

Southwell Primary School

IMPROVEMENT PLAN 2017 - 2019

<p>Moral Purpose</p> <p>Our moral purpose is to use our core values in our emblem to achieve our vision.</p> <p>Southwell Primary School is fun and safe. We are a supportive and friendly place to learn. We love our multicultural diversity and welcome everyone. We have respect for one another; we make learning fun and are dedicated to getting better at everything we do. Everyone loves learning at Southwell. You will make heaps of friends and be part of our big Southwell family.</p> <p><i>Our Vision is to give every child, every chance, every day to flourish.</i></p>
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<p>Leadership Team's Vision</p> <p>Southwell Primary School will be a boutique school specialising in researching, delivering, demonstrating and training professionals to create optimum learning environment for Aboriginal, migrant and special needs children from low Socio Economic backgrounds.</p>

<p>Case for Change</p> <ul style="list-style-type: none"> The data from the DISA Survey illustrated a need to have a clear vision and ensure effective pedagogy is in every classroom, as well as consistent whole school plans in literacy and numeracy. Filed: S Drive/Admin/Accountability New leadership, goals achieved and new goals on which to focus.

<p>Meeting and Progress Check Cycle</p> <p><u>Meeting</u> <u>Date</u> Progress Review 30th January 2017 Whole Plan and strategies discussed with new Principal and staff Identifying achievements and new focus 6th August 2017</p>	<p>Review Meetings Week 2 and 7 of each term at staff meetings.</p>
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<p>Team Members</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Role in Improvement Agenda</th> </tr> </thead> <tbody> <tr> <td>Principal</td> <td>Owner of Whole School Plan</td> </tr> <tr> <td>Full Time permanent AIEO & teachers</td> <td>Leaders in development of Improvement plan.</td> </tr> <tr> <td>Whole Team</td> <td>Owners of Focus Area 1. Area 2. and 3. Initiatives</td> </tr> </tbody> </table>	Name	Role in Improvement Agenda	Principal	Owner of Whole School Plan	Full Time permanent AIEO & teachers	Leaders in development of Improvement plan.	Whole Team	Owners of Focus Area 1. Area 2. and 3. Initiatives
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<p>Key Stakeholders</p> <p>Noongar community school committees P&C Shire Families</p>	<p>Key Risks Identified</p> <ul style="list-style-type: none"> Blockers that are resistant to consistent whole school plans and or change. Change of Leadership K/PP off site – continuity of whole school plan in the ECE setting
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Dempster Domains	Focus Areas	KPI Goal - End of 2017	KPI Goal - End of 2018	KPI Goal - End of 2019
Parent and Community	To develop a shared vision statement for the school with staff, students and parent community.	Parent participation in major school events is a normal occurrence and parents expect to be included in major events. Corporate and educative bodies work in partnership with the school.	Empower community to make decisions that move the school forward.	Community Supports the efforts of staff.
Curriculum and Teaching	Consistent Literacy and Numeracy Plans based on school data and lead by teacher judgment information.	Clear guidelines on classroom practice and expectations for learning environments.	Holistic teaching that drives culture in which every child experiences success.	Agreed understanding of high quality teaching.
Professional Development	Ongoing PD to support staff's ability to deliver quality curriculum to insure health and well-being across the school.	<ul style="list-style-type: none"> Provide safe and welcoming environment The school supports the whole child development. This includes academic achievement, cognitive, emotional, social and physical well-being. Staff and students have strong positive relationships and a positive sense of self. Students can understand and manage their own health and emotions. 	Community acknowledge that Southwell PS provide safe and welcoming environment with clear expectations where staff and students feel valued as contributing to the health and wellbeing of others.	Community participate in providing that Southwell PS provide safe and welcoming environment with clear expectations where staff and students feel valued as contributing to the health and wellbeing of others.

The Southwell Primary School IMPROVEMENT PLAN 2015-2017 has been presented at School Council

Viewed on 16th November 2016 by:

SUMMARY OF KEY INITIATIVES - SCHOOL IMPROVEMENT PLAN 2017-2019

Focus Area 1: Vision and Moral Purpose

Dempster Domain: Parent and Community

ACARA Goals:

- act with moral and ethical integrity
- appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture
- understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians
- are committed to national values of democracy, equity and justice, and participate in Australia's civic life
- are able to relate to and communicate across cultures, especially the cultures and countries of Asia
- work for the common good, in particular sustaining and improving natural and social environments
- are responsible global and local citizens.

