SCHOOL MISSION:
At Gilles Plains Primary School we are developing our improvement focus using the inquiry focus of the Torrens Partnership:

How will we collaboratively ensure that every learner demonstrates growth through intellectual stretch using the four Results Plus expectations?
During 2015 we began to identify and enact clear intervention processes, as our data showed:
- Lack of clarity and connection with Partnership support staff
- Low growth for children across the school, but particularly our children on NEPs.

In 2016 we are continuing that work, focusing particularly on:
- Evaluating and strengthening pedagogical practice in literacy and numeracy
- Tracking and monitoring every learners growth

SCHOOL VALUES:
RESPECT, RESPONSIBILITY, PERSEVERANCE AND COURAGE

SCHOOL VISION:
‘Building Foundations for Life Success’, reflects our focus on the development of literacy and numeracy skills through the use of a language–rich curriculum.

Student wellbeing is addressed through effective social development programs which aim to impart our agreed values.

The school is part of a campus that includes health services and community childcare so we are able to provide support services to families in an integrated manner.

MATHEMATICS AND NUMERACY
Sustainable Outcome: To improve learning outcomes in Mathematics and raise the level of Numeracy Skills

Process Outcomes (we will):
- Develop Professional Learning Communities within the school
- Increase staff engagement with expertise, including Anne Baker and Mike Chartres
- Engage in teacher networks across the Torrens partnership to support staff knowledge and understanding
- Engage with the Torrens Powerful Teacher network to build on expertise
- Establish data set and timelines
- Analyse data to inform teaching and learning programs
- Develop common understandings of year level expectations and develop consistency through moderation
- Explore ICT to increase learning opportunities for staff and students
- Investigate and create inventory of maths equipment and resources
- Provide parent information through newsletter, online and face to face
- Investigate waves of intervention and review current practice
- Engage with professional learning through the Australian Curriculum and TfEL
- Use the Australian Curriculum to plan, assess and report to families.

CURRICULUM AND PEDAGOGIES FOR ENGAGEMENT
Our commonly agreed school values, relationship and wellbeing framework revitalize curriculum and pedagogy across the school...

Through all staff working collaboratively to –
- Develop learning tasks differentiated to meet the range of student needs/skills and passions
- Implement negotiated education plans which identify and assess student development across the learner continuums.

STUDENT MANAGEMENT and ATTENDANCE
Implementation of the Kids Matter Framework across the whole school and effective monitoring of student daily attendance to support learner achievement and satisfaction...

Through all staff working collaboratively to:
- Implement agreed policy and practices in regard to student management and attendance.
- Attend to student needs through the curriculum.
## Literacy

### Targets/Intended Outcomes:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Who</th>
<th>When</th>
<th>Performance Indicators</th>
</tr>
</thead>
</table>
| • collectively support student engagement by using effective and innovative teaching – enabling the development of expert learners.  
  • TfEL used to guide our designs for learning & decision making about our practice  
  • develop assessment processes that provide challenge and require deep knowledge and understanding to evaluate achievement.  
  • What assessments will be used to inform the teaching & learning cycle?  
  • actively engage in professional development around knowledge, concepts and pedagogy to build capacity.  
  • PLC examination of literacy programs  
  • Participate in Partnership Collaborative Moderation  
  • engage in performance development conversations that include the provision of critical feedback to further improve teaching practice and student learning outcomes across school.  
  • Observe others’ practice leading to increased de-privatising and a collective responsibility of each learner.  
  • Participate in Partnership Instructional Rounds  
  • develop our expertise to use data to inform practice and demonstrate evidence of progress towards targets.  
  • provide effective feedback to learners that identifies what has been mastered, what the next step of learning is and what processes are involved to achieve the outcome | Teaching staff | Term 1 & 2 | Class plans Individual learning plans |
| All staff | Ongoing | Professional development records |
| All staff | Term 3 | Partnership Instructional Rounds |
| All staff | Professional goals of each staff member |
| Teaching staff | Term 3 | Student work samples, reporting processes |
| All staff | | |

### Running Records

- Of our Year 1 and 2 students, 70% will meet the DECD Standard of Educational Achievement by the end of Term 3, 2016.
  
  **End of Reception:** 100% students (excl SWD) are reading at level 10
  
  **End of Year 1:** 100% students (excl SWD) are reading at level 20
  
  **End of Year 2:** 100% students (excl SWD) are reading at level 26+

### PAT-R

- All Year 4-7 students will improve their own performance by 30%  

### NAPLAN – Literacy

Site NAPLAN data demonstrates growth from previous mean scores (Years 5 – 7 & Years 3 - 5) and:

- 50% of our Year 3 students will achieve the DECD Standard of Educational Achievement
- 70% of our Year 5 students will achieve the DECD Standard of Educational Achievement
- 70% of our Year 7 students will achieve the DECD Standard of Educational Achievement

**Collectively support student engagement**

Who

- AET, Special Ed Teacher
- All teaching staff
- All staff
- All staff
- Teaching staff
- All staff
## Numeracy

### Targets/Intended Outcomes

- Site NAPLAN data demonstrates growth from previous mean scores (Years 5 – 7 & Years 3 - 5)
- PAT-M
  - All Year 4-7 students will improve their own performance by 30%
- Walk through data provides evidence of change in the Mathematical learning environments

### Strategy

- observe other’s practice leading to increased de-privatising and a collective responsibility for each learner.
- engage in professional development around knowledge, concepts and pedagogy to build capacity.
- collectively support student engagement by using effective and innovative teaching – enabling the development of expert learners.
- explore assessment processes that will provide challenge and require deep knowledge and understanding to evaluate achievement.
- engage in performance development conversations that include the provision of critical feedback to further improve teaching practice and student learning outcomes across school.
- develop our expertise to use data to inform practice and demonstrate evidence of progress towards targets.
- provide effective feedback to learners.

