Building Empowered Learners*

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<p>Priority 1</p> <p><b>Visible Learning occurring in every class R-6</b></p>	<p>Individual practice at present</p>	<p>100% of students R-6 will set their own visible learning goals in Literacy, monitor their growth and celebrate their success at reaching goals. Goals will be regularly monitored and extended as required.</p>	<ul style="list-style-type: none"> <li>Unpack Visible Learning strategies with staff in staff meeting in term 2</li> <li>All Students R-6 to set individual goals in Literacy and / or Numeracy and monitor. NEP students know the goals set in their plan – in term 1.</li> <li>Goals are to be visually set in classrooms, goals reported to parents in term 1 and strategies to help their child reach these goals shared.</li> <li>Students to know their data, to know their goals and be able to explain what they are doing / need to do to reach their goals.</li> <li>Time is given regularly in lessons for student reflection on goals, celebrations of progress, identifying of strategies to help achieve goals.</li> <li>Student goal setting to become the norm at Clare Primary R-6 by end of 2018.</li> </ul>	<p>Staff meeting time in term 2 to unpack Visible Learning and set school goals</p> <p>Like teams – sharing of goal setting strategies, visuals and ongoing monitoring</p> <p>Classroom teachers to work with students on setting goals, communicate with parents at interviews term 1 and 3.</p> <p>Coordinator, SLLIP, Leadership team to support as required.</p>
<p>Priority 2</p> <p><b>Lifting more students into the Higher Bands in Literacy and Numeracy</b></p>	<p>Year 3 Reading 2017 – 33% in upper bands. 2016 – 41%</p> <p>Year 5 Reading 2017 – 15% in upper bands. 2016 – 18%</p> <p>Year 3 Numeracy 2017 – 15% in upper bands. 2016 – 19%</p> <p>Year 5 Numeracy 2017 – 13% in upper bands 2016 – 16%</p>	<p>Maintain the % of year 3 reading in upper bands through to year 5 and 7.</p> <p>30% of year 5 readers in the Upper Bands</p> <p>25% of year 3 and 5 students in Upper Bands in Numeracy</p>	<ul style="list-style-type: none"> <li>Focus on 4 of the 6 High Impact Strategies to embed in practice               <ol style="list-style-type: none"> <li>Targeted differentiated teaching</li> <li>Clear Learning intentions</li> <li>Explicit teaching</li> <li>Ongoing Feedback</li> </ol>               Individual, Small group, like team and whole staff P.D. organised in identified areas to support pedagogical improvements.             </li> <li>Visible Learning and student goal setting and monitoring – students to know what constitutes upper bands</li> </ul>	<p>Professional Development – ongoing focus in staf meetings and like team meetings unpacking and developing 6 High Impact Strategies. Strategies to form part of Professional Development conversations</p> <p>Leadership team to support and observe H.I.S in classrooms</p> <p>Coordinator / SLLIP to support ongoing development and implementation of 6 High Impact Strategies.</p> <p>Like Teams to work collaboratively to implement H.I.S, conduct peer observations and feedback.</p>

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