Melbourne Declaration on Educational Goals for Young Australians, 2008

KPI Goal End 2017:

- For every school event the school will query how parents will be included in planning, delivery and/or assessing of events.

KPI Goal End 2018:

- Empower community to make decisions that move the school forward.

KPI Goal End 2019:

- Community Supports the efforts of staff.

Initiative	Milestones	By Date	Owner	Milestone Measurement
1. Nurture links with influential political/community members to help promote school.	Two positive media exposures per term and increased school hits on the website.	T1-4, Wk. 7, 2017	Leadership team Principal	Increase the number of parents with school webpage app.
2. Parents have input at school events.	Parents active in sports day activities. Parents active at disco/ year 6 graduation night. Parents participate in creation and building of nature play area.	On going	Leadership team	Student at-risk behaviors such as violence and anti-social behaviors decrease. (SIS data). Data gathered from sports day, disco and playground. For example, number of points earned at sports day through family participation.
3. Professional groups will be offered partnerships for training, such as undergraduate teachers, therapists etc.	Active engagement with ECU. Groups such as Giving West involved in student engagement at school	T1, Wk. 7 2017	Leadership team Principal	Students from ECU are engaged in the learning of Southwell students. Improvements in reading skills and higher overall academic achievement higher attendance and engagement rates Improvements in students' readiness to learn More responsible preparation for class
4. Sustainable parent and community engagement.	Specific processes for staff to add articles to web and local paper. Imbed each teacher completes one media exposure per term and one website item per term Promotional marketing processes drawn from 2015 experience formulate the beginnings of marketing policy and framework.	T3, Wk. 7, 2017 T4, Wk. 7, 2017	Leadership team	Evidence of media and web site articles

Focus Area 2: Staff and Curriculum

Dempster Domain: Curriculum and Teaching

ACARA Goals:

- develop their capacity to learn and play an active role in their own learning
- have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas
- able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines
- creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines
- plan activities independently, collaborate, work in teams and communicate ideas
- make sense of their world and think about how things have become the way they are
- on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives
- are motivated to reach their full potential.

Melbourne Declaration on Educational Goals for Young Australians, December 2008, p.13.

KPI Goal End 2017:

Teachers are recognised and respected by colleagues, parents/carers, professional institutions and the community as quality teachers. They have demonstrated consistent and innovative teaching practice over time. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for students.

KPI Goal End 2018:

Holistic teaching that drives culture in which every child experiences success.

KPI Goal End 2019:

Agreed understanding of high quality teaching.

Initiative	Milestones	By Date	Owner	Milestone Measurement
1. Math's Stepping Stones program evaluated by staff as a whole school program	Math's stepping stones program operational all classes with all staff using interactive ICT, concrete teaching aides and text books as evidence of learning.	T3, Wk. 7 2017	Teaching staff	Moderation discussions with staff and network schools to share knowledge.
2. Loraine Hammond Literacy program, 'Let's Decode' assessed by staff as a whole school approach to literacy programming.	<u>Develop Reading Program.</u> Teachers observe lessons where 'Lets Decode' is being used and make an assessment of the value of a whole school approach in using this program.		Teaching staff	Loraine Hammond conducts training for Early Childhood Teachers All Teachers Early Childhood Teachers are applying 'Let's Decode' Plan for a data assessment is in place for Let's Decode by Term 1 2017
3. Lesson Observation Room	Teachers use the observation room to record their lessons and use the recordings to assess their teaching practice.	T4 Wk. 7 2017	Principal	Teachers recognize the value of the room and actively use the tool to improve their teaching.
4. Partnership with at least one educational facility such as a university.	School provides an environment where young professionals can practice their skills. Southwell primary accesses current best practice in teaching,	T3, Wk. 7 2017	Principal & leadership team	Teachers utilize the skills of undergraduates to develop the whole child's capacity to operate in society.
5. Develop a teacher's guide similar to E. Hamilton PS explicitly explaining our whole school approach to teaching.	Develop teacher guide for common practice. Such as: Rules of presentation for student work are clear across the school. For example; pages are ruled in red. Date is on the left side of the page.	31 st Jan 2017 (11am – 1pm)	All class room staff	Elements of Teacher Guide Available Staff use a common language to assist each other in their professional development. Students have clear understanding of requirements for work presentation.
6. Teachers use the Atsil standards to define their work and make explicit the elements of high-quality, effective teaching.	Teachers discuss Teachers use the Atsil standards to guide improvement in their Professional Knowledge, Professional Practice and Professional Engagement.	T1, Wk. 7 ongoing T2, Wk. 7 ongoing T2 Wk. 7 ongoing T2 Wk. 7 ongoing T4 Wk. 7 ongoing	Team and staff <u>Staff to do the ATSil test before their professional growth meeting and bring a copy to their meeting.</u>	Staff meetings are used as forums to discuss Atsil *Atsil standards used in Prof Development discussions about how to improve outcomes for students. *Classroom observations discussions reflect the need to improve standards for students. * Atsil standards used in Prof Development discussions about how to improve outcomes for students. *Classroom observations discussions reflect the need to improve standards for students. Staff using the framework automatically to direct their professional practice.
7. Teachers have a more rigorous performance management process.	Southwell PS is using the DOE performance management tools Having a Work Force Coordinator come out and deliver to teachers how the process is ran.	T1W1		Principal to arrange for DOE representative to come to school and present.

