

Mimili Anangu School

Site Improvement Plan 2016-18

Our Vision:

Working together for great starts and strong futures

Draft: Tjungula warkaringkula kuranytju kutu iwara kunpu palyala, munu kunpu tjartaritjakula iti-munu tjitji pulka tjuta-ku kuulu

Our Target:

To improve students' skills in speaking, reading and writing as measured by – 70% of learners will achieve at least one progress point within their year level standard each term (PASM, Oxford Word List, Running Records) and at least one Language & Literacy level in Standard Australian English each year. Students demonstrate improvement in NAPLAN and PAT M

Our Outcomes:

Each child improves attendance, achievement and engagement with their Mathematics and English learning. Students will demonstrate learning growth in Pitjantjatjara

Highly Effective Teaching in Mathematics and English	Strong Early Years, Anangu, Language, Culture and Community
<p>Teaching Teams will:</p> <p>Identify, Share, Develop and Adapt highly effective teaching in Mathematics (Number and Problem Solving)</p> <ul style="list-style-type: none"> Implement Mathematics block in classrooms which includes engagement tasks, formative/summative assessment, explicit teaching of strategies and reflection. Examine and evaluate intervention programs in Maths Embed Mathematics explicitly in Integrated units <p>Identify, Share, Develop and Adapt highly effective teaching in English:</p> <ul style="list-style-type: none"> Consistency of practice in all classrooms incorporating “The Big 6” (with a 2016 emphasis on Oral Language) and assessment fundamentals within a Literacy Block which includes feedback and evaluation strategies Implement learning support based on three wave intervention <ul style="list-style-type: none"> Effective teaching for all Support for some 1-1 intervention for identified students Ensure strategies are researched based <ul style="list-style-type: none"> Secondary shared and targeted focus on coherent secondary pathways FLO, Wiltja, TTC, SACE and VET 	<p>Parents, families, community and staff will reflect strong community input in all areas of what the school does:</p> <p>Strong Early Years (0-8)</p> <ul style="list-style-type: none"> Quality play based programs leading to maintaining /exceeding NQS Implementation of Preschool Numeracy and Literacy Indicators <p>Connected Culture, Language and Community</p> <ul style="list-style-type: none"> Embrace Anangu culture and language through the implementation of first language maintenance development (FLMD) and a cultural curriculum Building Anangu workforce capacity through targeted and empowered professional learning program Involvement of community partnerships and governing council in attending to student engagement, behaviour/wellbeing and Reading and Mathematics achievement



PRIORITY AREA 1: Highly Effective Teaching in English and Mathematics

ACTION STRATEGIES (TARGETS)	KEY TASKS What needs to be done?	RESPONSIBILITIES – By whom?	TIMEFRAME- By When?	MEASURES- Evaluate?
--	--	---------------------------------------	-------------------------------	-------------------------------





