

PARALOWIE R-6 SCHOOL SITE LEARNING PLAN 2017

- Developed 06/04/2016

- Updated 22/02/2017

Key Findings from 2015/2016 informing the Site Learning Plan for 2017 and beyond.

NAPLAN Data

Test	% of students who achieved NMS or higher									% of students who achieved DECD SEA or higher								
	Year 3			Year 5			Year 7			Year 3			Year 5			Year 7		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Numeracy	77.6%	88%		88%	83.1%		88%	83.1%		49%	60.7%		55%	40.6%		45.8%	46.8%	
Reading	85.1%	88.5%		88%	83.8%		88%	83.8%		70.1%	52.1%		48.9%	36.2%		47%	42.4%	
Writing	92.3%	93.2%		70.7%	69.6%		70.7%	69.6%		75%	76.3%		68.7%	55%		39%	43.3%	
Grammar	82.7%	88.1%		74.4%	87.3%		74.4%	87.3%		73.1%	69.5%		68.7%	46.7%		52.5%	35.4%	
Spelling	88.5%	84.7%		78%	74.7%		78%	74.7%		75%	64.3%		60.8%	60%		62.2%	54.5%	

PAT Data

DECD SEA standards expect students to have a growth of 3-10 Scale Score points each year. Students at Paralowie R-12 met or exceeded this target in all year levels.

1. Scale Score Growth PAT R

2014	2015	Scale Score Growth	2015	2016	Scale Score Growth	2016	2017	Scale Score Growth
Year 2	Year 3	8.06	Year 2	Year 3		Year 2	Year 3	
Year 3	Year 4	11.3	Year 3	Year 4	12.07	Year 3	Year 4	
Year 4	Year 5	7.57	Year 4	Year 5	6.6	Year 4	Year 5	
Year 5	Year 6		Year 5	Year 6	6.4	Year 5	Year 6	

2. Scale Score Growth PAT M- according to ACER expected scale score growth should be between 3-10.

2014	2015	Scale Score Growth	2015	2016	Scale Score Growth	2016	2017	Scale Score Growth
Year 2	Year 3	8.71	Year 2	Year 3		Year 2	Year 3	
Year 3	Year 4	14.08	Year 3	Year 4	8.91	Year 3	Year 4	
Year 4	Year 5	10.02	Year 4	Year 5	2.48	Year 4	Year 5	
Year 5	Year 6	10.45	Year 5	Year 6	8.12	Year 5	Year 6	

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2015 year 1 and 2 running record data

At year 1: 52% of students had a reading level less than 10 as compared to 25% of the state and 36% of category 3 schools.

At year 2: 55% of students had a reading level of less than 21 compared with 31% of state and 61% of category 3 schools.

2016 year 1 and 2 running record data according to SEA standards

At reception: 36.5% of students were below level 5. 63.4% reached level 5 or above.

At year 1: 58.3% of students were below level 15. 41.6% reached level 15 or above.

At year 2: 48% of students were below level 21. 52% of students reached level 21 or above.

Running Record Data against Paralowie SLP Targets

Year 1 targets-

Desired Targets (%)	20%	25%	45%	10%	100%
Desired No of Students	14	17	31	7	68
Reading Level	21-31	16-20	11-15	<10	Total
Actual No of Students	14	11	13	30	68
Actual Percentage	20%	16%	20%	44%	100%

Year 2 Targets-

Desired Percentage	60% or above	40% or less	100%
Desired No of Students	43	28	71
Reading Level	21+	<20	Total
No of Students	36	35	71
Actual Percentage	51%	49%	100%

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2017 Targets

Year 1 targets-

2017 Desired Target (%)	20%	25%	45%	10%	100%
2017 Desired No of Students	10	12.5	22.5	5	50
Reading Level	21-31	16-20	11-15	<10	Total
Current No of Students Term 1	4	4	8	34	50
Current Percentage Term 1	8%	8%	16%	68%	100%
Actual No Students term 4					
Actual No of Students Term 4					

Year 2 Targets-

2017 Desired Percentage	60% or above	40% or less	100%
2017 Desired No of Students	43	28	71
Reading Level	21+	<20	Total
Current No of Students Term 1	19	52	71
Current Percentage Term 1	27%	73%	100%
Actual No Students term 4			
Actual No of Students Term 4			

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2015- 2016 Minilit Data

Findings; Students involved in Minilit were able to have the same if not more growth as students that weren't in the program. This allowed the 'gap' in academic ability to either remain similar or begin to close.

