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:
BAN7 - 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 BAN7 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

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?

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

Priority 2

Well Being & Relationships for Learner Achievement

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

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

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

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?

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?

## Targets

<table>
<thead>
<tr>
<th>B-2 – Language and vocab</th>
<th>PAT M Yr 3-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secret codes year level requirements (see Maths Agreement)</td>
<td>Each child to improve 5 scale score</td>
</tr>
</tbody>
</table>

**PAT M - DECD SEA (Standard of Achievement)**

- Yr 3: 40 or better
- Yr 4: 45 or better
- Yr 5: 50 or better
- Yr 6: 54 or better
- Yr 7: 55 or better

## 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

- Whole School approach agreement for Numeracy
- Whole school approach to qualitative & quantitative data collection and analysis and how it informs practice
- Whole School approach to assessment
- Identify effective strategies/pedagogies that build successful learning dispositions through numeracy
- Build staff capacity to deliver high quality teaching and learning through a focus on numeracy
- Develop children and young people’s expertise and outcomes in numeracy learning

## What? Strategies Actions

- LA’s increase their knowledge and understanding of Numeracy through instructional coaching model (plan, teach and reflect on a meaningful and rich (in-depth) two weekly cycle) with Effie (Numeracy Coach) & Ann Baker PD plus work with our Torrens Partnership
- LA’s top focus on levels of questioning and deep structured reflection in Numeracy - PL in Inquiry teams and peer observations
- LA’s to focus on questioning strategies in Numeracy
- Use PAT M to inform teacher practice & identify kids who are falling through the gaps
- Leaders attend the DECD Numeracy professional development for leaders program with Torrens Partnership
- Resources for LA’s - Setup maths game boxes that are up-dated & swapped between neighbourhoods regularly, Ann Baker’s Natural Maths resources, children’s books, teacher resources and basic materials for NM style teaching.
- Numeracy coach to work with LAs to ensure maths is present in common areas for ‘provocations.’
- Secret Code concepts understood for R-2 to be put on Markit when child has achieved
- Focus on Natural Maths Vocab – develop a glossary of terms for consistency
- Develop assessment map for Numeracy

## How do we know? Outcomes

**Improved our percentage of children reaching our NAPLAN targets & 5 scale score growth in PAT M**

- PAT Vocab has improved by 5 scale score for each Yr 3-7 child
- Collection of secret codes on ???
- Children’s resilience has improved and shown in the ELLI
## LITERACY

### Targets

<table>
<thead>
<tr>
<th>RR: Running Records</th>
<th>PAT R – R-7 Independent Readers</th>
<th>Naplan Growth of Chn in Reading</th>
<th>At or above NMS in Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Each child at Independent Reading level to improve 5 scale</td>
<td>in Yr 5 &amp; Yr 7 Lower band - 25% Middle Band – 50% Upper Band – 25%</td>
<td>• 90% of Year 3- Band 2(NMS) or above with 50% Band 4 or above</td>
</tr>
<tr>
<td>Benchmarks 60% of chn 4 terms of Reception- level 8 Yr 1-18 Yr 2-26</td>
<td>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</td>
<td>PAT Vocab - Each child at Independent Reading level to improve 5 scale</td>
<td>• 90% Year 5 - Band 4 (NMS) or above with 70% Band 5 or above</td>
</tr>
<tr>
<td>DECD Sept Levels Reception 9-11 Year 1: 17-20 Year 2: 21 - 24</td>
<td></td>
<td></td>
<td>• 95% Year 7 - Band 5(NMS) or above with 70% Band 6 or above</td>
</tr>
</tbody>
</table>

### 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**
**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*— evidenced by
  - peer and coaching observations
  - Term 4 2014 PEELs Intellectual Quality audit (Elements 4 & 9)
- 90% of children improve minimum 1 point in *learning resilience*— data from ELLI focus group

### Principles & Elements for Effective Learning (PEELs) 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)
- *Resilience*

### Strategic Objectives

**Whole school approach to pedagogy re:**
- Improve children’s *engagement & learning resilience* in Literacy / Numeracy through planning using TfEL Learning Design
- Culture of Thinking – improve *questioning* strategies & *deep structured reflection*
- Improve *resilience* in learners

### What? Strategies Actions

**“What does it mean for me as a LA?”**
- Through inquiry teams and peer observation LA’s to focus on levels of *questioning* and *deep structured reflection*
- Active participation in Team & Cross Team Inquiry
- Participate in whole staff professional learning – CPAC (Denise)
- Teams designing *learning* using
  - TfEL, AC, PEELs, Capabilities and Dispositions
  - *Building Learning Power* (Guy Claxton) to empower students as resilient learners
- Extend Neuroscience 2014 research project with Red 2 & 6 to whole school

