Macclesfield Primary School

Cultivating Collaboration
School/Community Partnerships

Sharing responsibility for SIP processes
Continue review of reporting processes to ensure parents have useful info about their child's learning
Partnership collaboration
-Corwin
-T&D
- Small school hub groups/Week 5 T&D
Maximising local community connections
Maximising relationships with student/family support agencies (DECD/non DECD)

Securing Accountability
Improvement Agenda

Results + Involvement
Responding to research trends
Experimenting with our data management strategies
Using our data for self-review
(Literacy/Numeracy/Well-being-students/staff)
Reviewing the effectiveness of our teaching and learning (Corwin)

High Expectations for Growth and Achievement for Every Child

Deepening the Learning
Quality Teaching/Pedagogy

Targeted intervention
Learning stretch/Growth Mindset
Coherence across site and Partnership
Quality T&D to develop staff capacity
High Expectations and goal setting
Visible Learning / Success criteria
Effective Performance Management Processes
Use of TfEL and Australian Curriculum
Student Engagement

School Vision

(To be developed)

School Values

Respect

Safety

Responsibility

Caring

Success

Key findings from collected data		Strategies	Actions	Targets	Evidence
Literacy PAT – Reading Year 3-7 98% met Standard of Education Achievement NAPLaN - Reading - More than 50% at each level (Years 3,5,7)in Upper 2 bands -Reading 84% (Year 5) and 100% (Year 7)students showed medium/high progress 47% in Upper 2 bands for Grammar and Punctuation, 25% for Spelling, 19% for Writing Challenge: To increase student achievement standards in writing and spelling To maintain high levels of reading achievement across all year level	**Students**	Encourage Home reading	Have high personal expectations Be involved in class challenges/competitions Students assist with purchasing texts	See below	See below
	Parents	Encourage parents to value and support Home reading	Baby reading packs for families of Macclesfield Develop 'How to help' tools Work with parents (am tea/newsletter) Expectation for students to write own orders	Number of students reading at home will increase Improved writing scores (see below)	Reading diaries Data collection (See below)
	Staff	Develop student skills in writing of fiction and non-fiction genre Coherent approach to teaching Spelling and Grammar and Punctuation (Jolly Grammar) Maintain high achievement in reading Use data for regular review and planning Use of Digital Technologies	Plan an across school approach to teaching of text types throughout the year Undertake T&D about teaching fiction and non-fiction writing genre Purchase and use of Jolly Grammar resource across school Chris Killey spelling Closely monitor student reading skill development using agreed plan (Running Records, Lexile levels) Targeted interventions for identified students Use of VL resources and training Use of digital technologies to enhance Literacy Learning (Application for Makers Empire) Using every opportunity to let parents know of activities/achievements (Explore Edublogs & Seesaw	30% of students in top 2 bands in NAPlaN in writing 100% students (without specific plans) meet SEA in reading Maintain at least 50% in Upper 2 bands in NAPLaN reading	SEA results NAPLaN tests T&D undertaken Plan for genre writing across school in place Common use of Jolly Grammar resources across classes Data collection, analysis and planning in place

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Numeracy — PAT – All students 3-7 exceeded the targets from the 2016 Improvement Plan (with 89% achieving SEA NAPLaN – All students achieved National Minimum Standard 100% Year 5 and 77% Year 7, showed medium high growth	*Challenge: Carefully targeted intervention in Numeracy* — Develop means of tracking student maths skill development across the years of schooling				
	Students	Improve student outcomes in Numeracy	Have high personal expectations Be involved in class 'themed' challenges/competitions Eg. Maccy Merits???	See below	See below
	Parents	Learn more about some of the strategies schools are using	Attending information sessions Reading newsletter articles	Parents feel more confident about helping their children with Maths Improved student learning outcomes (See below)	Collected data (see below)
	Staff	Use 'Back to Front' for tackling misconceptions in learning Promote fluency (especially for students identified in data analysis) Use data for regular review and planning Use of Digital Technologies	Continue Tierney Kennedy T&D Train new staff Use of QuickSmart intervention with identified groups Targeted interventions for identified students Use of VL resources and training Use of digital technologies to enhance Numeracy Learning (Application for Makers Empire)	PAT results Year 4 -70% Year 5 – 85% Year 6 - 55% Year 7 – (cohort too small) Targeted students will move into the HA or HA/HG areas	NAPLaN tests PAT tests QuickSmart Testing Data collection, analysis and planning in place

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Wellbeing for Learning and Positive Education *Year 6/7 MDI data* – Exceeded SA perservenance, less sadness, less worries/anxiety, cognitive engagement, strong friendships ***Challenge areas:*** Connecting with school adults, Low sleep *Student Opinion Survey* (Year 2/3 – 7% responses disagreed or strongly disagreed with all of the areas covered – issues raised spread evenly; 41% agreed or strongly agreed with areas covered. Year 4/5/6/7 - 7% responses disagreed or strongly disagreed with all of the areas covered – issues raised focussed mainly on taking students' opinions seriously; 68% agreed or strongly agreed with areas covered. *SBM data* – no significant issues/patterns evident in SBM data *Parent Opinion Survey*	**Students**	Student well being levels promoted Improved attendance and reduced lateness	'Play is the Way' – Class level Work towards acknowledgement of good attendance or punctuality	92% Attendance	EDSAS data
	Parents	Make use of the range of skills available to support learning among parents/community	Develop a register for volunteers to the school. (skills/availability etc)		Register exists and is available to support learning
	Staff	Improve Attendance and lateness data Use of PERMA Character Strengths Values for Learning 'Play is the Way' Growth Mindset	Regular reporting to parents about attendance/lateness and the impact of same Acknowledging positive attendance Implementation???? Use of VL resources and training	92% Attendance Students articulate the notion of the 'Learning Pit' and demonstrate a Growth Mindset	EDSAS data