

Date: December 10<sup>th</sup> 2017

# 2018 IMPROVEMENT PLAN (Interim)

Bellerive Primary School

<p><b>Priorities</b></p> <p><i>What matters most for this year?</i></p>	<p><b>Analysis of data and evidence</b></p> <ul style="list-style-type: none"> <li><i>What do we see in the data and evidence?</i></li> <li><i>Why are we seeing what we are?</i></li> <li><i>What, if anything should we be doing about it?</i></li> </ul>	<p><b>Objectives (Outcomes)</b></p> <p><i>What do we want to achieve?</i></p>	<p><b>Strategies</b></p> <p><i>What will we do?</i></p>	<p><b>Evaluation Measures</b></p> <p><i>How do we know we are achieving our objectives?</i></p>
<p>Mathematics</p>	<p><b>Data</b></p> <p>PAT Maths</p> <ul style="list-style-type: none"> <li>2017 Scale Scores               <ul style="list-style-type: none"> <li>5<sup>th</sup> Percentile: 92.1</li> <li>25<sup>th</sup> Percentile: 107.5</li> <li>Median: 118</li> <li>75<sup>th</sup> Percentile: 130</li> <li>95<sup>th</sup> Percentile: 142.6</li> </ul> </li> <li>Achieving above the norm mean at all grade levels</li> <li>Narrow spread of results</li> </ul>	<p>Improve learning outcomes consistently across all year levels</p> <ul style="list-style-type: none"> <li>Build teacher capacity in the area of mathematics teaching</li> <li>Consistency across classes and year level in the Mathematics program being implemented and student learning outcomes</li> </ul>	<p>Development, document and implement whole school practices in mathematics including the areas of:</p> <ul style="list-style-type: none"> <li>Lesson and unit structures</li> <li>Approach to explicitly teaching problem solving strategies</li> <li>Use of subject specific vocabulary</li> <li>Assessment practices</li> </ul>	<p>Consistent approaches in teaching Mathematics evident in all classrooms.</p> <p>All teams implementing and analysing common formative assessment tasks as part of their inquiry cycles.</p> <p>All students identified as Gifted or Talented in the area of Mathematics engaged in an extended learning program.</p> <p>PAT Maths:</p>

	<ul style="list-style-type: none"> <li>• Year 1 and Year 5 95<sup>th</sup> percentile below norm</li> <li>• The percentage of students performing at or above 50<sup>th</sup> increased from 60.98% in 2016 to 70.1% in 2017</li> </ul> <p>PIPS Numeracy</p> <ul style="list-style-type: none"> <li>• 12% improvement in mean percentile between 1<sup>st</sup> and 2<sup>nd</sup> test</li> <li>• Individual class improvement 21.0%, 1.6% and 13.5%</li> <li>• 11 students making more improvement than state-wide cohort</li> <li>• 3 students making less improvement than state-wide cohort</li> <li>• 4 students classified as 'Below' on the 2<sup>nd</sup> Numeracy assessment (5 on 1<sup>st</sup> assessment)</li> </ul>	<ul style="list-style-type: none"> <li>• Consistency in teacher assessment practices</li> <li>• Accurately and efficiently identifying and meeting the needs of student who are gifted or talented in Mathematics</li> </ul>	<p>Continue to engage in collaborative inquiry cycles investigating highly effective teaching of Mathematics with a focus on the development and implementation of regular common formative assessment tasks</p> <p>Engage in focussed peer observations with a focus on where teachers have the greatest impact on student learning</p> <p>Develop and implement a whole school approach to the identification of gifted and talented students and engaging relevant students in extended learning programs that address their needs:</p> <ul style="list-style-type: none"> <li>• Personal Learning Plans</li> <li>• Personalised learning</li> <li>• Gifted Online programs</li> <li>• Maths Extension</li> </ul>	<ul style="list-style-type: none"> <li>• Median scale score increase from 118 to 121</li> <li>• All year levels' 95<sup>th</sup> percentile above the norm</li> <li>• All year levels will have 30% or more students performing at 75<sup>th</sup> percentile and above</li> <li>• 71% of all students performing at or above 50<sup>th</sup> Percentile</li> <li>• 92% of all students performing at or above 25<sup>th</sup> Percentile and above</li> </ul> <p>PIPS Numeracy</p> <ul style="list-style-type: none"> <li>• All classes making an improvement of 12% in mean percentile between 1<sup>st</sup> and 2<sup>nd</sup> assessment</li> </ul>
--	--	--	--	--



- 20 students classified as 'Well Above' on the 2<sup>nd</sup> assessment (20 on 1<sup>st</sup> assessment)

#### NAPLAN

- Year 3 and Year 5 averages above similar school, state and national averages
- Comparison to 2016 results:
  - Year 3 average decreased from 441 in 2016 to 424 in 2017
  - Year 5 average increased from 498 in 2016 to 515 in 2017
  - Number of Year 3 students achieving band 6 decreased from 34% in 2016 to 18% in 2017
  - Number of Year 5 students achieving band 8 decreased

Utilise Mathematics Curriculum Mapping Documents to develop and implement team level, whole year Mathematics plans

- Increase the number of students being classified as 'Well Above' between 1<sup>st</sup> and 2<sup>nd</sup> assessment

#### NAPLAN Numeracy

- Year 3 mean score 437 or greater
- Year 5 mean score 530 or greater



from 13% in 2016 to  
8% in 2017

### **Why**

Collaborative teams have begun engaging in cycles of inquiry

Professional learning provided by Rob Vingerhoets focussing on lesson structure, use of keywords and open-ended questions/tasks

Little or no formal peer observations of colleagues

There has been no formal process for identifying students to participate in Gifted Online programs

