



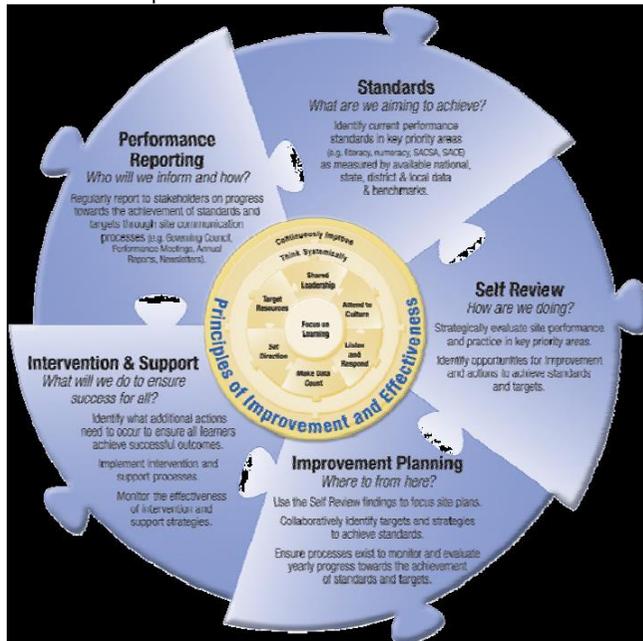
WALKERVILLE PRIMARY SCHOOL

Improvement Plan 2017-19

INTRODUCTION

Walkerville Primary School plans for and implements improvement in a way that builds upon strengths and actions identified priorities.

The DECD Improvement and Accountability Framework outlines the principles of improvement and effectiveness that are embedded in the school's Improvement Plan.



DECD Improvement and Accountability Framework

Principle 1 - Improvement Planning

1. Powerful Learners
2. Resilient People

Both underpinned by:

- Guaranteed & Viable Curriculum
- Solid Foundations in the Early Years
- Effective Use of Digital Technologies as a learning tool.

Principle 2 – Intervention & Support

- Student Review Team

Principle 3 - Performance Reporting

- Annual Reports
- Governing Council & Newsletters

Principle 4 – Standards

- High Standards and Targets based on historic data, ICSEA like-schools, state and national benchmarks in NAPLAN, Running Records and PAT-R and PAT-M Testing.

Principle 5 – Self Review

- Ongoing Review
- Internal Review Day annually
- External Review by DECD every four years
- Partnership Review every two years

OUR VISION

'Achieving personal excellence in a team environment' is the articulated vision shared by the school community and is achieved through the provision of:

- a safe and supportive learning environment
 - diverse and challenging curriculum,
- with an emphasis on fostering:
- self-motivated, powerful learners.

OUR VALUES

The school community models the values of

- **CARE** - to provide a safe, supportive and friendly learning environment
- **COOPERATION** - to establish an effective partnership amongst students, staff & parents
- **COMMITMENT** - to create stimulating learning experiences that challenge students to reach their potential and to strive for excellence.



Book Week Care and Cooperation

OUR CONTEXT

Walkerville Primary School caters for an increasing and diverse enrolment of over 690 students from Reception to Year 7, characterised by high levels of student achievement. Our challenge is to support and challenge our students to become powerful and resilient learners, and highly capable and compassionate global citizens & leaders.

OUR COMMITMENT

We are committed to developing Powerful Learners and Resilient People. This is underpinned by a focus on a Guaranteed and Viable (Australian) Curriculum, Solid Foundations in the Early Years and Effective Use of Digital Technologies as a learning tool.

On the following pages our Improvement Plan has been refined, with evidence & data, strategies, outcomes and targets included to reflect the recommendations from our External School Review conducted in March 2017.

David Chadwick
Principal

Rolf Scharfbillig
Governing Council Chairperson.

