

Vision statement - Snowtown Primary School develops critical thinkers that are confident, resilient and can function positively so as to reach their potential even when challenged.



Mission statement – Snowtown Primary School encourages independence in students through a safe, engaging learning environment that is positive, supportive and rigorous. This inspires them to learn from, and contribute to, their community.

IMPROVEMENT PRIORITIES

KEY ACTIONS

	<i>effective teaching</i>	<i>effective leadership</i>	<i>improvement agenda</i>	<i>community partnerships</i>	
wellbeing	<p><i>Maintain the high impact of wellbeing in all aspects of school life.</i></p> <p><i>Staff/parent/ student surveys to maintain greater than 80% agree or strongly agree to positive statements relating to wellbeing</i></p>	<p>Embed school values of KINDNESS RESPECT TRUST HONESTY & LISTENING in to all aspects of school life.</p> <p>Explicitly teach philosophy of behaviour (eg. Wilson McCaskill), through formal and informal learning experiences.</p> <p>Implement the Social & Emotional General Capability of the Australian Curriculum.</p> <p>Implement Child Protection Curriculum.</p> <p>Understanding Poverty – all staff trained and embedding understandings to build relationships to effectively teach students.</p>	<p>KidsMatter – component 3 (working with parents and carers)</p> <p>Build capacity of Student Leadership Team members to contribute to and shape student wellbeing focus.</p> <p>Build individual learning goals for staff in to Performance Development Plans & Professional Learning Conversations (PLC)</p>	<p>Three way interviews Term 1 & 3.</p> <p>Written reports Term 2 & 4.</p> <p>Parent, teacher & student opinion data Term 3.</p> <p>Safe Schools Audit, Term 1 & 3.</p> <p>SIP Review day, Term 4 week 5.</p> <p>KidsMatter target areas.</p> <p>MDI</p> <p>TfEL partnership survey</p> <p>Child Protection Training</p> <p>Staff training – general capabilities (Personal and Social)</p>	<p>Engage with local services for students, staff & family support:</p> <ul style="list-style-type: none"> - Attendance officer - SAPOL - Social work - CPSW - Community Mentors - Aboriginal Education Worker <p>Strengthening Family & Community Engagement Matrix.</p> <p>School events:</p> <ul style="list-style-type: none"> - KidsMatter open day - Welcome BBQ - Christmas Concert - ANZAC Day assembly - SLT Induction assembly - Open Classroom Mornings - Amazing Literacy Race - Numeracy - JP workshop - Oral language workshop - KidsMatter collaboration with other schools

		<i>effective teaching</i>	<i>effective leadership</i>	<i>improvement agenda</i>	<i>community partnerships</i>	
literacy	70% of Year 2-7 students show the expected SPS/DECD growth rates for their year level in PAT R assessment Year 2: 10 points Year 5: 5 points Year 3: 10 points Year 6: 5 points Year 4: 10 points Year 7: 4 points	Maintain Wave Intervention programs, eg. Mini Lit. Research new intervention programs for MP, UP students Expose students to a range of assessments. Explicitly teach text types aligned with learning areas.	Facilitate high quality planning & effective teaching to embed consistent, common approaches & language through professional learning. Review PAT R data analysis for all staff.	Inform students of assessment results to set individual goals, targets & strategies – share with parents, give regular feedback & acknowledge growth. Strategic planning of sharing & implementation of reading comprehension strategies at staff meetings (twice a term). Assess new students (interstate) PAT R data. Identify student in 'no growth' category to share with parents during interviews. R-4 to develop ILPs with parents and students. Year 5-7 student interview, with follow-up parent phone call. Running Record EDSAS collection, Term 1 & 3 week 8. PAT R assessments, Term 3, weeks 7-10 Year 1 – 4 sound analysis testing (Alpha Check). Test Receptions in term 3 NAPLAN Term 2, week 3 Staff training - Oral language	Connect with families & parents to share language & strategies to support student learning at home around "Reading at Home" and "Jolly Phonics" (early Term 1). Open Day – SPELL it, Jolly Phonics and Jolly Grammar Use Three way interviews to share student growth of assessment results & individual goals set, targets & strategies to achieve goals.	
	70% of students achieve NAPLAN DECD Educational Achievement Standards Year 3 Band 3+ Year 5 Band 5+ Year 7 Band 6+	Continue professional learning and implementation of Big 6 of reading and comprehension strategies (eg. Sheena Cameron). Make learning & strategies visible in classrooms for students to access.	Train SSOs and new staff members on SPELL it Jolly Phonics and Jolly Grammar training for new staff and SSOs Intentionally use PAT R assessments to influence teaching of comprehension.			
	70% of F-2 students achieve Running Records Broadband Levels DECD Educational Achievement Standards End of Foundation : 5 or above End of Year 1 : level 15 or above End of Year 2 : level 21 or above (Running Records to continue until they are independent readers)					
numeracy	60% of students meet expected SPS/DECD growth rates for their year level in PAT M assessment Year 2: 10 points Year 5: 5 points Year 3: 8 points Year 6: 4 points Year 4: 5 points Year 7: 1 points	Teaching a minimum of 300 minutes of numeracy per week. Establish & embed common language & approaches as per the WSNA. Explicitly plan & teach numeracy across all learning areas.	Facilitate high quality planning & effective teaching to embed consistent, common approaches & language through professional learning. Professional Learning is targeted and intentional, aligned with staff and school needs. Review PAT M data analysis for all staff (week 0).	Inform students of assessment results to set individual goals, targets & strategies – share with parents, give regular feedback & acknowledge growth. Strategic planning of sharing & implementation of numeracy at staff meetings. Assess new students (interstate) PAT M data Identify student in 'no growth' category to share with parents during interviews. R-4 to develop ILPs with parents and students. Year 5-7 student interview, with follow-up parent phone call. PAT M assessments, Term 3, weeks 7-10 Numeracy Audit. NAPLAN Term 2, week 3.	Connect with families & parents to share language & strategies to support student learning at home around Ann Baker Natural Maths language. Including unpacking Parent Handbook to assist families in working together Use Three way interviews to share student growth of assessment results & individual goals set, targets & strategies to achieve goals. Create & distribute Maths equipment kits for students (new to the school) Connect with Learning Improvement Division Connect with ECD local partnership through Results Plus	
	60% of students achieve NAPLAN DECD Educational Achievement Standards Year 3 Band 3+ Year 5 Band 5+ Year 7 Band 6+	Maintain Wave Intervention programs, eg. QuickSmart Maths and Maths for Learning Inclusion Create whole school agreed approach and strategies to problem solve and unpack written questions, using QuickSmart approach (6S model).				