



**Swallowcliffe  
School P-7**



# STRATEGIC PLAN 2015 - 2017



**Government of South Australia**  
Department for Education and  
Child Development



## IDENTIFIED PRIORITIES TO DEVELOP

1. Whole school approach to teaching English and Literacy.
2. All teaching staff to embed literacy capabilities in all curriculum areas.
3. Improve literacy outcomes for all students.
4. Growth mindset to Literacy – language for learning explicitly taught.

## DATA KEY FINDINGS

### RUNNING RECORDS 2014

- % of students reaching Partnership Benchmarks (by the end of Term 4)
- Rec – 7.3%
  - Yr 1 – 19%
  - Yr 2 – 24%

### PAT R 2014

- Yr 3 – 5%
- Yr 4 – 27%
- Yr 5 – 32%
- Yr 6 – 35%
- Yr 7 – 24% of students reached scale score standard

### NAPLAN 2014 (READING)

**Year 3** - 30% of students' demonstrated expected achievement in NAPLAN proficiency bands. 48% of students' demonstrated below DECD achievement.

**Year 5** - 35% of students' demonstrated expected achievement in NAPLAN proficiency bands. 43% of students' demonstrated below DECD achievement.

**Year 7** - 31% of students' demonstrated expected achievement in NAPLAN proficiency bands. 38% of students' demonstrated below DECD achievement.

## TARGETTED LEARNER OUTCOMES

1. Students will recognise the literacy capabilities in all curriculum areas.
2. Students will develop and use common language to discuss English and literacy learning.
2. Students will be more skilled at choosing and applying appropriate Literacy strategies.
3. Students will be actively involved in reflecting upon and self-assessing their literacy learning.
4. Students can apply a growth mindset to their learning.

## IDENTIFIED STRATEGIES

1. Embed a cohesive approach to the teaching of English and Literacy across the site through: **Non-negotiable common agreements/ Whole school scope and sequence /Using common assessment tools and practices across the site.**
2. Teachers analyse assessment data (NAPLAN, Pat R, Running Records, Literacy Pro Levels) to plan for differentiation; Wave 2 and 3 intervention and to write SMARTAR targets. (TfEL 3.1, 3.3, 3.4)
3. All classroom teachers to be trained in Language and Literacy Levels for EALD students. (TfEL 2.2, 3.1, 3.2, 4.1)
4. Whole site professional development plan, including PLC's around teaching of growth mindset and language for learning, explicit to English. (TfEL 1.1, 1.2, 1.3, 1.4, 1.5, 1.6)

## EVIDENCE TO IDENTIFY PROGRESS

1. Whole school agreements are being effectively implemented and are observable in all classrooms.
2. Data used to target student intervention. Teacher programs reflect planning based on the analysis of performance data.
3. NAPLAN, PAT R and running record level results improve in all year levels: NAPLAN - Increase in percentage of students represented at DECD Proficiency bands. Increase in percentage of students represented in top 2 bands. PAT R - increase in number of students represented in appropriate Scale Score levels. Running Records – increase in number of students reaching benchmark in years R-2.
4. Classroom teachers provide Language and Literacy levels for all EALD students.
5. Individual sharing of planning through whole school, formalised Performance & Development processes/ informal walk-throughs/ peer 'look fors' & termly class newsletters.
6. Students confidently using language for learning that reflects understanding and application of growth mindset.



## IDENTIFIED PRIORITIES TO DEVELOP

1. Whole school approach to teaching Mathematics and Numeracy
2. Students work with authentic mathematical opportunities in all curriculum areas.
3. All teaching staff to embed numeracy capabilities across all curriculum areas.
4. Growth mindset to numeracy – language for learning explicitly taught.
5. On-going formalised site self-review process for each SIP area.

## DATA KEY FINDINGS

### PAT MATHS 2014

- Yr 3 - 0%
- Yr 4 - 17.5%
- Yr 5 - 19%
- Yr 6 - 3%
- Yr 7 - 21%

of students reached  
scale score standard

### NAPLAN 2014

**Year 3** - 20% of students' demonstrated expected achievement in NAPLAN proficiency bands.  
58% of students' demonstrated below DECD achievement.

**Year 5** - 19% of students' demonstrated expected achievement in NAPLAN proficiency bands.  
59% of students' demonstrated below DECD achievement.