Students involved in Minilit						
Year Level	Average Running Record Growth		Average Oxford Word Growth		Average Lexile Growth	
	2015	2016	2015	2016	2015	2016
1	5.86 levels	4	127.7 words	72	N/A	N/A
2	5.64 levels	5	72.25 words	110	N/A	N/A
3	7.95 levels	6.36	67.95 words	89.7	79.21	0

Growth was measured for students from years 1-3 and the EALD, ATSI and non EALD or ATSI cohorts to see if all students were benefitting from the program.

Students not involved in Minilit						
Year Level	Average Running Record Growth		Average Oxford Word Growth		Average Lexile Growth	
	2015	2016	2015	2016	2015	2016
1	7.82 levels	9	122.7 words	149	N/A	N/A
2	4.7 levels	3	28.39 words	30	N/A	N/A
3	5.82 levels		32.10 levels		110.36	

Comparison of student cohorts involved in Minilit								
Cohort	Test A growth		Test B Growth		Reading Level Growth		Oxford Word Growth	
	2015	2016	2015	2016	2015	2016	2015	2016
ATSI	3.05 sets	6	6 sets	7	5.22 levels	3.6	74 words	72.6
EALD	7.96 sets	6.5	8.03 sets	10	6 levels	7	76.5 words	107
Non ATSI or EALD	5.01 sets	6.5	10.66 sets	8.6	5.52 levels	5.5	77.77 words	84

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2016 Too Smart Growth

Room	Family Name	Given Name	Mar-16	Oct-16	Mar-16	Oct-16	Mar-16	Oct-16	Mar-16	Oct-16
			Score		Scale		Stanine		Percentile	
11	CULLEY	HAYLEY	4	5	85.3	88	1	2	3	5
6	MCPHEE	BRIDIE EMMA	4	6	85.3	90.4	1	2	3	8
7	BERNHARDT	TYLER JAMES	5	10	88	98	2	4	5	27
7	DUMBUYA	PAUL	5	10	88	98	2	4	5	27
6	JONES	CHARLISE NICOLE	5	7	88	92.6	2	3	5	12
10	POLKINGHORNE	DECLAN	5	7	88	92.6	2	3	5	12
10	POUDYEL	RHYA	5	11	88	99.6	2	4	5	33
11	ELY	OSCAR	6	11	90.4	99.6	2	4	8	33
11	ENGLISH	MARSHALL	6	11	90.4	99.6	2	4	8	33
10	KAREMI	FAZL	6		90.4		2		8	
11	MITCHELL	MIAH	6	5	90.4	88	2	2	8	5
7	MOHAMMAD	IBRAR HUSSAIN	6	9	90.4	96.3	2	3	8	22
7	SERGI	LUCAS	6	16	90.4	107.2	2	6	8	62
11	CHHEUY	MATTHEW	8	9	94.5	96.3	3	3	17	22