<p>1.1 Whole school maths agreement with teachers understanding and implementing agreed mathematics teaching blocks and coherent numeracy practice across the classrooms</p>	<ul style="list-style-type: none"> a) Develop and implement whole school maths agreement (and is coherent with Partnership Mathematics agreement) b) Progress formative assessment practices and the implementation of a Mimili/partnership summative data collection method to track/monitor student learning; and a planning and review tool that enables teachers to evaluate the effectiveness of: <ul style="list-style-type: none"> whole school maths agreement use of Mental Routine implementation of Maths Block role of Reflection in mathematics classroom teacher confidence in teaching maths <p>This will inform targeted whole school professional learning planning</p> <ul style="list-style-type: none"> c) All staff will implement Mathematics block in classrooms which includes learners involved in engagement tasks, experiencing explicit teaching of strategies, problem solving and students articulating and sharing their learning in designated reflection time d) Leaders and staff will participate in targeted professional learning in effective Mathematics teaching practices to support differentiated teaching and pedagogical change via: <ul style="list-style-type: none"> Leadership, peer observations of classroom maths blocks, including moderation processes. Identify good practice and share within the site and across the partnership as appropriate Support from Numeracy Coordinator and Anne Baker 	<p>Whole staff/Erin</p> <p>Amy AES Mathematics coordinator(Erin/Daniel)</p> <p>Erin/teachers Partnership support team (Viv)</p> <p>Erin/Amy</p>	<p>Draft by end of Term 1 and final by end of term 2 COMPLETED</p> <p>By end of Term 2/start of Term 3</p> <p>Term 3 (then termly) & weekly via staff meetings</p>	<p>Measure 1:% of staff reporting progress of Mathematics teaching Blocks in Performance Development conversations, including samples of student Maths work demonstrating authentic learning and numeracy achievement data</p> <p>Measure 2a: No. & % of students demonstrating improved number and problem solving skills as measured by Mimilli data tool by Term 4 (<i>also broken down by intervention/non-intervention students</i>)</p> <p>Measure 2b: No. & % increase in 2015-16 PAT-M (Number) Partnership Benchmarks by Term 3.</p> <p>Measure 3: % of students, teachers and AEWs reporting confidence in teaching and learning Maths (staff/AEW survey), Term 2 & Term 4</p>
<p>1.2 Numeracy will be embedded in Integrated units and teachers will provide opportunities for student to apply maths learning</p>	<ul style="list-style-type: none"> As part of c) above, all staff contribute, plan and implement numeracy component of the integrated units; and Students will apply their maths learning in authentic settings 	<p>All staff</p>	<p>Ongoing all year</p>	<p>Measure 4: Documented strategies/good practices that are shared by Term 4.</p>
<p>1.3 Intervention strategies are researched and trialled</p>	<ul style="list-style-type: none"> Develop a numeracy learning support intervention model based on research, local best practices (identify & profile what we do well) and then implement structures across the school to facilitate effective support in mathematics. This includes: <ul style="list-style-type: none"> Make stronger connections to ILP (review & adapt goals) and Mathematics Teachers plan with learning support teachers and AEWs 	<p>Class teachers Learning support teachers Erin and Amy Erin</p>	<p>Draft completed by term 3</p>	



<p>Identify, Share, Develop and Adapt highly effective teaching in English:</p> <ul style="list-style-type: none"> 2.1 Consistency of practice in all classrooms incorporating “The Big 6” (with a 2016 emphasis on Oral Language) and assessment fundamentals within a Literacy Block which includes feedback and evaluation strategies 2.2 Implement learning support based on three wave intervention <ul style="list-style-type: none"> Effective teaching for all Support for some intervention for identified students 2.3 Secondary shared and targeted focus on coherent secondary pathways FLO, Wiltja, TTC, SACE and VET 	<p>a) Regular meetings specifically surrounding literacy that includes all teaching teams to ensure coherence and consistency between age groups, learning sequences and development. Explicit teaching clearly documented in ‘Big 6’ proforma/checklist in planning.</p> <ul style="list-style-type: none"> Confidence survey developed for teaching teams Training in ‘Big 6’ – Deslea Konza/Sheena Cameron (on site/ via polycoms) Whole staff writing moderation <p>b) Partnership literacy data collection schedule deadlines maintained, data to used to inform individual student literacy goals. Student growth/ development is shared with families. Displayed in classroom and staff room. Display ‘One Plan’ goals in a kid friendly way to motivate students Referring to it regularly- tracking own progress.</p> <p>Learning support program developed (scripts, resources) RAAP program properly developed (in and out of class for all children) Learning support communication (students development, key learnings, assessments)</p> <p>SACE</p> <ul style="list-style-type: none"> On track for SACE documents updated 3 week cycle Continued visits to Wiltja (higher standards to attend – attendance, behaviour – data display in classrooms) Trade training centre – continue VET. Year 10 students complete PLPs Year 11 students completing compulsory’s (literacy and numeracy) Continue intensive sessions. Stage 2 to be started in year 12 (finished in year 13 with VET support) Begin traineeships in community for stage 2. <p>Continue engagement in arts and programs to achieve integrated learning units.</p>	<p>Classroom teachers AEWs Giuseppe/ Erin/ Amy/ Partnership leaders develop. Teacher use/ evaluate ALNF to support survey</p> <p>Teachers Learning coordinator</p> <p>Teachers Class teachers/ LS teacher</p> <p>AEWs/ Support Services- Alena Classroom teachers Amy</p> <p>Erin/Megan/students/ families inform Erin Classroom teachers i</p> <p>Megan Erin</p>	<p>End of semester1 Checklist and feedback desgin developed term- COMPLETED 2</p> <p>PL- ongoing- Termly end of term 3</p> <p>End of term 2</p> <p>week 7 term 1. All year. week 6 Term 2</p> <p>Updated termly COMPLETED for Term 1 and 2</p> <p>Start of term 2</p> <p>Termly End of the year</p>	<p>Measure 2.1a): Percption of confidence of AEWs and Teachers articulating student needs, why & how learning occurring in the classrooms. These goals are explicit in teacher planning. Student work is assessed with written feedback.</p> <p>Measure 2.1b): Explicit Big 6 Evidence in planning,</p> <p>Measure2.2: % of One Plans evident in classrooms. Evaluation of RAAP programs and goals achieved (term 4)</p> <p>Measure 2.3: No. & % of VET Certificates attained. % SACE online completion data</p> <p>Measure2.3b: Student attendance data increased (engagement)</p> <p>Schools online data Year 11 &12 attendance data</p>
--	--	---	---	--