### **What To Do**

Implement whole school approaches to teaching Mathematics



	<p>Consistent collaborative use of common formative assessment tasks to analyse student data and identify highly effective teaching practice</p> <p>Engage staff in regular peer observations</p> <p>Develop and implement whole school procedures for identifying gifted and talented students</p>			
Wellbeing	<p>In the 2017 staff survey the following staff ratings were provided:</p> <p>Staff are well supported at this school – 8.1</p> <p>I feel like I am part of my school community – 8.8</p> <p>In all the school surveys the ratings for the statement, ‘<i>Student behaviour is well managed at this school</i>’ are:</p>	<p>To implement an inquiry to identify what the key priorities to address are to enhance staff wellbeing at our school.</p> <p>To provide a positive school environment for our students in terms of safety, opportunities, happiness and self-belonging.</p> <p>To implement an inquiry and establish alternative</p>	<p>Staff Wellbeing</p> <ul style="list-style-type: none"> <li>• Complete a literature study and identify the key elements of staff wellbeing</li> <li>• Scan and access by surveying staff with a measuring tool to identify the key areas to address in enhancing staff wellbeing</li> </ul>	<p>Staff Wellbeing</p> <ul style="list-style-type: none"> <li>• In 2018 the staff survey rating for the statements listed will be 9.0 or greater.</li> <li>• The measuring tool used in the inquiry will be completed again in November to ascertain improvements in staff wellbeing</li> </ul>



	<p>Students – 6.5 Parents – 8.4 Staff – 8.8</p> <p>The low rating by students compared to parents and staff is a concern.</p> <p>There were 4 school suspensions in 2017. Our normal figure is zero and adequately meeting the needs of students with high level behaviour issues is a priority.</p>	<p>programs to support disengaged students.</p>	<ul style="list-style-type: none"> <li>• Develop strategies to address the major areas of concern with staff wellbeing at school.</li> </ul> <p>Student Wellbeing</p> <ul style="list-style-type: none"> <li>• Implement the action plan formulated by staff in 2017 to further improve student behaviour.</li> <li>• Commence a school inquiry to establish strategies/ program to support disengaged students.</li> <li>• Meet with Jeff Thomas from UTAS to commence this inquiry</li> </ul>	<p>Student Wellbeing</p> <ul style="list-style-type: none"> <li>• The rating in the 2018 student survey for the behaviour statement will be 8.0 or greater.</li> <li>• A policy to support disengaged students will be developed.</li> </ul>
--	--	---	---	--



Early Years	In 2017 there were 79 children who attended B4. 39 children attended Pre-Kinder which is 73% of the 2018 Kindergarten cohort.	To continue to build and maintain strong relationships in the LiL Programs	<ul style="list-style-type: none"> <li>• Provide school information and support to all families through school communication channels such as Dojo, emails and the newsletter.</li> <li>• Principal to meet with all Pre Kinder families during enrolment discussions</li> <li>• Principal visits all CHAPS referrals in the Bellerive home area.</li> <li>• Empower our parents as educators of their children through</li> </ul>	<ul style="list-style-type: none"> <li>• A high attendance rate of families will be maintained or will build over the year.</li> </ul> <p>2017 B4 – 50 (regular families) Pre-Kinder – 75% of the 2019 Kindergarten cohort.</p>



	<p>In 2017 there were 2 children identified as being at risk in B4 and 9 children in Pre-Kinder, with extra support provided to these 9 by B4 staff attending sessions. Our KDC data shows that each year a number of students at risk at the start of the year:</p> <p>KDC - At risk students:  2015  Check 1 – 24 Check 2 – 7  2016  Check 1 – 30 Check 2 – 15  2017  Check 1 – 20 Check 2 – 5</p>	<p>To support vulnerable families who face difficulties accessing the LiL Programs and other services in the community and supporting at risk students.</p>	<p>information sessions and helping parents to engage in play-based learning during sessions</p> <ul style="list-style-type: none"> <li>• Provide customised sessions during the afternoon to families with children who may struggle in the larger setting.</li> <li>• Have Take-Home kits available that support a range of needs including fine motor, gross motor and speech.</li> <li>• Support staff, including Speech Pathologist, School Health Nurse and School Chaplin to support families in need and to provide information to all families</li> </ul>	<ul style="list-style-type: none"> <li>• Vulnerable families will feel supported and will attend the LiL Programs on a regular basis</li> <li>• Student KDC results will be maintained or improved.</li> </ul> <p>KDC - At risk students:  2017  Check 1 – 20 Check 2 – 5  Only 25% of students at risk in Check 1 were also at risk by the end of the year.</p> <ul style="list-style-type: none"> <li>• Early intervention will mean our PIPs results will each improve:  Literacy – 12% percentile increase</li> </ul>
--	--	---	--	---





	<p>Research shows that play-based or inquiry based learning is fundamental in brain development and supports language and communication development, socio-emotional and cognitive development, physical development and the development of self-regulation.</p>	<p>To extend play-based learning from our LiL Programs to our 1/2 classes and then beyond.</p>	<ul style="list-style-type: none"> <li>• LiL Team to meet regularly (1 – 2 times per term) to discuss which children are at risk and to create and add to a tracking document outlining issues/concerns, supports provided and actions required.</li> <li>• Grade teams to engage in an inquiry about what play-based/ inquiry-based learning looks like at BPS.</li> <li>• Educating our parents &amp; the community, looking for opportunities to model and share.</li> <li>• For the Kinder and Prep Teams to develop a consistent approach in line with our shared understanding.</li> </ul>	<p>Numeracy 12% percentile increase</p> <p>Professional Learning and Collaboration will lead to a shared understanding of best practice.</p> <p>Shared understanding will be evident within collaborative planning for the Kinder and Prep teams</p>
--	--	--	--	--





--	--	--	--	--

