

GUMERACHA PRIMARY SCHOOL ~ SITE IMPROVEMENT PLAN 'TOGETHER WE ACHIEVE'

Our Vision

To build a cohesive learning community of lifelong learners who have the capacity to contribute positively as citizens of the 21st Century

Our Values

Respect Fairness Responsibility

Our Expectations

Gumeracha Primary School uses six 'Keys to Success' to shape the expectations we have of our students.

These are:-

Confidence Organisation
Persistence Resilience Creativity
Getting Along

Our Priorities for 2012

- Improved literacy outcomes across the curriculum for all students
- Improved numeracy outcomes across the curriculum for all students
- The development of independent learning skills, especially with students in the Middle and Upper Primary classes

Beliefs About Learning

We believe that the following are vital in shaping learning outcomes for our students:-

- A focus on the importance of literacy and numeracy across the curriculum
- Individualised student learning programs & the provision of support programs
- Skills in, and the discriminating use of, a range of learning technologies
- Opportunities for critical and creative thinking and the development of higher order thinking skills
- The development of self-motivated, independent learners who ask questions and seek answers
- Opportunities for students to develop initiative and enterprise
- The fostering of positive relationships
- Equity, social justice, democracy, open communication, and inclusive practices in all aspects of school life
- Respect for oneself and a responsibility for looking after oneself and for self- reflection
- Respect for and the valuing of others, their opinions and ideas; and an appreciation of diversity
- Collaboration and shared leadership across the whole school community; opportunities to take on leadership roles; and participatory decision making
- The development of strong community links
- A focus on the environment and issues related to sustainability
- A focus on the importance of lifelong learning



Gumeracha Primary School

2012 Emergent Plan



Government
of South Australia
Department for Education
and Child Development

In 2012, the school will focus on three main priorities:-

- Improved literacy outcomes across the curriculum for all students
- Improved numeracy outcomes across the curriculum for all students
- The development of independent learning skills, especially with students in the Middle and Upper Primary classes

Underpinning the focus on these priorities there will be a continuing aim to use Teaching for Effective Learning (TfEL) guidelines and Assessment for Learning (AfL) approaches as the main drivers of pedagogical practice.

Literacy		
<i>INQUIRY QUESTION: What strategies are required to ensure improved literacy outcomes across the curriculum for students?</i>		
Current Evaluation Measures	Strategies	Targets
Formal Tests:- ○ NAPLAN ○ Running Records ○ Waddingtons Teacher Assessment:- ○ Ongoing assessment ○ Perception data Key findings:- ○ A significant number of our students are performing below state and regional averages in all aspects of literacy ○ A small number of our students are performing below the National Benchmark in NAPLAN	○ Use existing data collection measures to screen for students needing additional testing ○ Explore the use of additional assessment instruments that provide diagnostic data ○ Use data obtained from diagnostic assessment instruments to structure STLPs for those students requiring Wave 2 literacy support ○ Adopt Wave 1, 2 & 3 approaches during whole school literacy block with focus on the 'Big Six' of literacy: Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency, Comprehension ○ Trial 'Read-Up' approach for students on STLPs during Term 1 ○ Increased use of SSO time to support students on STLPs ○ Use ESL moderation at start of Terms 2 and 4 to assess literacy levels across the curriculum ○ Make literacy links explicit in other areas of the curriculum so that students realise that skills are transferrable ○ Build subject specific vocabularies with students ○ Continued PD for SSOs and teachers in use of assessment instruments and setting up STLPs	○ Revised assessment regime in place by end of Term 1 ○ Early identification of students requiring STLPs (ie those falling six months or more behind chronological age in reading scores) – by Week 4 of Terms 1 and 3 ○ Measurable improvement in performance by students on STLPs or NEPs ○ Consistent improvement evident in those attending 'Read Up' sessions ○ Age-appropriate growth in reading levels for all other students ○ Evidence of the use of subject-specific language in classrooms ○ 100% participation in Premier's Reading Challenge

Numeracy		
<i>INQUIRY QUESTION: What strategies are required to ensure improved numeracy outcomes across the curriculum for students?</i>		
Current Evaluation Measures	Strategies	Targets
<p>Existing standardised tests:-</p> <ul style="list-style-type: none"> ○ NAPLAN ○ 'I Can Do Maths': R-Y2 ○ PAT Maths: Y3-Y7 <p>Teacher Assessment:-</p> <ul style="list-style-type: none"> ○ Ongoing assessment ○ Perception data ○ <p>Key findings:-</p> <ul style="list-style-type: none"> ○ A small number of our students are performing below the National Benchmark in NAPLAN 	<ul style="list-style-type: none"> ○ Refine use of 'I Can Do Maths' and PAT Maths tests so that we are able to obtain data that can be used to identify students needing support in specific areas of numeracy ○ Continue to develop automaticity skills at all levels – both as Wave 1 and Wave 2 approach ○ Focus on the requirements of the Australian Curriculum in Maths so that all students are taught skills at the appropriate standard through differentiated approaches ○ Continue to explore possibility of using 'Quick Smart' as a means of STLP support ○ Continued PD for SSOs and teachers in use of assessment instruments and setting up STLPs for students with identified numeracy problems ○ Make numeracy links explicit in other areas of the curriculum so that students realise that skills are transferrable ○ Continued use of Mathletics computer program to develop range of numeracy skills 	<ul style="list-style-type: none"> ○ Assured use by teachers and SSOs of test materials & results to identify students needing support in Maths ○ Early identification of students requiring STLPs in numeracy through use of class testing and perception data in first instance ○ Use of standardised tests in Term 3 to benchmark student progress as they progress through school ○ Age-appropriate growth in numeracy levels for all students as described by Australian Curriculum standards ○ Students demonstrate increased ability to transfer numeracy skills to other learning areas ○ In NAPLAN tests, students demonstrate improved skills in dealing with word problems ○ Students demonstrate increasing levels of automaticity in range of numeracy activities

Independent Learning

INQUIRY QUESTION: What strategies are required to ensure that students develop the skills needed for independent learning and that they are prepared for the approaches being used at Birdwood High School?

Current Evaluation Measures	Strategies	Targets
<p>Teacher Assessment:-</p> <ul style="list-style-type: none">○ Perception data	<ul style="list-style-type: none">○ As a staff, create charts and diagrams (eg Y-chart, Lotus Diagram) showing the skills/attributes that independent learners should display○ Checklists and rubrics created for all year levels against which development of independent learning attributes can be mapped○ Provide students in all classes with opportunities to practise these independent learning skills○ Creative problem-solving and Higher Order Thinking Skills used as an integral part of activities designed to enhance independent learning skills○ Use of Assessment for Learning strategies which assist students to focus on their learning○ Use of Teaching for Effective Learning approaches which assist students to focus on how to become more effective learners○ Liaise closely with Birdwood High School so that transition from Year 7 to Year 8 is made more seamless○ Carry out an audit of our existing ICT provision and develop Action Plan for upgrade of hardware/software that lends itself to an independent learning environment○ Assess the use of teaching spaces which lend themselves to an independent learning environment	<ul style="list-style-type: none">○ Staff and students demonstrate a clear understanding of the skills needed to become independent learners○ A cohort of students who, by the end of Year 7, display a range of skills that have been identified as those needed to function as independent learners○ An integrated Action Plan for Independent Learning○ Evidence in all classrooms that students are developing independent learning skills