### Outcomes

**How do we know?**
1. Children’s improved *engagement & resilience* in learning Literacy and Numeracy - see studio data re behavior support during L & N block
2. 2015 Review Audit of PEELs Intellectual Quality Traffic Lights – reflects increase to *green*
3. Australian National Professional Standards for Teachers (PDP) – minimum Proficient in 3.1/2/3/4/6
4. Involvement and Wellbeing Scales from 2014 Preschool/Reception cohort to form base of longitudinal study
5. ELLI Tool: *Resilience* of learners
   - use focus group to analyse & measure growth 2014–15
   - 1 point increase in resilience for 75% learners
## Relationships & Wellbeing for Learning and Achievement

### Targets
- 5% decrease in reported Behaviour Code incidences.
- 10% decrease Take home and suspensions.
- Increase in M.A.T.E. intervention.
- Aim for 92% whole school attendance.
- 100% of children participate in Play Is The Way Key Concepts throughout the year.
- 100% of studios have the implemented the Child Protection Curriculum.

### Principles & Elements for effective learning (PEELS) connected to our targets

#### Relationships & Wellbeing
- Democratic relationships where opinions are valued
- Team building & team work in studios & neighborhoods
- Partnerships, connecting, building & sustaining positive relationships.

#### Capabilities & Dispositions (7Cs & 3Rs & AC)
- Care for self, others and the planet
- Collaboration
- Reflection
- Risk Taking
- Resilience

### Strategic Objectives
- To construct a safe and respectful community in which all members show care for self, others and the planet.
- To create a space where all worldviews and strengths are valued to develop abilities in self-motivation, self-regulating, engagement, persistent and resilient.

### What? Strategies Actions

#### Behaviour Education
- Whole school Behaviour Edu & PITW agreements.
- (Behaviour Ed & social and Emotional skills program)
- New staff induction includes professional learning in PITW with the founder “Wilson McCaskil”
  - “Young Leaders projects”
- House captains, CHATs, studio GPS sessions, TV and Radio, Assemblies and whole school functions.
- CPC is in our Belong, Being and Becoming BANB7, this is integrated into learning all year.
- CPC is included in child record folders, which are maintained and passed on from LA to LA.

#### Intervention Reviews.
- Use Dux to collect and analyse behaviour and bullying data. Conduct and analyse data from bullying survey from each semester. Survey staff about : MATE, Reconnect and behaviour education interventions.

#### “Values in Action”
- “Bucket filling”. Children read the bucket book and gain a common understanding of positive psychology and the benefits of helping others.
- Values cards – staff can award a child when they see “values in action.”
- Assembly Awards. Children awarded a certificate based on school values and the SKC from PITW.

#### Attendance
- All staff follow the Attendance Agreements and flow charts. Counsellor works with attendance officer to develop plans and interventions. Smith family “learning for life” scholarships based on attendance.
- Family Day Care Project. Short term intervention with “pick up/Drop off”

### How do we know? Outcomes
- PITW is embedded in the culture of all studio’s.
- All LA and children use the reflective language.
- Children display increase engagement, resilience and deep reflection.
- Children initiate activities related to their CHAT area.
- Children feel included in decision-making and feel they have a voice. (engagement and surveys)
- 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. (Surveys)
- Staff and children continue to develop and review interventions in relation to behaviour.
- Children and staff use to reflective language and provide appropriate feedback when children turn the value into a virtue.
- All staff work collaboratively to improve whole school attendance. All staff form strong connection with families and follow up on attendance.
## PARTNERSHIPS

### Targets
- Contact with 100% of families during Family Connections week
- 4 volunteers in SAKG on Wednesday, Thursday and Friday
- 80% attendance at parenting workshops

### Principles & Elements for Effective Learning (PEELs) connected to our targets

#### Relationships and wellbeing
- Creating a culture of shared responsibility for feeling safe, respecting, inspiring and encouraging each others learning
- Partnerships – connecting, building and sustaining positive relationships with families and community

### Strategic Objectives
- *to develop a culture where parents and caregivers are empowered to work in partnership in children’s learning*
- *to work effectively with external agencies to improve the learning and wellbeing of children and families*

### What? Strategies Actions
- All parents to be surveyed re their awareness and use of FACEBOOK in relation to their children’s learning at Family Connections Day R-7
  - Review and analyse data
  - Plan further actions for using Facebook for ongoing partnerships in children’s learning
- At Family Connection meeting LA’s to ask whether people are interested in volunteering in the SAKG
- Family Connections Day T1 and T2
  - Term 1 – making connections
  - Term 2 – reporting
- Intervention Tracking Data base
  - recording intervention from B-Reception
- The Incredible Years – parenting program run by United Care Wesley Bowden

### Outcomes

#### How do we know?
- Facebook is used to improve the partnership between and parents/caregivers around children’s learning
- Facebook is used to build community capacity
- Increased number of regular volunteers in SAKG
- Improved communication around learning
- Accurate contextual information to inform planning for learning
- Informed parenting