



Cadell Primary School

2018-19 Site Improvement Plan

Small but Strong

Persistence ~ Respect ~ Responsibility ~ Tolerance

Vision

Cadell Primary School is a unique, community-driven school full of learning, laughter and friendship. We are committed to providing a happy, secure and stimulating environment where all children are motivated, valued, self-confident and empowered to reach their full potential.

Statement of Purpose

The Purpose of Cadell Primary School is to provide an educational programme that will develop in each student a passion and purpose for learning and a commitment to maximising his/her learning potential. At Cadell Primary we concentrate not only on “what to learn” but more on “how to learn”.

DECD STRATEGIC PLAN 2018 - 2021

1. Giving Children a Head Start	2. Focus on Literacy and Numeracy	3. Educating Students for Tomorrow's Jobs
4. Help Every Student to Achieve Their Best	5. Support for Teachers to Deliver Great Results	

WAIKERIE PARTNERSHIP GOALS

<ul style="list-style-type: none"> • Improve the literacy achievement and growth for all learners • Improve numeracy achievement and growth for all learners 			<ul style="list-style-type: none"> • Every educator knows what high quality teaching and learning improvement looks like • Strengthening parent and community learning engagement 		
ENGLISH – COMPREHENSION AND WRITING R-7 <ul style="list-style-type: none"> • Improve comprehension – visual, aural and reading • Continue building vocabulary in all curriculum areas to assist with comprehension • Enhance quality of writing in different genres 	MATHEMATICS R-7 <ul style="list-style-type: none"> • Improve comprehension – visual, aural and reading • Students to feel more successful with worded problems 		STUDENT WELL-BEING AND ATTENDANCE <ul style="list-style-type: none"> • Increase the average attendance • Develop growth mindset for learning 		

