

VISION

North Ingle School provides a safe and supportive learning environment, encouraging all students to strive for their personal best as powerful learners and successful global citizens.

MORAL PURPOSE

High quality teaching & learning programs and care for every child and young person at North Ingle School and Preschool.

VALUES

- ◆ Respect ◆ Integrity ◆ Caring
- ◆ Commitment ◆ Honesty

MOTTO

Achieving Together

North Ingle School & Preschool

STRATEGIC PLAN

2018-2019



SCHOOL PRIORITIES

- ◆ Literacy
- ◆ Numeracy
- ◆ Digital Technologies

MONTAGUE PARTNERSHIP PLAN

Empowering everyone to be the best learner they can be

Improving learning outcomes with a focus on literacy and numeracy achievement through the identification, development, and adaption and sharing of outstanding practices to promote consistency across the Montague Partnership.

BELIEFS ABOUT QUALITY TEACHING AND LEARNING

- Effective Literacy / Numeracy teaching needs to be intentional, explicit & systematic across the curriculum.
- All students can learn, therefore high expectations for ALL students.
- Quality teaching of Reading must include the 'BIG SIX' essential components of Reading Instruction.
- Data is required to monitor and measure effectiveness, of programs & student learning growth.
- Positive relationships with peers, staff & families are central to children's learning.
- Differentiating learning experiences which value student interests, needs & abilities enhance student engagement.
- Students are actively engaged with all aspects of the curriculum through authentic student voice and decision making of their learning

POWERFUL LEARNERS OF LITERACY & NUMERACY

North Ingle School is committed to higher achievement, engagement, intellectual stretch, resilience and a growth mind set for every learner in Results Plus expectations in Numeracy and Literacy development.

- Expectation A: Track and monitor every learner's growth
- Expectation B: Have a numeracy and literacy improvement cycle
- Expectation C: Enact changes in pedagogical practice
- Expectation D: Identify and enact clear intervention processes

ASSESSMENT, MONITORING AND EVALUATION

- Consistent R-7 approaches to assessing & reporting on student achievement
- Student achievement data informs Wave 1, 2 and 3 levels of intervention in Literacy and Numeracy
- Developing evidence from a range of Literacy & Numeracy student achievement data to inform practice and ensure systematic monitoring of student progress
- Closely monitor achievement data of Aboriginal students, EALD and Guardianship of the Minister
- Implement External Site Review recommendations and commendations
- Report against the Achievement Standards from the Australian Curriculum
- Reciprocal feedback is specific to the learning intention

CURRICULUM & STUDENT WELL-BEING DEVELOPMENT

- A whole school approach in implementing Literacy & Numeracy Blocks
- Ongoing review of common agreements in Numeracy & Literacy from Preschool to Year 7.
- Implement ICT within the General Capabilities of the Australian Curriculum
- Teachers designing and implementing engaging learning experiences within a differentiated curriculum that are responsive to ALL student needs and interests
- Implementation of the Australian Curriculum and the Teaching for Effective Learning Framework
- Monitor student attendance, mental health and well-being for learning
- Connect with support services
- To develop and support students cognitive, emotional, physical and social dimensions
- Pastoral Care Worker providing counselling support for students and families at risk and referring to relevant services
- The implementation of The Child Protection Curriculum.

PROFESSIONAL LEARNING

- Staff professional learning to focus on the Big 6 Reading components and Big Ideas in Number
- Professional learning that builds staff capacity to explicitly teach Literacy & Numeracy across the curriculum
- Opportunities for staff to work collaboratively in the design and delivery of quality teaching and learning programs
- Increase staff confidence and use of ICT & Digital Technologies in teaching and learning programs
- Professional Learning Communities (PLC'S) focus on student data, learning outcomes and improved practice
- Performance Development meetings align to Site Improvement Plan priorities
- Implement **Learning Design, Assessment and Moderation & Reflective Practices** aligned to the Early Years Learning Improvement Strategy Funding within Montague Partnership