Walkerville Primary School Improvement Plan 2017-19

Developing Powerful Learners

Current Evidence & Data	Actions	Outcomes/Targets
<p><u>EVIDENCE</u> Research identifies that in order for students to be successful they need to develop a wide range of skills in problem solving, critical and creative thinking, communication and collaboration.</p> <p>We know that when students are positioned as active participants in the learning, improvement is accelerated.</p> <p>A positive learner disposition impacts on greater student learning progress and achievement.</p> <p>A reliable indicator of “Powerful Learners” is the percentage of students achieving in the Higher Skill Bands in NAPLAN Testing.</p> <p><u>DATA</u> <i>NAPLAN Numeracy Higher Bands in 2016:</i> Data indicates the following percentages of students’ Higher Band achievement: WALKERVILLE PRIMARY SCHOOL Year 3 (51.7%) Year 5 (37.1%) Year 7 (46.3%) ADELAIDE PROSPECT PARTNERSHIP Year 3 (44.9%) Year 5 (29.9%) Year 7 (41.2%) DECD Year 3 (24%) Year 5 (16%) Year 7 (20%)</p> <p><i>NAPLAN Reading Higher Bands in 2016:</i> Data indicates the following percentages of students’ Higher Band achievement: WALKERVILLE PRIMARY SCHOOL Year 3 (60.7%) Year 5 (52.9%) Year 7 (29.3%) ADELAIDE PROSPECT PARTNERSHIP Year 3 (61.4%) Year 5 (48.5%) Year 7 (36.5%) DECD Year 3 (40%) Year 5 (28%) Year 7 (22%)</p>	<p><u>KEY STRATEGIES</u> Develop Powerful Learners who are engaged in intellectual challenge and deep thinking through the implementation of consistent pedagogy informed by recognised frameworks and implemented across all year levels.</p> <p>Establish student agency within learning through shared inquiry into, and implementation of, strategies that enable students to understand the criteria for success and monitor their progress towards known learning goals.</p> <p>Design learning responsive to students’ needs through deep analysis of data to identify miscues and strengths of all learners and inform strategic planning.</p> <p><u>SUPPORTING ACTIONS</u> Support teachers to engage learners in task design, assessment and feedback processes aligned to TfEL.</p> <p>Further develop the “Teach On” Model in 2017 with the Adelaide Prospect Partnership.</p> <p>Refine strategies using “line of sight” data to track and monitor learner progress to inform levels of intervention & support.</p> <p>Trial strategies for collecting, analysing and responding to learner engagement and dispositional data/evidence.</p> <p>Trial a strategy for monitoring the writing progress and achievement of all learners at all year levels. eg. Brightpath.</p> <p>Work collaboratively with our EALD teacher to moderate language and literacy levels across the school.</p> <p>Implement a planned approach to Learning Design, Assessment and Moderation practices across the school and with the Adelaide Prospect Partnership.</p> <p>Each teacher will trial and provide feedback on the Mathematics ‘viable and guaranteed curriculum’.</p>	<p><u>OUTCOMES</u> Professional learning teams are embedded as a key strategy for improving teacher effectiveness.</p> <p>Teachers are using a range of learner dispositional data as feedback and evidence for teachers to evaluate their powerful learning practices.</p> <p>Each teacher is using “line of sight” data to track, monitor and respond to each learner’s progress and achievement in Numeracy & Literacy.</p> <p>‘Viable and guaranteed curriculum’ is evident in whole of school Numeracy and Literacy agreements and practice.</p> <p>Consistency of teacher judgement is improved through teacher engagement in the Learning Design, Assessment and Moderation Strategy.</p> <p>Pedagogical data reflects improved teacher effectiveness in designing learning for stretch and engagement in mathematics.</p> <p><u>TARGETS</u> <i>Higher Band Literacy Achievement Targets*:</i> Year 3 (65%), Year 5 (55%), Year 7 (50%) <i>*based on recent best performance.</i></p> <p><i>Higher Band Numeracy Achievement Targets*:</i> Year 3 (55%), Year 5 (40%), Year 7 (50%) <i>*based on recent best performance.</i></p>