ENGLISH –COMPREHENSION AND WRITING R-7

	Key Priorities	Targets	Evidence	Strategies																		
	<ul style="list-style-type: none"> Improve comprehension – visual, aural and reading Continue building vocabulary in all curriculum areas to assist with comprehension Enhance quality of writing different genre 	<p>Running Record Levels</p> <ul style="list-style-type: none"> 100% of students at SEA by September <table border="1" style="margin-left: 20px;"> <tr><td>Reception</td><td>5</td></tr> <tr><td>Yr 1</td><td>15</td></tr> <tr><td>Yr 2</td><td>21</td></tr> <tr><td>Yr 3</td><td>30</td></tr> </table> <p>PAT-R Comprehension</p> <ul style="list-style-type: none"> 100% of students at DECD - SEA <table border="1" style="margin-left: 20px;"> <tr><td>Yr 3</td><td>100</td></tr> <tr><td>Yr 4</td><td>110</td></tr> <tr><td>Yr 5</td><td>115</td></tr> <tr><td>Yr 6</td><td>120</td></tr> <tr><td>Yr 7</td><td>124</td></tr> </table> <ul style="list-style-type: none"> 100% of students achieve expected growth <p>EALD</p> <ul style="list-style-type: none"> 100% of students make 1 level or more level growth in 12 months BrightPath moderation <p>Teacher Quality</p> <ul style="list-style-type: none"> 100% of teachers attend professional learning, lesson observations/coaching at RWSSN, Waikerie Partnership and site levels 	Reception	5	Yr 1	15	Yr 2	21	Yr 3	30	Yr 3	100	Yr 4	110	Yr 5	115	Yr 6	120	Yr 7	124	<ul style="list-style-type: none"> Running Records data analysed and student progress monitored twice per term Each term students assessed against Australian Curriculum Achievement Standards Analysis of PAT-R Comprehension data in term 4 to determine individual, class and school needs Diagnostic analysis of NAPLAN data in term 4 to identify next steps, teacher learning and future directions Compare scatter graphs term 1&4 for disposition to reading and understanding Student review each staff meeting Formulation of data wall in term 4 Analysis EALD data each term Provide authentic feedback to guide continuous improvement Students writing samples moderated and evaluated 	<p>The Leader will:</p> <ul style="list-style-type: none"> Budget finances for resources and PD, and organise Pupil Free Days and RWSSN meetings Timetabling for support structures to enable early intervention for identified students (more than one year below SEA standard. Data collected and analysed to focus teaching and learning (part of the data wall) Enable BrightPath learning and moderation Use Literacy First and Better Schools Funding to allocate teacher resource to identified 3 wave intervention students for explicit teaching in Reading and writing <p>Teachers will:</p> <ul style="list-style-type: none"> Analyse NAPLAN, PAT-R & EALD data to identify priority areas for comprehension and writing Using site data to identify students with learning needs Review the whole site approach to English, focus comprehension and writing Using techniques such as 'repeated', 'reciprocal' & 'Guided' reading with a focus on extracting explicit information and inferencing Celebrating success with reading rewards and vouchers Development of ILPs through 3-way interviews and subsequent monitoring of individual student comprehension and writing goals focus on expanding on their writing Take running records at least twice per term Review and monitor EALD data Explicit teaching elaborating writing Build upon current progress Identify students from data who need 3 wave intervention to help them meet the SEA Plan specific and targeted strategies to support 3 wave intervention students in reading and writing Set high impact strategies and goals in student ILPs to enable wave 3 students to meet SEA <p>Students will:</p> <ul style="list-style-type: none"> Use a range of question types to get information from texts. Students to have daily reading opportunities with emphasis
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				<p>on Comprehension and fluency.</p> <ul style="list-style-type: none"> • Students to receive regular feedback on progress and achievements • Peer reading and tutoring with a focus on Comprehension • Use IT to support their reading and writing • Be engaged in writing lessons and checking for elaboration of their writing
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MATHEMATICS R-7				
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	Key Priorities	Targets	Evidence	Strategies
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	<ul style="list-style-type: none"> • Improve comprehension – visual, aural and reading • Students to feel more successful with comprehension of worded problems to assist with problem solving 	<p>PAT-MATHS</p> <ul style="list-style-type: none"> • 100% of students at SEA by September <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Yr 3</td> <td style="text-align: center;">110</td> </tr> <tr> <td style="text-align: center;">Yr 4</td> <td style="text-align: center;">115</td> </tr> <tr> <td style="text-align: center;">Yr 5</td> <td style="text-align: center;">120</td> </tr> <tr> <td style="text-align: center;">Yr 6</td> <td style="text-align: center;">124</td> </tr> <tr> <td style="text-align: center;">Yr 7</td> <td style="text-align: center;">125</td> </tr> </table> <ul style="list-style-type: none"> • 100% of students above standard growth <p>NAPLaN</p> <ul style="list-style-type: none"> • 100% of students at year level appropriate band or above <p>Teacher Quality</p> <ul style="list-style-type: none"> • 100% of teachers attend professional learning, lesson observations/coaching and RWSSN & West End PLC sessions 	Yr 3	110	Yr 4	115	Yr 5	120	Yr 6	124	Yr 7	125	<ul style="list-style-type: none"> • Each term students assessed against Australian Curriculum Achievement Standards • Analysis of PAT-Maths data in term 4 to determine individual, class and school needs • Diagnostic analysis of NAPLaN data in term 4 to identify next steps, teacher learning and future directions • Compare scatter graphs term 1 & 4 for disposition to Maths 	<p><u>The Leader will:</u></p> <ul style="list-style-type: none"> • Budget and purchase resources, consumables and appropriate PD • Staff to maintain Quicksmart to improve fluency • Continue with 2 Maths groups which allows for more individualised learning. • Pupil Free Day, RWSSN & West End PLC to support learning and peer observations • Keep families informed through the newsletters of Maths strategies at home • Use Numeracy First and Better Schools Funding to allocate teacher resource to identified 3 wave intervention students for explicit teaching in Numeracy <p><u>Teachers will:</u></p> <ul style="list-style-type: none"> • Analyse NAPLaN & PAT – Maths data to identify areas of concern and students needing support • Attend and implement Problem Solving and mental strategies, and use QAR model • Collaborate and moderate student work within the network and cluster. • Planning days to share learnings, make adjustments to school organisation and share ideas. • Regular problem solving sessions with accompanying discussion on how students derived their answers. (Maths proficiencies) • Develop ILPs achievable goals with students based on areas being covered or fluency needs • Through Growth Mindset language encourage
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Yr 4	115													
Yr 5	120													
Yr 6	124													
Yr 7	125													

				<p>positive disposition to Maths and problem solving (confidence building)</p> <ul style="list-style-type: none"> • Identify students from data who need 3 wave intervention to help them meet the SEA • Plan specific and targeted strategies to support 3 wave intervention students in aspects of Numeracy • Set high impact strategies and goals in student ILPs to enable wave 3 students to meet SEA <p>Students will:</p> <ul style="list-style-type: none"> • Students to practise NAPLaN and multiple choice type questions • Students to work in groups to solve problems/investigations and verbalise their thinking/strategies. • Samples of student's work will be displayed at assemblies/newsletter/website/foyer displays
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STUDENT WELLBEING AND ATTENDANCE

	Key Priorities	Targets	Evidence	Strategies
	<ul style="list-style-type: none"> • Increase the average attendance • Develop growth mindset for learning 	<ul style="list-style-type: none"> • 93% attendance or above • < 1% 'unexplained's 	<ul style="list-style-type: none"> • 2018 attendance data • Student Opinion Surveys • Student selected highlights to each term 	<ul style="list-style-type: none"> • Teachers to follow the Attendance Improvement Plan • Report on attendance in every students' report • Newsletter articles highlighting attendance trends and issues • Sporting Schools grants to foster PE skills, fitness, wellbeing and engagement in school. • Continue with 'Play is the Way', 'Mind Up', 'Kimochis', and Child Protection Curriculum • Implement 'KidsMatter' framework • James Anderson – Growth Mindset • Continue with student committees • Continue with Student Voice in learning • Implement and extend the Learning Pit