North Ingle School | Site Improvement Plan | 2018

| Priorities and Targets | Quality Teaching and Learning Strategies | Evidence & Evaluation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------|-------------------|-------|------|------|------|------|--------|-------|-----|-------|-------|--------|-------|-----|-------|-------|-----------------|-----------------|-----------------|----------------|-------------|-------------|-------------|--------|-----|-----|-----|--------|-----|-----|-----|--------|-----|-----|-----|----------------|----------------------------|--------|-------------------|--------|--------------------|--------|---------------------|----------------|--|-----------|-----|------------|-----|------|--------|-----------------|----------------|--------|----|--------------|-----|--------|-----|-------------|-----|--------|-----|--------------|-----|--------|-----|--------------|-----|--------|-----|--------------|-----|--|--|
| <p>Literacy - Reading</p> <p>Key Objectives from 2015 External Site Review: Improve Literacy and Numeracy learning outcomes for ALL learners, with a focus on high expectations, by differentiating the curriculum and providing explicit instruction. Increasing the percentage of students who attain DECD SEA, increasing the number of students who attain achievement in the top 2 bands and retaining them in the higher bands as they progress through their schooling years. Students understand success criterion and quality work.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Running Records SEA Targets</p> <table border="1" data-bbox="100 533 744 569"> <tr> <td>Rec - Level 5</td> <td>Year 1 – Level 13</td> <td>Year 2 – Level 21</td> </tr> </table> <p>Improve percentage trend of students achieving the DECD SEA running records by 5% from 2014-2018</p> <table border="1" data-bbox="100 663 744 758"> <tr> <td></td> <td>2014</td> <td>2015</td> <td>2016</td> <td>2017</td> </tr> <tr> <td>Year 1</td> <td>66.7%</td> <td>60%</td> <td>56.3%</td> <td>71.4%</td> </tr> <tr> <td>Year 2</td> <td>52.2%</td> <td>65%</td> <td>85.7%</td> <td>68.4%</td> </tr> </table> <p>NAPLAN SEA Targets</p> <table border="1" data-bbox="100 825 744 856"> <tr> <td>Year 3 - Band 3</td> <td>Year 5 - Band 5</td> <td>Year 7 – Band 6</td> </tr> </table> <p>Improve percentage of students achieving the DECD SEA in Reading NAPLAN by 5% every year. 2015-2017 percentage trend</p> <table border="1" data-bbox="100 984 744 1115"> <tr> <td>Reading</td> <td>2015</td> <td>2016</td> <td>2017</td> </tr> <tr> <td>Year 3</td> <td>75%</td> <td>67%</td> <td>94%</td> </tr> <tr> <td>Year 5</td> <td>43%</td> <td>60%</td> <td>76%</td> </tr> <tr> <td>Year 7</td> <td>60%</td> <td>76%</td> <td>85%</td> </tr> </table> <p>Increase average percentage of students achieving in higher bands in NAPLAN Reading by 5%</p> <table border="1" data-bbox="100 1209 685 1352"> <tr> <td>Reading</td> <td>2015 – 2017 average</td> </tr> <tr> <td>Year 3</td> <td>36% (7 students)</td> </tr> <tr> <td>Year 5</td> <td>16% (2.7 students)</td> </tr> <tr> <td>Year 7</td> <td>18% (2.7 students)</td> </tr> </table> <p>Increase average percentage of students retaining higher bands in NAPLAN Reading by 5%</p> <table border="1" data-bbox="100 1455 724 1570"> <tr> <td>Reading</td> <td>Upper Progress Group 2015- 2017</td> </tr> <tr> <td>Year 3 -5</td> <td>21%</td> </tr> <tr> <td>Year 5 - 7</td> <td>36%</td> </tr> </table> <p>Improve percentage by 2% from 2017 PAT-R Comprehension Scale Scores:</p> <table border="1" data-bbox="100 1665 739 1917"> <tr> <td>2017</td> <td>Target</td> <td>No. of students</td> <td>% achieved SEA</td> </tr> <tr> <td>Year 3</td> <td>95</td> <td>18 out of 19</td> <td>95%</td> </tr> <tr> <td>Year 4</td> <td>106</td> <td>17out of 21</td> <td>81%</td> </tr> <tr> <td>Year 5</td> <td>112</td> <td>15 out of 22</td> <td>68%</td> </tr> <tr> <td>Year 6</td> <td>118</td> <td>16 out of 19</td> <td>84%</td> </tr> <tr> <td>Year 7</td> <td>120</td> <td>12 out of 13</td> <td>92%</td> </tr> </table> | Rec - Level 5 | Year 1 – Level 13 | Year 2 – Level 21 | | 2014 | 2015 | 2016 | 2017 | Year 1 | 66.7% | 60% | 56.3% | 71.4% | Year 2 | 52.2% | 65% | 85.7% | 68.4% | Year 3 - Band 3 | Year 5 - Band 5 | Year 7 – Band 6 | Reading | 2015 | 2016 | 2017 | Year 3 | 75% | 67% | 94% | Year 5 | 43% | 60% | 76% | Year 7 | 60% | 76% | 85% | Reading | 2015 – 2017 average | Year 3 | 36% (7 students) | Year 5 | 16% (2.7 students) | Year 7 | 18% (2.7 students) | Reading | Upper Progress Group 2015- 2017 | Year 3 -5 | 21% | Year 5 - 7 | 36% | 2017 | Target | No. of students | % achieved SEA | Year 3 | 95 | 18 out of 19 | 95% | Year 4 | 106 | 17out of 21 | 81% | Year 5 | 112 | 15 out of 22 | 68% | Year 6 | 118 | 16 out of 19 | 84% | Year 