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Areas for Improvement	Targets <i>Where do we want to be?</i>	Strategies <i>How will we get there?</i>	Monitoring <i>How will we know?</i>	Resources
<p>Literacy (see Operational plan)</p> <p>Reading All students develop mechanics of reading underpinned by Big 6 leading to- All students develop comprehension skills that enable improvement in all aspects of the curriculum.</p> <p>Writing/Grammar and Punctuation All students develop knowledge and skills to have effective grammar and punctuation that is demonstrated in writing.</p> <p>Spelling Students develop and effectively use strategies to become competent spellers.</p>	<p>Reading Levels By term 3;</p> <ul style="list-style-type: none"> Year 1 students Reading levels: 20% > level 21-26+ 25% > level 16 – 20 45% between level 11-15 10% < level 10 40% or less of Year 2 students have a reading level less than 20. <p>Students that are on level 31 will have a blank running record completed at the beginning of the year (By week 3) and once per semester to ensure their skills are continuing to progress.</p> <p>By Term 4 2017 Paralowie R-6 Staff to implement and follow</p> <ul style="list-style-type: none"> ESL Scales, every student will have 2 pieces of writing scaled against the ESL scales. Paralowie Reading Commandments policy Jolly Grammar concepts to be used in all classes and linked to guided reading practice <p>Lexiles</p> <ul style="list-style-type: none"> Year 3 students to have a Lexile of 500 + Year 4 students to have a Lexile of 600+ Year 5 Students to have a Lexile of 700+ Year 6 Students to have a Lexile of 800+ 	<p>Staff use of Phonological Awareness, Concepts of Print, Running Records, Lexiles, Pat R to:</p> <ul style="list-style-type: none"> Track individual students progress Identify strategies students are using Set targets for individual groups of students Plan and teach to meet the range of learners needs <p>Staff actively participate in PD and incorporate into practice over time.</p> <ul style="list-style-type: none"> Rigor and consistency in reading (RR + Lexiles) and writing (ESL Scope and Scales) programs Implementation of the Running Records agreement to ensure consistency across the school. Team moderation/analysis of writing samples and sharing of teaching points through learning teams. ESL Scale system to be introduced in 2017. Data analysis through learning teams and Performance Development Staff collaboratively explore strategies and approaches to all aspects of literacy All staff running guided reading programs in classrooms to ensure the explicit teaching of reading is accessible for all students <ul style="list-style-type: none"> Staff implement scope and sequence for Writing/Grammar & Punctuation and Spelling from the Australian Curriculum. Training around this will continue throughout 2017. Using the BiTL tool to develop higher order thinking skills. <p>- Training for staff new to Paralowie to ensure they can engage with Literacy Pro program online.R-6 coordinator to support teachers and students throughout the year.</p> <p>- Awards to be given to students for progress and quizzes completed.</p>	<p>Running record Assessments completed twice per term for all students below level 30.</p> <p>Students above level 31 will have a blank running record completed once per semester.</p> <p>Running Record Observations conducted by leadership to ensure 10 commandments have been implemented.</p> <p>Literacy Pro testing completed once per term (By Week 3) for all students on Lexiles.</p> <p>Certificates given to teachers.</p> <p>Students completing quizzes after Lexile books have been read.</p> <p>Monitoring student certificates</p>	<p>Learning teams Structures including timetabled sharing of practice.</p> <p>Staff Meetings PD</p> <p>Maria to run ESL Scale PD</p> <p>Targeted staff sent to relevant PD to share with staff</p> <p>PD from expertise from within the Orion partnership</p> <p>PAT R data</p> <p>Ongoing resources purchased as needed.</p> <p>Jolly Phonics & Grammar for JP</p> <p>Literacy Pro Program</p> <p>Laptops to complete testing</p> <p>Paralowie Benchmark Targets- laminated copy</p>

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<p>PAT-R</p> <ul style="list-style-type: none"> All students from years 3-6 to have a consistent mean growth of 12 scale score points. (DECD has recommended between 3-10) Teacher to use previous years PAT data to plan for student learning in week 0 by 2017.' 	<p>In 2017 staff are encouraged to undertake action research around looking at different strategies that work for students at different stages of their learning. Staff will be given readings and PD around ways they can support students to achieve at a higher level.</p> <p>Use of Pat R for Teacher data analysis and whole School data agreements. Teachers to develop goals in Learning Teams from the analysis to add to their Action Plans.</p>	<p>Students growth will be tracked and monitored by the R-6 Coordinator to ensure students are achieving the scale score growth points each year.</p> <p>Data analysis will be conducted by teachers in Term 4.</p> <p>Teachers to identify the use of PAT data in their planning.</p>	<p>given to all teaches at start of the year</p>
<p>NAPLAN</p> <ul style="list-style-type: none"> Maintain and stretch students into higher bands and ensure no regression. By 2017, there will be 70% or higher of Year 3 & 5 students achieving the expected SEA proficiency bands in Literacy. Year 3- Band 3 Year 5- band 5 	<p>In 2017 staff are encouraged to undertake action research around looking at different strategies that work for students at different stages of their learning.</p> <ul style="list-style-type: none"> Staff will be given readings and PD around ways they can support students to achieve at a higher level. 	<p>Student growth will be tracked and monitored.</p> <p>Data analysis will be conducted by teachers in Term 4.</p>	
<p>Common Language Agreement All teachers to be using a common language when teaching English by 2018.</p>	<p>Development of English common language agreement in 2016-2017 through staff meetings and learning team times.</p> <ul style="list-style-type: none"> T& D around common language in Literacy. Staff to develop a glossary with key words extracted from the Australian Curriculum. Staff to develop visuals to be displayed in the classrooms 	<p>Peer observations/Learning Walks during English lessons to ensure consistency.</p> <p>TfEL surveys</p>	
<p>Phonological Awareness Reception (and year 1 teachers with concerns) will undertake phonological awareness testing with all students by week 3 every term. By the end of the year the targets are as follows</p> <ul style="list-style-type: none"> >80% of students to have a score of 18+ <20% of students to have a score of <18 	<p>Use of jolly phonics in classrooms for all reception students.</p> <ul style="list-style-type: none"> Guided reading and Literacy block activities to strengthen phonological awareness skills 	<p>Phonological Awareness Testing completed once per term by Week 4.</p>	
<p>Concepts of Print Reception Teachers will undertake the concepts of print tests with students by week 3 in terms 1 & 3. By the end of Term 3 the Targets</p>	<p>Explicit teaching of Features of a book for Reception Students.</p> <ul style="list-style-type: none"> Guided reading groups 	<p>Concepts of Print testing completed by week 3 of Term 1 and Term 3.</p>	

