

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

Teaching Teams will:

Identify, Share, Develop and Adapt highly effective teaching in Mathematics (Number and Problem Solving)

- 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

Identify, Share, Develop and Adapt highly effective teaching in English:

- 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
 - Effective teaching for all
 - Support for some
 - 1-1 intervention for identified students
- Ensure strategies are researched based
 - Secondary shared and targeted focus on coherent secondary pathways FLO, Wiltja, TTC, SACE and VET

Strong Early Years, Anangu, Language, Culture and Community

Parents, families, community and staff will reflect strong community input in all areas of what the school does:

Strong Early Years (0-8)

- Quality play based programs leading to maintaining /exceeding NQS
- Implementation of Preschool Numeracy and Literacy Indicators

Connected Culture, Language and Community

- 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?	RESPONSIBILITY – By whom?	TIMEFRAME - By When?	MEASURES- Evaluate?
<p>Whole school maths agreement with teachers understanding and implementing agreed mathematics teaching blocks and coherent numeracy practice across the classrooms</p> <p>Maths resources and manipulatives sorted and organised in to unit topic.</p> <p>Intervention strategies are researched and trialled</p> <p>Integration of iPads into Maths.</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>Hire a TRT for two weeks to sort resources and create and inventory. Teachers to request needed maths resources. Resources ordered and sorted/labelled.</p> <p>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> <ul style="list-style-type: none"> iPad inventory/stock take. Contact Trevor to connect iPad to school network. Professional development in using iPads in Maths. Systems developed to assist teachers in the quality integration of iPads into Maths, Teacher intentionally using iPads in Maths. 	<p>Whole staff/Erin/Amy</p> <p>Amy AES Mathematics coordinator</p> <p>Amy/teachers</p> <p>Erin/Amy</p> <p>TRT All teachers Andrew Amy</p> <p>Class teachers Learning support teachers Megan and Amy Megan</p> <p>Matt Matt Rodney/Megan Matt</p> <p>Teachers</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>Term 1</p> <p>End of Term 2</p> <p>End of Term 3</p> <p>End of term 4</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 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>Measure 1: Functional resource space available.</p> <p>Measure 2: Less time outs during maths block.</p> <p>Maths resources accessible and clearly labelled. Teacher perception of use of maths resources.</p> <p>Measure 2a: No. & % of students demonstrating improved number and problem solving skills as measured by Mimilli data tool by Term 4 (also broken down by intervention/non-intervention students)</p> <p>Use of ICT/iPads evident in planning and reporting. Teacher perception of confidence in using iPads.</p>