7 | 120 | 12 out of 13 | 92% | <p>Track and Monitor</p> <ul style="list-style-type: none"> ▪ Staff will use classroom literacy data and formative assessments to track and monitor student growth ▪ A ‘traffic light system’ is used to identify Wave 1, 2 and 3 students and students in higher bands for intervention in reading ▪ Fortnightly Year Level meetings will focus on student achievement using 3x3x3 model (at, above and below SEA) ▪ Running Records are conducted twice each term for every student and more frequently with students at risk ▪ Develop systematic assessments for 30+ readers ▪ Students can articulate reading strategies - what good readers do when they read ▪ SMART Targets are set with the student following a Running Record and reviewed twice a term regularly and communicated to the parent <p>Pedagogical Focus</p> <ul style="list-style-type: none"> ▪ Implement whole school Literacy Agreement ▪ Literacy block encompasses explicit, modelled, shared and guided approaches to the teaching of the Big 6 ▪ Further develop stretch and challenge for students at the higher reading levels (30+) with a focus on inferential comprehension ▪ Implement the Gradual Release of Responsibility Model ▪ Learning intentions are clearly articulated to students in the delivery of the Big 6 reading components ▪ Success criteria is explicit to students ▪ Feedback is relevant and timely to support learner improvement and attainment <p>Professional Learning</p> <ul style="list-style-type: none"> ▪ Target the Big 6 Reading Components in Staff Meeting Professional Learning schedule and teacher release days each term with Reading Intervention Teacher and SLLIP (Senior Leader in Learning Improvement Primary) ▪ Negotiated observations in Guided and Modelled Reading with peers, Leadership Team and Reading Intervention teacher ▪ Year Level PLC meetings will focus on student data using the 3x3x3 model and improve pedagogy in the teaching of reading <p>Resources & Community Partnerships</p> <ul style="list-style-type: none"> ▪ Literacy and Numeracy First Funding(\$23,100) and Better Schools Funding (\$14,200) and The Early Years Literacy Improvement Strategy (\$15,762) funding to employ: ▪ R-7 Reading Intervention Teacher ▪ SSO literacy intervention support in every classroom ▪ The Early Years Literacy Improvement Strategy funding for teacher release with Reading support Teacher ▪ Purchase of new guided and modelled reading resources ▪ Teachers provide regular feedback to parents about how children are progressing ▪ Parent workshops to support reading at home | <ul style="list-style-type: none"> • Literacy Agreement is implemented by staff • Increased number of students achieving the SEA in Running Records and NAPLAN and PAT-R • Increased number of students achieving in higher bands • Shift in teacher pedagogy • Scorelink and site data traffic light system is used to track and monitor • Performance Development use the 3x3x3 model for learner growth and achievement dialogue • Celebrating student growth in reading |
| Rec - Level 5 | Year 1 – Level 13 | Year 2 – Level 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2014 | 2015 | 2016 | 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 66.7% | 60% | 56.3% | 71.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 52.2% | 65% | 85.7% | 68.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 - Band 3 | Year 5 - Band 5 | Year 7 – Band 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 2015 | 2016 | 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 75% | 67% | 94% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 43% | 60% | 76% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | 60% | 76% | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 2015 – 2017 average | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 36% (7 students) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 16% (2.7 students) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | 18% (2.7 students) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | Upper Progress Group 2015- 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 -5 | 21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 - 7 | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | Target | No. of students | % achieved SEA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 95 | 18 out of 19 | 95% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 106 | 17out of 21 | 81% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 112 | 15 out of 22 | 68% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 118 | 16 out of 19 | 84% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | 120 | 12 out of 13 | 92% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Priorities and Targets

