



Learning and growing together to enrich the world. A vibrant and welcoming learning community of caring, globally aware citizens, striving together and aspiring for excellence as life-long learners

The Bellevue Heights Site Improvements Plan (SIP) outlines the improvement focus of the School for 2018. The plan documents the key strategies and targets for improvement in three focus areas:

- **Improved outcomes in Literacy and Numeracy**
- **Develop Understanding of Intellectual Stretch.**
- **Support Well Being and Community Engagement.**

The BHPS SIP reflects key DECD improvement imperatives, the Mitcham Hills Plan as well as our External Review directives and will be monitored regularly during the year as part of an on-going process of self-review. The SIP has been developed in consultation with staff and is endorsed by the Governing Council



Our improvement processes are also informed by:

Quality teaching and learning – teacher effectiveness coupled with student engagement in learning are recognised as the strongest determinants of involvement and success in preschool and school.

Positive school culture – a welcoming and engaging environment that includes a strong emphasis on the importance of being present at school every day improves outcomes for children and young people.

Strong relationships - respectful relationships and open communication with children, young people and their families build trust and enhance understanding.

We share the belief that:

- High expectations support all learners to progress and achieve.
- All learners are able to make progress with their learning.
- Evidence based review of practice supports focussed improvement.

EVIDENCE:

NAPLAN & PAT

Overwhelming majority of students from yrs 2-7 achieved DECD SEA achievement in PAT and NAPLAN. In most areas there is a steady achievement over the past three years.

Growth

47 % of Year 5 students achieved middle levels of growth in Reading over 2 years

47% of Year 5 students achieved high levels of growth in reading

65% of Year 7 students achieved middle levels of growth in Numeracy over 2 years

25% of Year 7 students achieved high levels of growth in Numeracy over 2 years

The RR levels for Years 1 and 2 saw negative growth.

WELL BEING and ENGAGEMENT SURVEY

Data reveals that the majority of indicators for well-being demonstrated positive well-being however the following areas achieved higher dissatisfaction results than the State:

Perseverance, Emotional Regulation and Worries

Site Improvement Plan 2018 Bellevue Heights Primary School

Improvement in Literacy and Numeracy Outcomes.

TARGETS

- Increase students achieving in the higher bands in literacy and numeracy.
- Improve mean scores in NAPLAN outcomes with specific focus in Numeracy and in Writing
- All students without special needs make 12 months or more growth in PAT-R and PAT-M Pat Spelling
- 75% of Reception students will be at reading level 5 or above by December
- 75% of Year 1 students will be at reading level 13 or above by December
- 75% of Year 2 students will be at reading level 21 or above by December
- All students without special needs make middle or upper growth in NAPLAN writing,
- EALD students improve their demonstrated Language and Literacy achievement by two levels or more

STRATEGIES

- Development of Whole school Numeracy Agreement Review Literacy Agreement and practices.
Track, monitor and respond to students' literacy and numeracy progress.-Identified staff meeting times used for teachers to discuss student data and progress Continue support from IELP staff in development of student writing with focus on *what next*.
Embed teacher, student and parent knowledge and application of the four proficiencies (fluency, understanding, problem solving and reasoning).
- Develop the use of strategic feedback (Assessment for Learning) to challenge and stretch all students in their learning
Teachers engage in moderation of mathematics work samples.
Teachers use Back to Front Maths to identify and address students' misconceptions
Develop a whole site approach to numeracy intervention
Teaching staff to set outcomes for designated students In PAT M and PAT R or RR.

Intellectual Stretch

TARGETS

- Develop a shared understanding and agreed pedagogies of Intellectual Stretch to improve student outcomes across the curriculum with an emphasis on STEM
Explore interrelationship between intellectual stretch and Growth Mindset

STRATEGIES

- Focus staff undertake training and development in intellectual stretch (John Munro/ Simon Brooks) and share with whole staff.
- Literacy and Numeracy taught through inquiry – open-ended and problem-solving learning tasks
- Investigate effective formative assessment strategies to enable greater differentiation, encourage perseverance and stretch and challenge all students.
- Develop stretch and challenge for students at the higher reading levels with a focus on inferential comprehension with fiction text.
Increase student engagement, participation and aspiration in STEM through creating and implementing cross disciplinary units of work that integrate Science, Maths and Technologies
- All students access established robotic program with the STEM Co-ordinator supporting the planning and delivery of the ROBOTIC program across R-7
- Increase student engagement, participation and aspiration in STEM through creating and implementing cross disciplinary units of work that integrate Science, Maths and Technologies
- Continue to strengthen the impact of professional learning communities and teaching practices on learner growth and achievement
- Explore and develop knowledge of inquiry-based pedagogy that differentiates for all learners

Well Being and Community Engagement

TARGETS

- All students report that they have the skills and strategies to effectively build and maintain positive relationships, develop perseverance and regulate emotions
- One Plans are written for LST and Aboriginal students.
- All students have personal learning goals and success criteria for achievement and well-being
- Students develop the age appropriate skills for Emotional and Physical Wellbeing vis a vis the delivery of a balanced curriculum including Nature Play, the Arts and Sporting experiences.

Strategies

- Offer further training and development in supporting students with Autism.
- Trial The Rock and Water Program in the Middle Primary
Maintain a focus on transition practices to ensure all teachers follow the IELP Transition Policy.
Develop One Plans for all LST and Aboriginal students
Continue building Growth Mindset with staff, parents and learners
Continue ongoing partnership with Flinders University – utilise Social workers, Inspire Mentors,
Develop partnership ties with Urrbrae High School and host work experience.
Encourage IELP families to connect with the school through involvement in school community events and class involvement.
- Governing Council and Sub committees utilised as a forum for informing about school programs
- Whole school commitment to increased responsible decision making through student voice and leadership

Glossary:

LST Learning Support Team

STEM: Science , Technology Engineering and Mathematics

