



BLAIR ATHOL NORTH BIRTH -7 SCHOOL

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INTRODUCTION

The Blair Athol North Birth - Year 7 Strategic Plan gives clear direction for our school for 2015-2018. The plan is underpinned by our values, vision & mission and describes the way we plan to achieve our vision. It underpins our ongoing commitment to improving quality learning and teaching and is aligned with Northern Adelaide Region and overall DECS priorities.

CONTEXT

Blair Athol North Birth - Year 7 is a category 1 Disadvantaged School characterised by our school card numbers 65%, students from Non – English speaking backgrounds 67% and 14.5% Aboriginal students. 77% EALD students represent 42 different languages. Currently (8 %) have been identified as requiring N.E.P's and entitled to Special Education support. Term 1 2015 our enrolments were 314 mainstream, 95 IELC & 60 in the Preschool

OUR VISION:

BANB7 - an innovative & optimistic learning community, inspiring all to achieve their full potential

OUR PURPOSE/MISSION:

We will achieve our vision by;

- Developing a culture of inquiry, a passion for learning & fostering strong community relationships
- Focussing on our learning principles so our students will achieve our capabilities & dispositions

LEARNING PRINCIPLES:

Learning at BANB7 is addressed by the following principles:

- Intellectual Quality/Rigor
- Personalising & Connecting
- Assessment & Feedback
- 21st Century Multimodal Digital Tools
- Environment & Spaces
- Relationships & Well Being

CAPABILITIES & DISPOSITIONS

- Care for self, others & planet
- Collaboration
- Communication
- Creativity & Innovation
- Critical thinking & Problem Solving
- Cultural Understanding
- Curiosity & Inquiry
- Reflectiveness
- Resilience
- Risk Taking

SITE IMPROVEMENT PRIORITIES 2015- 2018

WHAT DO WE WANT FOR OUR CHILDREN?

Priority 1

Today & Tomorrow Learners - pedagogies & literacies;

To empower children with the skills, qualities and literacies for the 21st Century

Inquiry Question: How can our practices and pedagogies of personalising learning & engagement support literacy & numeracy improvement for the learner?

Priority 2

Well Being & Relationships for Learner Achievement

- To empower children socially, emotional and physically so children will be positive active citizens

Priority 3

Partnerships

To develop a culture where parents & caregivers are empowered to work in partnership in children's learning

To work effectively with external agencies to improve the learning and well being of children & families

Inquiry Question: How can we engage and connect with families and the wider community to build capacity to improve learning ?

WHAT WILL WE SEE HAPPENING FOR CHILDREN AS A RESULT?

INTENDED OUTCOMES:

- Children are using literacies and numeracies creatively, critically to communicate in purposeful ways
- Children are choosing and using digital technologies to access information, to think, design, create & express themselves
- Children's curiosity is nurtured through engaging in innovative, challenging, meaningful, inquiry based learning
- Increased levels of students personalising learning

INTENDED OUTCOMES:

- Children are life long learners
- Children are confident & they have positive self esteem
- Children are able to work at their full potential
- Children demonstrate a positive view of themselves & others & develop quality relationships

INTENDED OUTCOMES:

- Increased parent and caregivers involvement as partners in children's learning
- Increase community Capacity
- Effective processes & procedures with external agencies
- Increased staff & community understanding of Cultural competency

Numeracy

Inquiry Question: How can we build children and young people’s learning dispositions and capabilities in numeracy?

All students will learn and use the Natural Maths Secret Code, apply Maths knowledge and strategies to problem solving in real life, becoming mathematical thinkers.