### Who

- Teaching staff
- AET, Special Ed Teacher + all teaching staff
- All staff
- Teaching staff
- All staff

### When

- Term 3
- Term 1 & 2
- Ongoing
- Term 1 & 2
- Ongoing
- Term 3

### Performance Indicators

- Partnership Instructional Rounds
- Professional development records
- Class plans
- Individual learning plans
- Professional goals of each staff member

### Table

<table>
<thead>
<tr>
<th>Targets/Intended Outcomes</th>
<th>Strategy</th>
<th>Who</th>
<th>When</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Site NAPLAN data demonstrates growth from previous mean scores (Years 5 – 7 &amp; Years 3 - 5)</td>
<td>➢ observe other’s practice leading to increased de-privatising and a collective responsibility for each learner.</td>
<td>Teaching staff</td>
<td>Term 3</td>
<td>Partnership Instructional Rounds</td>
</tr>
<tr>
<td>• PAT-M</td>
<td>➢ engage in professional development around knowledge, concepts and pedagogy to build capacity.</td>
<td>AET, Special Ed Teacher + all teaching staff</td>
<td>Term 1 &amp; 2</td>
<td>Professional development records</td>
</tr>
<tr>
<td>• All Year 4-7 students will improve their own performance by 30%</td>
<td>➢ collectively support student engagement by using effective and innovative teaching – enabling the development of expert learners.</td>
<td>All staff</td>
<td>Ongoing</td>
<td>Class plans</td>
</tr>
<tr>
<td>• Walk through data provides evidence of change in the Mathematical learning environments</td>
<td>➢ explore assessment processes that will provide challenge and require deep knowledge and understanding to evaluate achievement.</td>
<td>All staff</td>
<td>Term 1 &amp; 2</td>
<td>Individual learning plans</td>
</tr>
<tr>
<td></td>
<td>➢ engage in performance development conversations that include the provision of critical feedback to further improve teaching practice and student learning outcomes across school.</td>
<td>All staff</td>
<td>Ongoing</td>
<td>Professional goals of each staff member</td>
</tr>
<tr>
<td></td>
<td>➢ develop our expertise to use data to inform practice and demonstrate evidence of progress towards targets.</td>
<td>All staff</td>
<td>Term 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ provide effective feedback to learners.</td>
<td>All staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets/Intended Outcomes</td>
<td>Strategy</td>
<td>Who</td>
<td>When</td>
<td>Performance Indicators</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------</td>
<td>-----</td>
<td>------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| To have 100% attendance of students at GPPS. | ➢ Identify students that require support to attend school on time/regularly  
➢ Provide students with Emergency Lunches when necessary  
➢ Support students to attend “Breakfast Program”  
➢ Provide support/access to GPPS dress code | AET Counsellor | Daily | ➢ All students attend regularly and facilities are being used to their maximum |
| By the end of 2016 there are 20% fewer unexplained absences. Staff are using correct procedures to follow up unexplained attendance, 100% of the time. | ➢ Letter to parents (proforma 1) when there is any unexplained absence  
➢ Teachers expected to keep all records/notes of unexplained absence  
➢ Inform staff of legal requirements in relation to roll books  
➢ For leave of up to 4 weeks an exemption form to be completed and signed by principal- longer than 4 weeks authorisation needed by regional office  
➢ Front Office staff to make phone call to families after 3 days unexplained absence and every 3 days thereafter  
➢ After 10 days unexplained absence a home visit with 2 staff members is organised followed up by a letter  
➢ Attendance Counsellor notified for pre referral discussion | Front office staff Classroom teachers Counsellor | | ➢ Reduced number of unexplained absence.  
➢ Unexplained absences are followed up efficiently  
➢ Students attend school regularly  
➢ Staff aware of legal requirements  
➢ Correct codes are entered in roll books by staff |
| By the end of 2016 there are 20% fewer late arrivals. | ➢ A generic letter (proforma 2) for lateness is sent home after 5 consecutive late arrivals by classroom teachers.  
➢ Organise a home/school visit for families to provide support strategies.  
➢ Time of arrival/departure to be documented in roll book by teachers or front office staff.  
➢ Provide an article in newsletter explaining the impact of absence and lateness on successful learning. | Front office staff Classroom teachers Counsellor | | ➢ Students arrive regularly, on time, and learning outcomes are improved  
➢ An effective process is in place for reducing late arrivals and used effectively |