**Year 7** - 19% of students' demonstrated expected achievement in NAPLAN proficiency bands.  
52% of students' demonstrated below DECD achievement.

## TARGETTED LEARNER OUTCOMES

1. Students will develop and embed common mathematical language/definitions across all year levels.
2. Students will recognise the mathematical content in other curriculum areas.
3. Students will choose appropriate mathematical strategies to solve problems.
4. Students can identify and use Ann Baker Natural Maths strategies.
5. Students can apply a growth mind set to their mathematical learning.

## IDENTIFIED STRATEGIES

1. Embed a cohesive approach to the teaching of numeracy and mathematics across the site through: **Non-negotiable common agreements/ Whole school scope and sequence /Using common assessment tools and practices across the site.**
2. Explicitly teaching and highlighting the numeracy and mathematics in all curriculum areas. (TfEL 4.2, 4.3)
3. Teachers analyse assessment data (NAPLAN, Pat Maths) to plan for differentiation; Wave 2 and 3 intervention and to write SMARTAR targets. (TfEL 3.1, 3.3, 3.4)
4. All teachers to be trained/coached in Ann Baker Natural Maths pedagogy. (TfEL 2.2, 3.1, 3.2, 4.1)
5. Embed Ann Baker Natural Maths strategies of mental routines, problematizing and reflection in all classrooms through on-going PD and coaching. (TfEL 2.2, 2.3, 3.4, 4.2, 4.3, 4.4)
6. Whole site professional development plan, including PLC's around teaching of growth mindset & 'language for learning, explicit to mathematics (TfEL 1.1-1.6).

## EVIDENCE TO IDENTIFY PROGRESS

1. Whole school agreements are being effectively implemented and are observable in all classrooms.
2. On-going collection and documentation of authentic problem solving activities for all teachers to access.
3. Data used to target student intervention. Teacher programs reflect planning based on the analysis of performance data.
4. PAT Maths and NAPLAN results improve in all year levels: NAPLAN Increase in percentage of students represented at DECD Proficiency bands. Increase in percentage of students represented in top 2 bands. PAT Maths increase in percentage of students represented in appropriate Scale Score levels.
5. Individual sharing of planning through whole school, formalised Performance & Development processes/ informal walk-throughs/ peer 'look fors' & termly class newsletters.
6. Students confidently and regularly using language for mathematical learning that displays understanding and application of growth mindset strategies.



# EARLY YEARS



Government of South Australia  
Department for Education and  
Child Development

## IDENTIFIED PRIORITIES TO DEVELOP

1. **Oral Language** - Phonological Awareness Oral Language
2. **Active Learning** - Developing common understanding of active learning and a play based curriculum
3. **Engagement** - To engage all students in their learning
4. **On-going formalised site self-review process** for each SIP area.

## DATA KEY FINDINGS

1. **Preschool data** continues to show a progression rate in the number of students who enrol in the Preschool that require support in speech and language. In 2014 30% of students entered reception with identified speech and language concerns.
2. **In 2014 the single intake** into receptions saw 26% of students enter the school who were 4 years of age. Teachers have recognised the need to have a more play based curriculum to support the transition from the preschool to the school.
3. **In 2014, there were 996 recorded incidents** in the early years where students were consistently out of class requiring out of class intervention.

## TARGETTED LEARNER OUTCOMES

1. Students will have **improved phonological Awareness skills** in Segmenting /Rhyme (hearing and identifying)/Manipulate individual sounds (alliteration)/Syllabification (vocab)
2. **Students are engaged in a play based curriculum.** Students will reflect, identify, review and discuss their learning.
3. **Students will engage in their LEARNING, resulting in less behaviours** that results in children absent from their learning. Students and families will build relationships with teachers supporting learning in the classroom. **Students in-class attendance improves.**

## IDENTIFIED STRATEGIES

1. **A whole early years approach to implementing an Early Years Phonological Awareness program** developed by Sue McCandlish. From 2015 implementation with reception students. Speech Pathologist working in classes (buying in time).PD for educators including Pupil Free Days, after hours PD, release time regarding Phonological Awareness. Speech Pathologies (brought in time) will investigate and deliver PD on book based programs and play based programming. Development and purchase of resources. Audit current assessments, requirements.
2. **Develop non- negotiable common agreements.** Plan and assess learning outcomes based on the Early Years Learning Framework and Australian Curriculum. Ongoing Reflection (use of RRR). Induction of all new staff.
3. Opportunities for **staff to work collaboratively** to implement strategies across the early years that will deliver quality learning programs that interest the children. Educators to discuss and enact ways to involve families to build relationships and develop knowledge of children's interests. Professional learning that builds staff capacity to, deliver story tables, book based focus. Learning through Play, outdoor play experiences with documented observations.