Targets

At or above NMS (National Minimal Standard) in Numeracy

- 90% of Year 3- Band 2(NMS) or above with 50% Band 3 or above
- 90% Year 5 - Band 4 (NMS) or above with 70% Band 5 or above
- 95% Year 7 - Band 5(NMS) or above with 70% Band 6 or above

Naplan: Growth of Chn in Numeracy in Yr 5 & Yr 7

- Lower band - 25%
- Middle Band – 50%
- Upper Band – 25%

Increase number of students above SEA in Numeracy:

- Yr 3: Band 3 or above
 Yr 5: Band 5 or above
 Yr 7: Band 6 or above
- Natural Maths - R-2 – Language and vocab
 R-1: 60% scoring 3-5 in subitising/mental object assessment
 Yr2: 100% scoring 3-5 in subitising/mental object assessment

PAT M Yr 3-7

- Each child to improve 5 scale score
- PAT M-DECD SEA** (Standard of Educational Achievement)
- Yr 3: 110 scale score or better
 Yr 4: 115 scale score or better
 Yr 5: 120 scale score or better
 Yr 6: 124 scale score or better
 Yr 7: 125 scale score or better

Principles & Elements for Powerful Learning (PEPL) linked to our Targets:

Intellectual Quality & Stretch - *Conditions for intellectual stretch and growth mindset*

- **Fluency Plus** – Reasoning, Problem Solving, Questioning, Dual lens thinking (7C’s, 3R’s & content)
- **Transferring** understanding into new situations

Strategic Objectives

- Whole School agreement for Numeracy
- Whole school approach to qualitative & quantitative data collection and analysis and how it informs practice
- Build staff capacity to develop ***the conditions for intellectual stretch and growth mindset in numeracy***
- Develop children and young people to become mathematical thinkers.

What? Strategies Actions

1. Professional learning in Mathematics, making connections to priority 2016 areas – intellectual stretch
2. Numeracy coaching in Natural Maths and linked to PLC s
3. Numeracy map → Assessment map
4. Develop and ratify Numeracy Agreement
5. Rubrics for recommendations refer to Ann Baker assessment recommendations
6. Induction information for new staff includes Natural Maths and agreement re Numeracy Block
7. Preschool reviewing and mapping Numeracy key elements
8. Implementation Guidelines for Indicators of Preschool Numeracy and Literacy in government preschools.
9. Term 4: Separate review surveys for NIT LAs and NIT/Literacy Partners (90 mins per fortnight team planning)
10. Communicate with parents and caregivers information about Natural Maths (visual notes).

How do we know? Outcomes

- Improved percentage of children reaching NAPLAN targets & scale score growth in PAT M.
- Collection of data R-2/3 on Big Ideas in mathematical conceptual understandings.
- Numeracy indicators – Kim G leading Preschool.
- Children’s learner resilience has improved as indicated in the ELLI.

LITERACY

Targets

<p>RR: Running Records- 100% of Year 1 and Yr 2's (except NEP's) in September have had medium or higher percentile growth as in relation to DECD Running Record data</p> <p>Benchmarks 60% of chn 4 terms of Reception- level 8 Yr 1-18 Yr 2-26</p> <p>DECD Sept Levels Reception 9-11 Year 1: 17-20 Year 2: 21 - 24</p>	<p>PAT R – R-7 Independent Readers Each child at Independent Reading level to improve 5 scale score</p> <p>DECD SEA (Standard of Achievement) Yr 3: 100 or better Yr 4: 110 or better Yr 5: 115 or better Yr 6: 120 or better Yr 7: 124 or better</p> <p>PAT Vocab - Each child at Independent Reading level to improve 5 scale</p>	<p>Naplan Growth of Chn in Reading in Yr 5 & Yr 7 Lower band - 25% Middle Band – 50% Upper Band – 25%</p> <p>Increase number of students above SEA in Literacy: Yr 3: Band 3 or above Yr 5: Band 5 or above Yr 7: Band 6 or above</p> <p>Change Phonological targets from 30 to 27/28- speak to Purple West</p>	<p>At or above NMS in Reading</p> <ul style="list-style-type: none"> • 90% of Year 3- Band 2(NMS) or above with 50% Band 4 or above • 90% Year 5 - Band 4 (NMS) or above with 70% Band 5 or above • 95% Year 7 - Band 5(NMS) or above with 70% Band 6 or above
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Principles & Elements for Effective Learning (PEELs) linked to our Targets:

Intellectual Quality & Stretch- *Creating conditions for intellectual stretch and growth mindset*

Strategic Objectives

- Maintain Whole School approach to Reading – including the Big 6, Writing, Targeted intervention, Qualitative & quantitative data collection and analysis and how it informs practice

What? Strategies Actions

1. Goal setting with children
2. Continue with Peer observation and start to get feedback from learners
3. Focus on Text structure, Sentence structure & paragraphing through Bookmaking and Notebook – 6 Traits of Writing and Writers Workshop
4. Literacy partners – introduction to children as we are a team working together to support your learning
5. Use learner progress data regularly in Literacy team planning time to inform teaching & learning to ensure we are intellectually stretching all learners
6. Lisa Burman Professional learning in Literacy to continue
7. Continue Vocab development & PD opportunities.....Early Years- working with Tina Quattucio – Speech Therapist
 - Banb7 Writing & Reading Agreement– bought up each year & used in Wk 10 collaborative planning as a reflective tool
 - PDP include discussions of how multiple measures of students
 - Develop the Radio Station & TV Studio further to have greater impact on literacy
 - Student Folders –how can we move this to Sentral?
 - Improve transition of children back to intervention?
 - Lots of intervention for some children is sometimes too much – Team around the child- needs to check all the services plus the literacy interventions too – needs more of a focus in 2016
 - Workshop for all staff each year on RR for consistency

How do we know?

Outcomes

- Improved our percentage of children reaching our NAPLAN targets & 5 scale score growth in PAT R
- PAT Vocab has improved by 5 scale score for each Yr 3-7 child
- EALD levels???
- 90 % of children at end of Reception have achieved the literacy map skills??

LITERACY

Targets

<p>RR: Running Records- 100% of Year 1 and Yr 2's (except NEP's) in September have had medium or higher percentile growth as in relation to DECD Running Record data</p> <p>Benchmarks 60% of chn 4 terms of Reception- level 8 Yr 1-18 Yr 2-26</p> <p>DECD Sept Levels Reception 9-11 Year 1: 17-20 Year 2: 21 - 24</p>	<p>PAT R – R-7 Independent Readers Each child at Independent Reading level to improve 5 scale</p> <p>DECD SEA (Standard of Achievement) Yr 3: 100 or better Yr 4: 110 or better Yr 5: 115 or better Yr 6: 120 or better Yr 7: 124 or better</p> <p>PAT Vocab - Each child at Independent Reading level to improve 5 scale</p>	<p>Naplan Growth of Chn in Reading in Yr 5 & Yr 7 Lower band - 25% Middle Band – 50% Upper Band – 25%</p> <p>Increase number of students above SEA in Literacy: Yr 3: Band 3 or above Yr 5: Band 5 or above Yr 7: Band 6 or above</p>	<p>At or above NMS in Reading</p> <ul style="list-style-type: none"> • 90% of Year 3- Band 2(NMS) or above with 50% Band 4 or above • 90% Year 5 - Band 4 (NMS) or above with 70% Band 5 or above • 95% Year 7 - Band 5(NMS) or above with 70% Band 6 or above
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Principles & Elements for Effective Learning (PEELs) linked to our Targets:

Intellectual Quality / Rigour - *Conditions for deep, active engagement in learning*

- Higher Order Thinking – arguments & reasoning, creativity, critical thinking , **questioning**, hypothesising, synthesizing
- **Deep structured reflection**

Strategic Objectives

- Maintain Whole School approach to Reading – including the Big 6
- Maintain Whole School approach to Writing
- Maintain Whole School approach to targeted intervention
- Maintain Whole school approach to qualitative & quantitative data collection and analysis and how it informs practice
- Maintain Whole School approach to assessment