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	are as follows: <ul style="list-style-type: none"> >90% of students have passed the test <10% of students still working towards concepts 			
Areas for Improvement	Targets <i>Where do we want to be?</i>	Strategies <i>How will we get there?</i>	Monitoring <i>How will we know?</i>	Resources
<p>Numeracy Develop and identify approaches to incorporate the explicit teaching of numeracy skills in units of work/tasks and differentiated to meet the range of individual student's needs.</p>	<p>PAT-M</p> <ul style="list-style-type: none"> All students from years 3-6 to have a mean growth of 12 scale score points. Teacher to use previous years PAT data to plan for student learning in week 0 by 2018 	<p>Use of Pat M for Teacher data analysis and whole School data agreements. Teachers to develop goals in Learning Teams from the analysis to add to their Action Plans.</p> <p>Target PD around the developmental continuum starting with Number.</p> <p>Staff to share/teach new learning routines (e.g. games, concepts) that have been modelled by Jenn.</p> <p>Using the BiTL tool to develop higher order thinking skills.</p>	<p>Students growth will be tracked and monitored by the R-6 Coordinator to ensure students are achieving the scale score growth points each year.</p> <p>Data analysis will be conducted by teachers in Term 4.</p> <p>Teachers to identify the use of PAT data in their planning.</p>	<p>PAT M+ data from previous year for each class</p> <p>NAPLAN Data from previous year</p> <p>Resources aligned to Australian Curriculum</p>
	<p>NAPLAN</p> <ul style="list-style-type: none"> By 2018 there will be 60% or higher of Year 3 & 5 students achieving the expected proficiency bands in Literacy. Year 3- Band 3 Year 5- band 5 	<p>Use of NAPLAN for Teacher data analysis and whole School data agreements. Teachers to develop goals in Learning Teams from the analysis to add to their Action Plans.</p>	<p>Student growth will be tracked and monitored.</p> <p>Data analysis will be conducted by teachers in Term 4.</p>	<p>Glossary of Terms for Common language agreement</p> <p>PD and in class coaching by Jenn</p>
	<p>Common Language Agreement</p> <ul style="list-style-type: none"> All teachers to be using a common language when teaching Math by 2018. 	<p>Continually re-visiting the Math Glossaries agreed upon by teachers in 2015 to strengthen Math teaching at Paralowie and to ensure consistency through all year levels.</p> <ul style="list-style-type: none"> Students to develop visuals to be displayed in the classrooms 	<p>Peer observations/Learning Walks during Math lessons to ensure consistency.</p> <p>TfEL surveys</p>	<p>Expertise from within the Orion partnership</p>
	<p>Data</p> <ul style="list-style-type: none"> Student disposition data to be collected in terms 1 & 4 	<ul style="list-style-type: none"> Surveys conducted in class. Modified for years 1-3 students 	<ul style="list-style-type: none"> Track the changes in dispositions from term 1 to term 4 	

