

Gilles Street Primary School Site Improvement Plan

Gilles Street Primary School Site Improvement Plan is focused on continual school improvement that is based upon the Department for Education (DfE) Strategic Plan, Adelaide Prospect Partnership priorities and Gilles Street Primary School data and evidence. This evidence includes the 2015 External School Review directions in preparation for the 2019 External School Review.



2015 External School Review Directions:

- Improve student learning outcomes by collaboratively developing, documenting and implementing a consistent, whole school approach to numeracy and mathematics teaching
- Evaluate current pedagogical work to determine if the most effective strategies to improve student learning and implement these consistently in all classrooms
- Support student achievement in the AC, initially in mathematics, and ensure high levels of growth are evident throughout the school by collaboratively analysing achievement data to drive curriculum planning and intervention

Wellbeing	Literacy Mainstream & IELP	Numeracy Mainstream & IELP
<p>Evidence:</p> <p>Staff/Parent/Student Opinion Surveys Student Behaviour data DfE Wellbeing and Engagement Collection Data Attendance Data IELP Wellbeing and Engagement Tool Student Bullying Audit Prof Standards for Teachers Staff Wellbeing Survey</p>	<p>Evidence:</p> <p>NAPLAN IELP Exit Data PAT R IELP & EALD Language & Literacy Levels Brightpath Running Records Year 1 Phonics and PASM</p>	<p>Evidence:</p> <p>NAPLAN IELP Numeracy Report PAT M IELP Mathematics and Numeracy Report Levels A - G</p>
<p>Strategies:</p> <ol style="list-style-type: none"> 1. Define a common understanding of wellbeing 2. Investigate positive psychology programs to support wellbeing across the school 3. Analyse staff and student wellbeing data sets to inform annual GSPS wellbeing priorities for students and staff 4. Clearly defined professional development practices for all staff 5. Review GSPS Behavior Support processes 6. Develop strong partnerships with parents and caregivers to support improvement in relationships, learning and engagement 7. Use DfE processes to track and monitor student attendance 	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Analyse school data sets to identify the current state of Literacy teaching and learning at GSPS 2. Investigate strategies to support implementation of Direct Instruction in Literacy teaching using explicit, multisensory teaching practice to teach the Big 6 of Reading 3. Develop a whole school agreement of consistent teaching and learning framework for Literacy at GSPS. 4. Investigate a school wide agreement for literacy data collection tools and timeline for reception to year 7 5. Investigate agreed IELP exit level for Running Records 	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Analyse school data sets to identify the current state of Numeracy teaching and learning at GSPS 2. Investigate strategies to support implementation of consistent and coherent pedagogy in Numeracy with a strong focus on problem solving 3. Develop a whole school agreement of consistent teaching and learning framework for Numeracy at GSPS 4. Investigate a school wide agreement for numeracy data collection tools and timelines for reception to year 7
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. All staff will have a clear understanding of wellbeing 2. Genuine staff input into the design and implementation of a school wide positive psychology program 3. Wellbeing priorities for students and staff will be clearly defined and acted upon 4. Professional development practices support staff to access quality learning opportunities in line with the GSPS Improvement Plan 5. A consistent, agreed approach to behaviour support will be used across the school 6. Parents and caregivers will have a clear understanding of the school's approach to wellbeing 7. Students and families will be supported to ensure high level attendance leads to improved learning and wellbeing 	<p>Outcomes:</p> <ol style="list-style-type: none"> 1. All staff will have a clear understanding of the current state of student, class and whole school teaching and learning of literacy 2. Strategically implement a whole school framework of Direct Instruction in Literacy teaching using explicit, multisensory teaching practice to teach the Big 6 of Reading 3. Genuine staff input into the design and implementation of a consistent teaching and learning framework for Literacy at GSPS 4. Implement a school wide literacy data collection process 5. Implement IELP exit level agreement for Running Records 	<p>Outcomes:</p> <ol style="list-style-type: none"> 1. All staff will have a clear understanding of the current state of student, class and whole school teaching and learning of numeracy 2. Strategically implement a consistent and coherent whole school pedagogy in mathematics with a strong focus on problem solving. 3. Genuine staff input into the design and implementation of a consistent teaching and learning framework for Numeracy at GSPS 4. Implement a school wide numeracy data collection process
<p>Targets:</p> <ul style="list-style-type: none"> • Improved self-reporting of wellbeing and job satisfaction in Staff Wellbeing Survey • Implement a school wide positive psychology program at GSPS • Ongoing improvement of staff skill set supports wellbeing and improved learning opportunities for students • Clarity of staff and student understanding of GSPS Behaviour Support process • Improved Staff/Parent/Student Opinion Survey results • IELP students demonstrate behaviour in line with the top two bands of IELP Wellbeing and Engagement Tool • Attendance will meet DfE target of 95% 	<p>Targets:</p> <p>Increased percentage of students:</p> <ul style="list-style-type: none"> • reach the Standard of Educational Achievement for their year level in PAT R and Running Records • achieve RRL at or above Reception: 5, Year 1:13, Year 2: 21 • achieve NAPLAN at or above Year 3: Band 3, Year 5: Band 5, Year 7: Band 6 • retained in the top two NAPLAN achievement bands from 3 – 5 and 5 – 7 • achieve agreed IELP Language and Literacy Exit Levels • achieve agreed IELP exit level for Running Records 	<p>Targets:</p> <p>Increased percentage of students:</p> <ul style="list-style-type: none"> • reach the Standard of Educational Achievement for their year level in PAT M • achieve NAPLAN at or above Year 3: Band 3, Year 5: Band 5, Year 7: Band 6 • retained in the top two NAPLAN achievement bands from 3 – 5 and 5 – 7 • in IELP attain Mathematical outcomes at mainstream year level