Walkerville Primary School Improvement Plan 2017-19

Developing Resilient People

<i>Current Evidence & Data</i>	<i>Actions</i>	<i>Outcomes/Targets</i>
<p><u>EVIDENCE</u> Schools play a vital role in promoting the social and emotional development and wellbeing of young people.</p> <p>Student resilience and wellbeing are essential for both academic and social development and this is optimised by the provision of safe, supportive and respectful learning environments. Schools share this responsibility with the whole community.</p> <p>Not only do confident, resilient children with a capacity for emotional intelligence perform better academically, these skills can also contribute to the creation of strong social bonds and supportive communities, and the maintenance of healthy relationships and responsible lifestyles.</p> <p><u>DATA</u> The 2016 DECD Survey of Wellbeing and Student Engagement indicated the following percentages for Walkerville Primary School students in the "HIGH" category:</p> <p><i>Wellbeing:</i> Happiness 68% Optimism 43% Life satisfaction 63% Perseverance 67% Emotional Regulation 46% Sadness 66% Worries 53%</p> <p><i>Support & Engagement:</i> Connections with Adults at School 63% Emotional Engagement with Teacher 78% Cognitive Engagement 77% Peer Belonging 75% Friendship Intimacy 84% Sleep 49% Eating Breakfast 87%</p>	<p><u>KEY STRATEGIES</u> Build upon the school's collaborative culture and progress pedagogical development through processes strategically designed and dedicated to maximise collective learning and shared responsibility.</p> <p>Continue to develop teaching and learning strategies/practices to promote the development of Growth Mindsets and resilience.</p> <p>Continue to review, refine and implement processes to improve school culture and reduce the incidence of inappropriate behaviour, bullying and harassment.</p> <p><u>SUPPORTING ACTIONS</u> Effectively inform parents of wellbeing strategies to promote engagement and understanding, which will enable them to support achievement of desired behavioural and learning outcomes through the school website, newsletters, Parent- Teacher Interviews and Harmony Day.</p> <p>Annual Wellbeing and Student Engagement Survey is conducted, reviewed and responses implemented.</p> <p>Yard and Office Time Out data collated and discussed for all students.</p> <p>All teachers actively implement the School Behaviour Management Policy.</p> <p>Processes for data collection and analysis (behaviour) and parent communication/notifications are reviewed.</p> <p>Review current student leadership and engagement program and implement improvements including SRC, House Captains, junior primary leadership and whole school programs.</p> <p>Participate in "The Resilience and Wellbeing Toolbox" and the NESLI "Australian Teachers Wellbeing Toolkit".</p> <p>Multiple measures of data are collected and analysed to understand effectiveness of initiated programs.</p>	<p><u>OUTCOMES</u> Students develop a love of learning and belief in self.</p> <p>Teachers explicitly embed strategies to develop resilience in student learning in planning and teaching.</p> <p>Students demonstrate respectful and inclusive behaviours in line with the school values.</p> <p>Students able to articulate and demonstrate understanding of respectful behaviours.</p> <p>Students demonstrate confidence in their learning as identified in student surveys.</p> <p>Students develop Growth Mindsets and Resilience skills.</p> <p><u>TARGETS</u> By 2019 DECD Survey of Wellbeing and Student Engagement will indicate at least the following percentages for Walkerville Primary School students in the "HIGH" category:</p> <p><i>Wellbeing:</i> Happiness 70% Optimism 50% Life satisfaction 70% Perseverance 70% Emotional Regulation 50% Sadness 70% Worries 60%</p> <p><i>Support & Engagement:</i> Connections with Adults at School 70% Emotional Engagement with Teacher 80% Cognitive Engagement 80% Peer Belonging 80% Friendship Intimacy 90% Sleep 60% Eating Breakfast 95%</p>