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Australian Curriculum Staff continuing to plan, assess and teach using Australian Curriculum resources.	All staff are using and reporting to the developed areas. All staff to be assessing according to the Australian Curriculum Guidelines.	Ensure staff have identified areas of development in PDP Learning Teams to discuss elements of the AC that staff are feeling they need to strengthen PD for all staff	Evidence in teacher planning-reporting against the Achievement standards	IT support for reporting
Areas for Improvement	Targets <i>Where do we want to be?</i>	Strategies <i>How will we get there?</i>	Monitoring <i>How will we know?</i>	Resources
Attendance R-6 students achieve a 95% attendance average through effective monitoring of student attendance and engagement.	R-6 students achieve a 95% attendance average as prescribed by DECD	R-6 AP/Counsellor develops and implements systems to monitor student attendance involving teachers, parents and district staff to support. <ul style="list-style-type: none"> Staff to discuss Attendance with students and they track their own class attendance using the data provided by DAYMAP and the counsellor. All classes to set Attendance goals and display in the classroom 	Student Attendance rates to be tracked and monitored by the R-6 Counsellor or Senior Leader. Student's attendance rates will be at 95% or above.	Teachers developing differentiated and relevant curriculum to engage students. Data shared from DAYMAP
Areas for Improvement	Targets <i>Where do we want to be?</i>	Strategies <i>How will we get there?</i>	Monitoring <i>How will we know?</i>	Resources
Wellbeing – Student and Staff Paralowie Started their Positive Education journey in 2015.	R-6 students and Teachers to be using the language of positive Education by the end of 2017. R-6 classes to be running mindfulness lessons after breaks for 5 minutes by the end of 2017. R-6 classes to run the Positive Education intensive programs at the start of each year.	Counsellor and R-6 Senior Leader to develop a set of materials for all teachers to use in class. Komochi toys used to teacher students about emotions and how to positively deal with negative emotions. Whole school approach to embed Positive education throughout the school- in classrooms, assemblies, diaries etc. Staff PD ran by Special Educator/Behaviour Coach from Para Hills office.	Students will be using the language of Positive Education in the yard. Use of MDI data to see links between positive education and student wellbeing	R-12 Staff training to develop principals of Positive Education (PERMA plus) Komochi training
Areas for Improvement	Targets <i>Where do we want to be?</i>	Strategies <i>How will we get there?</i>	Monitoring <i>How will we know?</i>	Resources

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<p>Special Education Develop and identify approaches that to incorporate the explicit teaching of numeracy skills in units of work/tasks and differentiated to meet the range of individual students needs</p>	<p>Minilit</p> <ul style="list-style-type: none"> Set A- Improve by 5 sets Set B- Improve by 8 sets <p>(Targets set based on student achievements in 2015)</p> <p>Students participating in Minilit will Improve the following; Year 1, By the end of Term 4 Wk. 6:</p> <ul style="list-style-type: none"> Oxford Words- 120 words Reading Levels- 5 levels <p>Year 2 & 3</p> <ul style="list-style-type: none"> Oxford Words- 70 words Reading Levels- 5 levels 	<p>Special Education teachers use the data from the previous year to identify the bottom 15% of students in each class for year's 1-3 students using their reading levels. Students attend Minilit outside of the classroom 3 times a week for 45 minutes.</p> <p>Data is recorded and monitored to ensure students are making acceptable progress within the groups.</p>	<p>Data to be tracked and Monitored by the R-6 Coordinator and shared with Staff.</p> <p>Minilit test to be done Term 1 week 4 and Term 4 Week 6 to see growth.</p>	<p>Minilit kits</p> <p>TOOSmart Kits</p> <p>Speech Resources</p> <p>NEP resources</p> <p>NEP documents</p>
	<p>TOO Smart</p> <p>Intervention program will be implemented over 2016 for year 2 students. We expect to see the following growth:</p> <ul style="list-style-type: none"> PAT Test from March- November students will have increased their stanine by 3. 	<p>Special Education teachers assist students to sit the PAT Math test in February. Data is analysed to see the students who are in stanine 2 and who would be suitable for the program (taking into account behaviour, attendance and timetabling issues). Students attend TOO Smart lessons 2 times a week for 45 mins.</p> <p>Data is recorded and monitored to ensure students are making acceptable progress within the groups.</p>	<p>Year 2 students to sit the PAT-M test in Term 1 Week 4 and again in Term 3 week 8 to monitor growth.</p>	
	<p>NEP Intervention</p> <p>All teachers to be using the NEP form as a working document to track student progress.</p> <p>Assessment and Reporting at the correct Tier for NEP students</p>	<p>NEP Intervention- SSOs supporting NEP students are guided by the teacher. SSOs can work in the class or in the Rocket Room to reach students NEP goals.</p> <p>Special Education teachers to send out information regarding training for specific learning difficulties.</p> <p>Week 6 each term teachers are given meeting times to discuss and question aspects of NEP documents and which Tier students are with Special Education teachers' assistance.</p>	<p>Meetings during Week 6 to monitor achievement and identify Tiers.</p> <p>Meet with Parents during parent teacher interviews to discuss the NEP and get a parent signature.</p> <p>Student comment identifies which achievement standard the NEP student is working towards and grades relate to this.</p>	
	<p>Quick Smart- Numeracy</p> <p>Program to begin in 2017.</p>	<p>SSO and Special Education Teachers to undergo PD during 2016.</p>	<p>Year 4-6 Student progress will be tracked through PAT-M data and Quick Smart materials</p>	<p>Quick Smart kit</p> <p>PAT Data</p> <p>NAPLAN Data</p>