Focus Area 3: Health and Well Being

<p>Dempster Domain: Professional Development ACARA Goals:</p> <ul style="list-style-type: none"> • have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing • have a sense of optimism about their lives and the future — are enterprising, show initiative and use their creative abilities • develop personal values and attributes such as honesty, resilience, empathy and respect for others • have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives • have the confidence and capability to pursue university or post-secondary vocational qualifications leading to rewarding and productive employment • relate well to others and form and maintain healthy relationships • are well prepared for their potential life roles as family, community and workforce members • embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions. <p><i>Melbourne Declaration on Educational Goals for Young Australians, December 2008, p.13.</i></p>	<p>KPI Goal End 2017:</p> <ul style="list-style-type: none"> • The school supports the whole child development. This includes academic achievement, cognitive, emotional, social and physical well-being. • Staff and students have strong positive relationships and a positive sense of self. Students can understand and manage their own health and emotions. 	<p>KPI Goal End 2018: provide safe and welcoming environment with clear expectations where staff and students feel valued as contributing to the health and wellbeing of others.</p> <p>KPI Goal End 2019: it is acknowledged by the community that Southwell PS provide safe and welcoming environment with clear expectations where staff and students feel valued as contributing to the health and wellbeing of others.</p>
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Initiative	Milestones	By Date	Owner	Milestone Measurement
1. Initiate a whole school health and wellbeing process.	All teachers trained in PATHs All Teachers are applying PATHs in the classroom	31 st Jan 2017	Lead Team and staff Lead Team Teaching staff	Mental Health Screening tool in place Mental Health Support team visit school and present information. Review behaviour data. Behaviour management policy review. Tool kit for relief teachers to use focused on Ryoka skills Share sessions to see where each teacher is at.
2. Health and wellbeing policy is written.	Teachers are aware of Kids Matter Teachers have a working understanding of the policy and the strategic plan.	T1, Wk1. 2017	Lead Team	Staff had Professional learning with Kids Matter
3. Common language and approaches to classroom management. All staff update and participate in CMS training.	All teaching staff are trained in CMS.	T1, Wk. 1 2017	Lead team	Teachers are able to have collaborative conversations using CMS Language
4. Partnership with an educational facility such as a university, as per focus 2.5 Professional groups will be offered partnerships for training undergraduate speech therapists, Occupational therapists etc.	School provides an environment where young professionals can practice their skills. Students without referrals gain access to specialized undergraduates and Masters students.	T3, Wk. 7 2016 T3, Wk. 7 2017 T3, Wk. 7 2017 T4, Wk. 7 2017	Principal Lead team Lead team All staff	Southwell PS & ECU have a partnership agreement Participation of undergraduates at Southwell increases from 2015 total of three 10 day and one 10 week student teachers. Southwell students express an increased sense of engagement with school through School Survey. High risk students demonstrate increased academic capacity (CATs results) Southwell students access current best practice in: Occupational therapy, Speech therapy or recreational development of fine/gross motor skills. Teachers utilize the skills of undergraduates to develop plans that develop the whole child's capacity to operate in society.

References and Acknowledgements
 National Standards for Family-School Partnerships. (2015) **National PTA Headquarters, 1250 N. Pitt Street, Alexandria, Virginia 22314** <http://www.pta.org/nationalstandards>
 Center for Prevention & Early Intervention. (2015) 730 Harrison Street. San Francisco, California 94107 http://www.wested.org/online_pubs/cpei/social-emotional.pdf
 Fogarty Foundation. www.fogartyedvance.org.au
 East Hamilton Hill Primary school.
 Teaching: a teacher's take on... Meet WALT, WILF, WALA & TIB retrieved from: <https://teachling.wordpress.com/> on 11th Sept 2015