

Site Improvement Plan 2017



Mallala Primary School

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At Mallala Primary School we aim to identify and establish whole site approaches that support the development and strengthening of skills, attitudes, abilities and understandings in all members of the school community enabling us to reach our full potential.

We identify Building Capacity as a continuous process that will result in sustainable change enabling students, staff and the school community to work together for the benefit of all. This shared responsibility will support students to become powerful life-long learners and pro-active citizens.

Building Capacity

Growth Mindset

Current research shows that children who understand that the brain can get smarter—who have a growth mindset—do better in school because they have an empowering perspective on learning. They focus on *improvement* and see effort as a way to build their abilities. They see failure as a natural part of the learning process. Many studies identify that children who have a growth mindset respond differently in challenging situations and do better in school over time.

The development of a Growth Mindset in staff, students and the community is essential to enable successful and sustainable outcomes for students in all areas of their learning and schooling.

Numeracy

- Rec: 85% of children reach Achievement Standard counting to and from 20
- Yr 1: 75% of students recognise, model, read, write and order numbers to and from 100
- Yr 2: 75% of students have fluency in number patterns counting to and from 1000
- Increase % of Year 3 – 7 students achieving standard and/or expected growth in PAT-M
- Increase % of Year 3 – 7 students making middle and upper growth in NAPLAN

Positive Education

- Staff and students have an increased knowledge of brain development
- Positive Education is embedded in school culture and all learning
- Mindfulness, Character Strengths and Growth Mindsets are evident in teacher programmes and all classes
- 75% of teaching staff have completed 4 day Positive Education training
- Parents have increased exposure to Positive Education language and concepts

Early Years Transition

- Improvement in the transition of Preschool students to Reception
- Greater connection between preschool and school for students, staff and families
- Increase in weekly interactions between preschool students and primary students

Attendance

- Increase Attendance rate to 94% (89% in 2016)
- ATSI students Attendance rate to be same as Non-ATSI



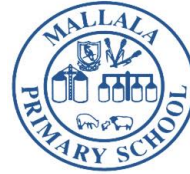
Government of South Australia
Department for Education and
Child Development

Numeracy

- Staff completion of on line training How to Learn Maths – Jo Boaler focus on developing growth mindsets and effective pedagogy.
- Establish leader and peer classroom observations of pedagogical change occurring based on Jo Boaler training
- Staff not trained in Natural Maths to attend training.
- Revisit BliN and undergo whole staff development with a targeted focus on Trusting the Count and Place Value
- Students to begin setting own learning goals
- Review and update numeracy agreement to reflect expected whole site practices including pedagogy, Big Ideas in Number, Natural Maths, data collection, effective lesson structure and Mathematical Mindsets
- Staff involved in task design, moderation and assessment work within the school and Partnership.

Positive Education

- All staff have opportunity to attend 4 day Positive Education training
- Opportunities for professional conversations to develop staff understandings of Pos Ed as part of the site culture
- Review Site Wellbeing Agreement to include and establish consistency of expectations across whole site in relation to Positive Education
- Explicit teaching of and engagement in Mindfulness, Character Strengths and developing Growth Mindsets.
- Regular information, including strategies on how to support children and develop their own Growth Mindsets, provided to parents through Newsletters, Interviews, Open Days and parent sessions.
- Staff are trained through SAMHRI in Trauma based practice and the brain with connections to Positive Education
- Preschool staff trained in use of Kimochis to develop understanding and ability to verbalise emotions



Strategies

to

Success



Early Years Transition

- Preschool and JP staff to attend professional learning in current practice around developing a purposeful play programme
- Assembly day changed to enable pre-school children and parents to attend
- All site days including Sports Day, Open Mornings etc. to be held on days when pre-school can participate
- Primary students to interact with pre-school during school Recess/Lunch in pre-school yard
- Primary classes to regularly visit pre-school for formal and informal activities
- Provide opportunities for preschool and JP staff to have professional conversations with regard to play based curriculum and learning
- Establish greater connection between preschool and school to enable seamless transition through reduced anxiety and identifying links in curriculum between EYLF and AC
- Investigate involvement in Speech opportunities/programmes available to support staff and parents

Attendance

- Review and update Attendance Policy
- Newsletters to keep students, parents and staff informed of site weekly Attendance trends
- Provide individual information and support to parents regarding their child's attendance with greater emphasis on the impact poor attendance has on learning and social wellbeing
- Develop a site Attendance brochure
- Increased student voice through SVG and consultations with Leaders and staff working on SIP priorities
- Work through process to establish on site OSHC to support families with childcare which currently can impact school attendance