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	Quick Smart- Literacy Program to begin in 2018.	SSO and Special Education Teachers to undergo PD during 2017.	Year 4-6 Student progress will be tracked through PAT-R data, Literacy Pro and Quick Smart materials	Quick Smart kit PAT Data NAPLAN Data Literacy Pro
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<p>Data At Paralowie we have been working hard on the collection and analysis of student data.</p> <p>'No child left behind'</p>	<p>By 2018:</p> <ul style="list-style-type: none"> • All teachers to use PAT R & M data to plan for individual student learning • Teachers to use attendance data to encourage students to reach the 95% stated by DECD • Teachers to use Students NEP documents to set SMART goals for individual growth • Teachers using the moderation process to ensure consistency and continuity over and across year levels. 	<p>Time given in Week 0 to analyse new class data to get a picture of the students in each class.</p> <p>NEP documents given to teachers in week 0 to learn about the various learning and behavioural difficulties students present with in the class.</p> <p>Ongoing- staff meetings and learning team times designated for data analysis as stated in the Paralowie R-6 Data collection and tracking/analysis plan.</p> <p>Learning Teams to develop Action Plans to improve student outcomes over the year. (Developed in Term 1 Week 4, reviewed each meeting)</p>	<p>Week 0 time set aside for data analysis.</p> <p>Learning Team Action Plans to be reviewed each term in Learning Teams.</p> <p>Class displays to encourage regular attendance and the impact non-attendance has on student learning.</p>	<p>PAT Data</p> <p>NAPLAN Data</p> <p>NEP data</p> <p>Time to develop Action Plans</p>
Areas for Improvement	Targets <i>Where do we want to be?</i>	Strategies <i>How will we get there?</i>	Monitoring <i>How will we know?</i>	Resources
<p>Pedagogy</p> <p>Tfel Focus In the R-6 school our focus is to use TfEL strategies to improve student learning.</p> <p>Student Dispositions Improvement through the use of positive education and the powerful learners strategies</p>	<p>By Term 4 2017;</p> <ul style="list-style-type: none"> • All teachers will be evidencing TfEL in their practices through planning, peer observations, PDP development and student feedback. • R-6 Staff will agree upon what powerful learning and powerful teaching looks like at Paralowie. • Teachers to implement strategies to assist students' development of powerful learning characteristics. <p>By the end of 2017 Shifting from ;</p> <ol style="list-style-type: none"> 1) teacher tells to teacher ask 2) Teacher centered learning to student centered learning 3) Away from worksheets to integrated learning/transformed tasks. <p>Teachers will be using the TfEL Compass as a tool to inform their teaching practices and co design learning with their students.</p>	<ul style="list-style-type: none"> • Learning Team time to plan and discuss TfEL. Using the TfEL diaries teachers to analyse their practices and share strategies to incorporate different elements into their teaching. • PD around TfEL compass and how it can be used to inform practice and ensure students are involved in decisions around their learning. • Informing students around the expectations of the Australian Curriculum. • Time to develop integrated and transform learning tasks. • PD around what does best practice look like and sharing videos amongst staff 	<ul style="list-style-type: none"> • Teachers will be conducting peer observations to develop their practice • TfEL surveys • Teachers will be reflecting in groups around their use of TfEL and powerful learners in class' • Students will have more ownership around their learning increasing engagement in tasks • Videoing staff practice 	<p>TfEL Resource books</p> <p>Staff/partnership based PD in line with Results Plus</p>