<p>Identify, Share, Develop and Adapt highly effective teaching in English:</p> <p>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</p>	<ul style="list-style-type: none"> 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. Learning support program developed and maintained (scripts, resources) and successfully implemented RAAP program properly developed, maintained and successfully implemented (in and out of class for all children).Work with behaviour coach and teacher to develop RAAP routine. Learning support communication (students development, key learnings, assessments) strengthened 	<p>Teachers/Principal/ Learning Coordinator</p>	<p>Completed</p>	<p>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>Integrate ICT resources into literacy</p>	<ul style="list-style-type: none"> Partnership priority to supply and maintain ICT site resources. Teachers trained in digital technologies curriculum and the delivery of digital technology lessons using the “Bee Bots” and “Makey Makey”. Teachers participate in Adelaide Uni MOOC. 	<p>Principal/Learning Coordinator/Director</p>	<p>Term 4 2018</p>	<p>% of integrated digital technology lessons happening in the school. Teacher perception data</p>
<p>Reading comprehension, oral language and writing PD</p>	<ul style="list-style-type: none"> Partnership and school leadership to resource, plan and deliver professional development and ongoing support for reading comprehension, oral language and writing. Teachers undertake specific literacy training Ensure reading comprehension is embedded into planning documents on site. Teachers participate in fortnightly PLC on reading comprehension to imbed comprehension pedagogies into the sites literacy routine. Teachers collaborate on site to improve literacy planning, delivery and outcomes across the school (observations, reflections.) 	<p>Principal/Coordinator or/Teachers</p>	<p>Term 4</p>	<p>Explicit comprehension and oral language evident in all literacy planning. Teacher perception data on writing in the school. Feedback from school and partnership PLCs Relevant PD occurred Evidence of PD meeting teacher goals in PDP</p>
<p>Engaging and relevant secondary pathways</p>	<ul style="list-style-type: none"> SACE: Continue engagement in arts and community studies to achieve SACE Continue SACE intensives: Coordinator to work with secondary teacher to deliver compulsory subjects. Continued visits to Wiltja: short term visits for year 7 students once per year and regular transition visits for other secondary students TTC: Completion of VET certificates Fellas engagement program: twice weekly program with NPY and Anangu staff to support the reengagement of senior secondary fellas. Support youth worker to plan intentional activities, track attendance and support AEWs Supporting students to transition into FLO and into work in the community Yulara work experience visits for year 10, 11 and 12 Student’s engaging in the Right Track driver education program and obtaining their licenses 	<p>Megan</p> <p>Georgina/Amy/Megan</p> <p>Kel/Mark/Justin/Megan/Amy</p> <p>Megan/FLO coordinator</p>	<p>Term 4</p> <p>Term 3</p> <p>Term 1 - 4</p>	<p>Schools Online data tracking improvement –Stage 1 SACE students to achieve literacy compulsory.</p> <p>More students attending Wiltja full time.</p> <p>Students involved achieving 40% attendance at school</p> <p>More FLO engagement. FLO attendance data improved from 2017</p> <p>Students attending Yulara work experience</p>
<p>Improve teachers’ capability to apply the Essential Skills for Classroom Management to their daily classroom teaching by utilising the Partnership’s classroom profiling approach and providing more regular feedback.</p>	<ul style="list-style-type: none"> Professional development on 10 essential skills for classroom management Every teacher profiled once a term minimum with reflection conversation Profiling data entered on to the profiling database Termly behaviour data reflection conversation All teachers to become classroom profilers AEW profiling sheet to be developed and Anangu coordinator to profile AEWs 			<p>All 16 year old students have their learner’s permit</p>



Priority Area 2 : Strong Early Years, Anangu ,Language, Culture and Community

Action Strategies	Key Tasks	Responsibility	Time Frame	Measure
<p><i>Strong Early Years</i></p> <p>Establish the Children and Family Centres model including the vision and goals. This includes Faft and Cert 3 training for preschool AEW's</p>	<p>EY sharing the agreement with Anangu and school community Faft training week 8 term 1 and 2 An effective transition and staged approach to the new building.</p> <p>Equipment purchases to be aligned with early childhood pedagogy, high quality and durable.</p> <p>Connecting Anangu ways of knowing and learning (3rd Space) with CFC and school community</p>	<p>Early Years Team Sandy and Cherrilee AEW's LET Penny Cook and Suzie Cottle</p> <p>TAFE Faft Katrina Tjitayi</p>	<p>Term 2 new building operational Faft Week 8 term 1 and 2</p> <p>Tafe Cert 3 two days per term</p>	<p>New site operational and well equipped</p> <p>Attendance of families in the EY programs</p> <p>Attendance of AEW's at training</p> <p>Attendance at Faft training</p> <p>Connection of other agencies within the CFC</p>
<p>Connected playful pedagogies literacy and numeracy for continuity of learning across the school</p>	<p>Professional Learning in the EY 0-8 to build educator Knowledge of current practices in literacy and numeracy pedagogy and learning.</p> <p>Build educator knowledge of how the learning environment contributes to well being and engagement and therefore self regulation.</p> <p>Build connectedness and continuity through 0-8 joint inquiry projects and a focus on dispositions for learning EY team to visit key sites in Adelaide with connectedness and continuity is well established.</p>	<p>Professional Learning Suzie and Penny – Environment as the third teacher Playful pedagogies Children as capable and competent learners 100 languages</p>	<p>PD early term 2</p>	<p>EY teams is connected and joint learning between school and preschool</p> <p>Inquiry projects undertaken</p> <p>Learning environments reflect EY pedagogy and practice</p>



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Action Strategies	Key Tasks	Responsibility	Time Frame	Measure
Pitjantjatjara	<ul style="list-style-type: none"> • Skin names 			
Anangu domain and cultural curriculum	<ul style="list-style-type: none"> • Family trees • Inma 			
AEW professional development				