Numeracy

Quality Teaching and Learning Strategies

Evidence & Evaluation

Key Objectives from 2015 External Site Review:

Improve Literacy and Numeracy learning outcomes for ALL learners, with a focus on high expectations, by differentiating the curriculum and providing explicit instruction. Increasing the percentage of students who attain DECD SEA, increasing the number of students who attain achievement in the top 2 bands and retaining them in the higher bands as they progress through their schooling years. Students understand success criterion and quality work.

NAPLAN SEA Targets

| | | |
|-----------------|-----------------|-----------------|
| Year 3 - Band 3 | Year 5 - Band 5 | Year 7 – Band 6 |
|-----------------|-----------------|-----------------|

Improve percentage of students achieving the DECD SEA in Numeracy NAPLAN by 5% every year.

2015-2017 percentage trend

| Numeracy | 2015 | 2016 | 2017 |
|----------|------|------|------|
| Year 3 | 71% | 72% | 65% |
| Year 5 | 43% | 63% | 71% |
| Year 7 | 70% | 58% | 62% |

Increase average percentage of students achieving in higher bands in NAPLAN Reading by 5%

| Numeracy | 2015 – 2017 average |
|----------|---------------------|
| Year 3 | 24% (4.7 students) |
| Year 5 | 8% (1.3 students) |
| Year 7 | 13% (2.0 students) |

Increase average percentage of students retaining higher bands in NAPLAN Reading by 5%

| Numeracy | Upper Progress Group 2015-2017 |
|------------|--------------------------------|
| Year 3 -5 | 5% |
| Year 5 - 7 | 27% |

Improve percentage by 2% from 2017 PAT-M Scale Scores:

| 2017 | Target | No. of students | % achieved SEA |
|--------|--------|-----------------|----------------|
| Year 3 | 101 | 15 out of 19 | 79% |
| Year 4 | 110 | 20 out of 21 | 95% |
| Year 5 | 112 | 19 out of 22 | 86% |
| Year 6 | 120 | 11 out of 19 | 58% |
| Year 7 | 121 | 9 out of 13 | 69% |

Track and Monitor

- Teachers will use PAT-M and NAPLAN data and formative assessments to track and monitor student growth
- A 'traffic light system' is used to identify Wave 1, 2 and 3 students and students in higher bands for intervention in numeracy from PAT-M, NAPLAN data
- Explore Trusting the Count & Place Value Assessments
- Quick Smart Numeracy Intervention implemented to improve fluency and automaticity in number operations
- Performance Development Meetings and fortnightly Year Level PLC's to focus on student achievement using 3x3x3 model for discussion