PRIORITY AREA 2: Strong Early Years, Anangu, Language, Culture and Community

ACTION STRATEGIES	KEY TASKS What needs to be done?	RESPONSIBILITY – By whom?	TIMEFRAME- By When?	MEASURES- How will we evaluate our efforts?
<p>Strong Early Years (0-8)</p> <ul style="list-style-type: none"> Quality play based programs leading to maintaining /exceeding NQS Implementation of Preschool Numeracy and Literacy Indicators 	<ul style="list-style-type: none"> Learning programs are developed with AEWs and families (playgroup) that reflect rich cultural <p>Sharing of practice in other sites (within partnership and others)</p> <ul style="list-style-type: none"> EY staff to attend Partnership scheduled indicator workshops (face to face and via polycom) <p>Provide support to Anangu Educators to understand indicators Provide information to families- develop process/ format/ to share info</p> <ul style="list-style-type: none"> 	<p>EY Leader Kerryn Jones, Penny Cook Preschool teacher AEWs/ TAFE</p>	<p>Termly</p> <ul style="list-style-type: none"> End of Term End of term 3 	<p>Measure 1:</p> <p>Measure 2: % of children have evidence of Lit & numeracy development in learning folders and families can articulate this learning</p>
<p>Connected Culture, Language and Community</p> <ul style="list-style-type: none"> Embrace Anangu culture and language through the implementation of first language maintenance development (FLMD) and a cultural curriculum Building Anangu workforce capacity through targeted and empowered professional learning program Involvement of community partnerships and governing council in attending to student engagement, behaviour/wellbeing and Reading and Mathematics achievement 	<ul style="list-style-type: none"> Identify first language Coordinator & teachers <ul style="list-style-type: none"> Ingrid Sandra Maria Theresa Resource time for FLMD team to attend training and on going class prep time. Partnership Coordinator & Hub coordinator meets with leadership team to provide feedback and next directions Timetabled lessons for each class. 1 lesson per week per class <ul style="list-style-type: none"> EY Cert 3 new staff enrolled, continuing staff maintain attendance AEW project delivered both on/offsite fortnightly All AEWs participate 	<ul style="list-style-type: none"> Ingrid Trish Leadership team, Trish and Ingrid Class teachers Preschool teacher & EY AEWs Erin/ Amy/AEWs AEWs 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Measure: % of students learning reports reflect participation and number of lessons delivered Measure 2: % of Competencies achieved Measure 3: % of AEW complete modules delivered in AEW project