What? Strategies Actions

- LA's to focus on **levels of questioning and deep structured reflection** in Literacy block- PL in Inquiry teams and peer observations
- During Inquiry Teams LA look at the targets for children, analyse PAT R, PAT M, PAT Vocab & Running Records regularly to inform teacher practice & identify kids who are falling through the gaps
- Focus on Vocab- support the explicit teaching of words
- EALD leveling and understanding PL- spotlights and staff mtgs
- All yr 3-7 staff using CC pensive for goal setting and connecting with comp rubric
- LA's work with Literacy consultant (Lisa Burman) on their particular needs
- Line managers working with Literacy Partners & their planning

How do we know? Outcomes

- Improved our percentage of children reaching our NAPLAN targets & 5 scale score growth in PAT R
- PAT Vocab has improved by 5 scale score for each Yr 3-7 child
- EALD levels???
- Less children are involved in intervention and needing- entry level tp intervention is higher. We have more children in Wave 1.
- 90 % of children at end of Reception have achieved the literacy map skills??
- Peer observations

PEDAGOGY - 2016

Reflected in all Strategic Improvement Plans

Targets

- Improve children's *learning achievement* in Literacy / Numeracy – see Literacy & Numeracy SIP targets
- 100% Learning Advisors improve *questioning skills & deep structured reflection in teaching*
- 90% of children improve minimum 1 point in *learning resilience* - data from ELLI focus group

Principles & Elements for Powerful Learning (PEPLs) connected to our targets:

Intellectual Quality / Rigour –

- *Conditions for deep, active engagement in learning*
- Higher Order Thinking – arguments & reasoning, creativity, critical thinking , *questioning*, hypothesising, synthesizing
- *Deep structured reflection*
- Concept, Issue, Inquiry & subsidiary questions

Capabilities & Dispositions (7Cs & 3Rs & AC) Learning power muscles

- *Resilience, Resourcefulness, Reciprocity, Reflectiveness*

Strategic Objectives

Whole school approach to pedagogy re:

- Improve children's *engagement & learning resilience* in Literacy / Numeracy through planning using TfEL Learning Design
- Intellectual quality– improve *questioning* strategies & *deep structured reflection*
- Use our Inquiry into BBB to develop *mindsets, character strengths, attitudes and habits* to ensure our students are **powerful learners**

What? Strategies Actions - “What does it mean for me as a LA?”

- **Teams and individuals designing learning** using
 - TfEL, AC, EYLF, PEELs, Capabilities and Dispositions
 - **Building Learning Power (Guy Claxton) to empower students as resilient learners. Habits and attitudes being central to what we do.**
 - **Neuroscience**
- Through professional learning communities and peer observation LAs to continue focus on levels of *questioning* and *deep structured reflection*
- **See PLAY as an opportunity for learning – have a structure in place – look at pedagogical gaps**
- **Create more opportunities to develop cross age relationships across the school e.g. M.A.T.E, PITW, Dance/Drama, Radio, Kitchen/garden etc**

Outcomes

How do we know?

1. Children's improved *engagement & resilience* in learning Literacy and Numeracy – respond to studio data re behavior support during L & N block - decrease of individuals exiting at this time
2. Australian National Professional Standards for Teachers (PDP) – minimum Proficient in 3.1/2/3/4/6
3. ELLI Tool: *Resilience* of learners
 - use focus group to analyse & measure growth 2014–16
 - 1 point increase in resilience for 75% learners
4. Lunchtime play – decrease in violent issues happening in yard