## EVIDENCE TO IDENTIFY PROGRESS

1. **Classroom practice reflects and supports the implementation of the Phonological program.** Early Years teachers are confidently using the Phonological program. Wave 2 and 3 children are identified and adjustments to educators programs are apparent. Performance Management meeting provide continuous review of how educators are planning and implementing the Phonological Awareness for wave 2 and 3 children. Consistent early years approaches to assessing and reporting are implemented. Developed strong evidence base student achievement data using the Phonological Awareness program .100% of reception students are explicitly taught phonics.
2. **Learning environment will look different and may change regularly.** Classroom budget will focus in other areas to support an active learning environment .Educators collaboratively implementing engaging learning experiences that are responsive to student's interests, strengths & needs.
3. **Growth in attendance within the Early Years children. Increased in class attendance percentage by 5%.** Educators collaboratively implementing engaging learning experiences that are responsive to student's interests. Performance Management meeting provide continuous review of how educators are planning and implementing an engaging curriculum.



# DISPOSITIONS FOR LEARNING



Government of South Australia  
Department for Education and  
Child Development

## IDENTIFIED PRIORITIES TO DEVELOP

1. Improved attendance
2. Mindfulness – common practices around school/classroom culture, common language, dispositions for learning
3. Re-engagement in learning.
4. On-going formalised site self-review process for each SIP area.

## DATA KEY FINDINGS

1. 83% attendance rate, well below regional target/ high rate of student unexplained and students arriving late, regularly for school missing key literacy learning.
2. Perception feedback from students/staff/families around need for common language and consistency in language to build cohesive culture.
3. High rates of office intervention & suspension/exclusion.

## TARGETTED LEARNER OUTCOMES

1. Reduce the gap between school attendance rate and the Regional target.
2. Students able to demonstrate growth mindset and positive dispositions for learning through use of 'language for learning'
3. Reduced number of students represented through 'office' intervention, suspension & exclusion. 'At risk' students able to use 'mindfulness' strategies and language to articulate emotions and re-engage in learning.

## IDENTIFIED STRATEGIES

1. School attendance policy-continuous review with staff and reiterate everyone's responsibilities. School daily SMS program. Engagement of Attendance Officer. Recognition of positive class attendance at assembly and in newsletters. Teacher use of classdojo to acknowledge attendance. Home visits-class teacher and Senior Leader. Engage Governing Council in strategies around lateness/attendance.
2. Development of strategies for gathering, tracking the development of culture, including site surveys/ perception tools/MDI data, to analyse and inform next steps, as part of on-going review. Whole staff PD approach around Mindfulness with strong focus on Mind-set and language for learning. Staff sharing opportunities around Mindfulness, including PLC's. Items in newsletters and at assemblies. Professional signage around mindfulness, as the umbrella for values, bullying and language for learning to fit under. Development of authentic student voice opportunities. On-going Bullying audits & review to inform Bullying policy & site strategies.
3. Common Agreements around key, identified mindfulness/engagement practices. Formalised induction processes to include all aspects of the SIP. Whole school Behaviour code for Re-engagement of 'at risk learners', with clearly defined processes. Identified team around the child approach led by Senior Leader – Resilience for Learning. 'At Risk' learners to have SMARTAR behaviour goals. Re-engagement area and 'break before it is broken' strategies enhanced. Perception data collection (staff/parent/students) to support on-going review of behaviour intervention

## EVIDENCE TO IDENTIFY PROGRESS

1. Increase in site/ class attendance rates. Increased family/school communication and reduction in 'unexplained' absence.
2. Development of positive class and school culture identified through perception data tools. Development of whole school common language – audible/visible in public forums (class/yard/staff meetings/celebrations/newsletters etc and used by staff/students/parents).
3. Reduction in behaviour incidents. Perception feedback from staff and students identifies that they understand processes and are supportive of the individualised 'team' approach. 'at risk students actively utilising break opportunities.