Pedagogical Focus

- Implement whole school Numeracy Agreement
- Continue to integrate Ann Baker Natural Maths strategies to support pedagogy R – 7 in mental routines and problematised situations
- Learning intentions are clearly articulated in every maths lesson
- Success criteria is explicit
- Feedback is relevant and timely to provide improvement in the learning task
- Exploring Big Ideas In Number- Focus on Trusting the Count and Place Value
- Transforming Tasks to allow for intellectual stretch for all learners (catering for students at, above and below)

Professional Learning

- Focus professional learning in The Big Ideas in Number – Trusting the Count and Place Value in Staff Meeting
- Professional Learning schedule and teacher release days each term with Reading Intervention Teacher and SLLIP (Senior Leader in Learning Improvement Primary)
- Montague PLC's will focus on task design and moderating student work samples twice a term against achievement standards in the Australian Curriculum

Resources

- Create Trusting the Count and Place Value teacher resources and classroom packs
- Create R-7 Assessment Tool Kits in Trusting the Count and Place Value
- Literacy and Numeracy First Funding(\$23,100) and Improvement Strategy (\$15,762) funding to release teachers

Community Partnerships

- Parent Workshops to help understand the teaching and learning of Mathematics
- Numeracy Open Mornings

- Numeracy Agreement is implemented by staff
- Increased number of students achieving the SEA in NAPLAN and PAT-M
- Increased number of students achieving in higher bands
- Shift in teacher pedagogy
- Scorelink and site data traffic light system
- Ozca's Data (Quicksmart Numeracy
- Base line data - Trusting the Count R-7 and Place Value 1-7

| Priorities and Targets | Quality Teaching and Learning Strategies | Evidence & Evaluation |
|---|---|--|
| <p>Digital Technologies</p> | <p>Key Objectives from 2015 External Site Review: Improve Literacy and Numeracy learning outcomes for ALL learners, with a focus on high expectations, by differentiating the curriculum and providing explicit instruction. Increasing the percentage of students who attain DECD SEA, increasing the number of students who attain achievement in the top 2 bands and retaining them in the higher bands as they progress through their schooling years. Students understand success criterion and quality work.</p> | |
| <p>Improve Student and Staff access to Digital Technologies P-7.</p> <ul style="list-style-type: none"> • 2017 – Access, teacher capacity and budget • 2018 – Pedagogic shift using digital technologies • 2019 – Embedding pedagogic shift in this area. | <p>Track and Monitor</p> <ul style="list-style-type: none"> ▪ Periodic review of Digital Technologies program ▪ Develop a P-7 systematic continuum of development in computational thinking. <p>Pedagogical Shift</p> <ul style="list-style-type: none"> ▪ Plan, implement and integrate Digital Technologies across P-3 programmes. (DT teacher) ▪ Plan, implement and integrate Digital Technologies across 4-7 (Class teachers) ▪ Creation of professional development plan aimed at up-skilling, supporting, mentoring and empowering staff to undertake changes in pedagogy to implement authentic DT integration ▪ Establish staff buddy system to support teaching and learning of Digital Technologies ▪ Continue Digi Girls afterschool DT Program <p>Professional Learning</p> <ul style="list-style-type: none"> ▪ Professional Development of staff using a coaching/mentoring model providing tailored Digital Technologies ▪ Using staff meeting 'Teacher Feature' time to share and teach the use of technologies ▪ Content and timely support to build teacher knowledge, confidence and self-efficacy through PLC Year Level Meetings <p>Resources</p> <ul style="list-style-type: none"> ▪ Remaining DLSG Digital Literacy School Grant of \$50,000 from 2017 to: ▪ Provide professional learning in use of DT's to support Literacy and Numeracy learning and programmes. ▪ Purchase of Apps, hardware and software | <ul style="list-style-type: none"> • Documented programming • Documented Continuum P-7 aligned to Australian Curriculum • Evidence of base line data • Professional Learning Communities support the development of methodologies and sharing of effective practice. • Regular PLC's, conversations and team teaching between buddies |