Relationships & Wellbeing for Learning and Achievement

<p align="center">Targets</p> <ul style="list-style-type: none"> • 5% decrease in reported Negative Behaviour Incidences. <ul style="list-style-type: none"> • 10% decrease Take home and suspensions. • Increase in M.A.T.E. behaviour intervention. <ul style="list-style-type: none"> • Aim for 92% whole school attendance. • 100% of children participate in Play Is The Way throughout the year. • 100% of studios have the implemented the Child Protection Curriculum. 	<p align="center">Principles & Elements for effective learning (PEPLS) connected to our targets</p> <p align="center">Relationships & Wellbeing</p> <ul style="list-style-type: none"> • Democratic relationships where opinions are valued • Team building & team work in studios & neighborhoods • Partnerships, connecting, building & sustaining positive relationships. <p align="center">Capabilities & Dispositions (7Cs & 3Rs & AC)</p> <ul style="list-style-type: none"> • Care for self, others and the planet, Collaboration, Reflection, Risk Taking, Resilience
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Strategic Objectives

To construct a safe and respectful learning community in which all members show care for self, others and the planet.

To create a space where all worldviews and strengths are valued and to develop abilities in self-motivation, self-regulating, engagement, persistent and resilient.

<p>The What? Strategies & Actions</p> <p>Behaviour Education</p> <ol style="list-style-type: none"> 2. Whole school Behaviour Education & PITW agreements. (Manual 1 & 2) 3. New staff induction in PITW with the founder “Wilson McCaskil” 1 Day training. 5. PITW committee to trial and coach others with concepts from PITW volume 3. <p>Weekly MATE sessions focusing on PITW. Fortnightly whole school assemblies/house meetings focusing on PITW(choir National Anthem)</p> <p>Child Protection Curriculum</p> <ol style="list-style-type: none"> 4. CPC is in our Belong, Being and Becoming program at BANB7, this is integrated into learning all year. <ul style="list-style-type: none"> • CPC is included in child record folders, which are maintained and passed on from LA to LA. We are going to trial transferring this information onto Sentral. <p>Generosity Programs</p> <ul style="list-style-type: none"> • Young Leaders, studio GPS sessions (child’s voice), TV and Radio, Assemblies/House meetings and the SAKG are opportunities to give back. • Introduce in the BBB “the pathway to Empathy” (virtues into action) <ol style="list-style-type: none"> 5. Values Cup. All children contributing to their HOUSE when they are acknowledged for putting a virtue into action. <ul style="list-style-type: none"> • Assembly Awards. Children awarded a certificate based on school values and the 5KC from PITW. TRIAL to will move onto Sentral as the positive Behaviour incident. <p>Behaviour Intervention.</p> <ul style="list-style-type: none"> • Visual display of behaviour education/intervention flowchart. • Maintain and develop personalized Cool Off, MATE, Reconnect and document negative incidences on sentral. <ol style="list-style-type: none"> 1. Introduce and develop personalized transitions procedures. (AreYouReady, mindfulness, emotions & neuroscience) <ul style="list-style-type: none"> • Use Sentral to collect and analyse behaviour and bullying data. (Termly) • Conduct and analyse data from child bullying survey. (twice a year) • Survey staff about all components of our relationships & wellbeing processes (yearly) <p>Attendance</p> <ul style="list-style-type: none"> • Visual display of attendance process and intervention flowchart. • Whole school attendance policy and agreement. • LA enter attendance data on Sentral daily. • LA and leadership notified via email/sentral message of attendance patterns • Smith family “learning for life” scholarships based on attendance. • Family Day Care Project. Short term intervention with “pick up/Drop off” 	<p>How do we know? Outcomes</p> <p>PITW is embedded in the culture of all studio’s. All LA and children use the BANB7 language of learning and behaviour. Increase in engagement, resilience, independence and deep reflection.</p> <p>LAs provide accurate rubrics for all children in relation to what they have achieved in the area of CP. Children feel they belong to BANB7, feel safe and know where to go for help if needed.</p> <p>Children and staff use to reflective language and provide appropriate feedback when children put a virtue into action. Staff add positive behaviour incidences on sentral.</p> <p>Staff and children continue to develop, personalise and review interventions in relation to behaviour.</p> <p>All staff work collaboratively to improve whole school attendance. All staff form strong connection with families and follow up on attendance.</p>
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