Fregon Anangu School
Site Improvement Plan 2015-17

Our Vision:
A Great Start. High Standards of Achievement. Strong Futures.

Our Values:
Strive For Five
Attendance,
Be ready to Learn,
Cooperate,
Do Your Best,
Environment

Our Target:
To improve students’ skills in what they make, say, do or write: as measured by
70% of learners will achieve at least one progress point within their year level standard each term (PASM, Oxford Word List, Running Records)
70% of learners will progress at least one Language & Literacy level in Standard Australian English each year

Our Outcomes:
Improved Attendance, Early years, Wellbeing, English Literacy, Maths, Science, Secondary – Training & Pathways

Quality Teaching and Learning
Leaders/Teachers/AEWs in Fregon will:

Effective Teaching and Learning Pathways
- Implementing consistency in whole site agreements relating to English and Maths blocks – skills, deep pedagogical content knowledge, emphasis on the Reading (“Big 6” practices) and 8 Mathematics Effective practices.
- Provide systematic, deliberate and effective feedback to monitor learning in visible ways based on agreed formative assessment/cycles of improvement in Reading (Oral Language) and Maths (Number and Problem Solving)
- Building capacity of staff through targeted professional learning and identification and sharing of practice (via experts, partnership support, polycoms – curriculum/specialist topics, mentoring/coaching), and strengthened by the establishment of performance development processes focussed on achievement data
- Development of high expectations and positive behaviours for learning through growth mindsets to effect confidence, resilience and wellbeing for all

Include in Action Plan:
classroom observations, regular staff discussions and the inclusion of performance development planning conversations that focus on maths and reading achievement data

Strong Culture and Fregon Community
Parents, family, community and staff in Fregon will:

Connected Culture, Language and Communities
- Build strong parent and governing council relationships, communication and engagement → Activities and programs that highly engage all parents, students and community to work together, including an emphasis on participating in playgroups/early years.
- Parents promoting the expectation that education is valued and can provide choices in our children’s future → encouraging parents to read with their children and explore future pathways
- Embrace Anangu culture and language through the teaching of First Language Maintenance Development (FLMD)
- Strong Anangu Workforce by building capacity →Package of AEW training and development, Families as First Teachers
<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>KEY TASKS</th>
<th>TEAM/PERSONS RESPONSIBILITY</th>
<th>OUTPUT/OUTCOME MEASURES</th>
<th>COMPLETION STATUS</th>
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<tr>
<td><strong>Effective Mathematics and English Teaching and Learning Pathways</strong></td>
<td>Implementing coherence in whole site agreements relating to English and Maths block – skills, deep pedagogical content knowledge, emphasis on Reading (Big 6) and 8 Mathematics effective practices</td>
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<td></td>
<td>• English block: The development and implementation of explicit literacy instruction focused on Big 6 strategies (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension):</td>
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<td>→ scheduled/allocated Reading time after recess</td>
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<td>→ term2 vocabulary focus, sight word fluency strategies</td>
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<td>→ phonological awareness skills mapping</td>
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<td>• Maths block: The development and implementation of explicit mathematics instruction focused on 8 effective practices:</td>
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<td>→ counting to 10, counting to 20 and beyond, then base 10</td>
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<td>• Implement the Australian Curriculum through the Integrated Unit of Work</td>
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<td>Provide systematic, deliberate and effective feedback to monitor learning in visible ways based on agreed formative assessment/cycles of improvement in Reading (OL) &amp; Maths (Number)</td>
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<td>• Sharing and discussing daily formative assessment practices in classrooms across the school – modelling feedback, visible learning/evidence observed in classroom visits/student work samples/data walls</td>
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<td>• Build capacity of staff to skillfully assess, monitor and track students as measured by: Concepts of Print, PASM, Oxford Word List, Running Records, Language &amp; Literacy levels; includes commitment by staff to manage and report on trends via Scorelink</td>
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<td>Build capacity of staff through targeted PL, and identification/sharing of practice (via experts, partnership support, polycom – curriculum/specialist topics, mentoring/coaching), and strengthened by the establishment of performance development processes focused on achievement data</td>
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| - Audit of staff professional development needs to inform regular structured professional learning aligned to Effective Teaching and Learning in Literacy and Numeracy in the context of EALD students  
  - support from experts such as Rosslyn Sheppard  
  - commitment to classroom observations  
- Establish and implement the partnership model for performance development expectations/processes that enable reflection and forward planning with a focus on maths and reading achievement data. |

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<th>Promote growth mindsets and key beliefs about learning to effect resilience, stretch, engagement, confidence and wellbeing</th>
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| - Enhance structure of staff meetings to be discussions about 1) how are we going in classes? 2) What are our strength, problems or issues? 3) implications  
- Commitment by all staff to “walk the talk” about professional staff behaviours and unpacking beliefs about learnings, standards and expectations.  
- Implement new structures and enhancing the learning environment to reduce distractions, efficiencies; and maximise the focus on learning, including the creation of a safe and supportive  
- Embed the school values, positive behaviours for learning and 10 essential skills for classroom management, including training for teachers and observational feedback/profiling to progress towards consistent behaviour practices. |
## PRIORITY AREA 2: Strong Culture and Fregon Community

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| Building strong parent and governing council relationships, communication and engagement, emphasis on Early Years | - Establishment of the Junior School Council Representative Group and active involvement of Governing Council members in school life to increase connection, engagement and contribution to priority areas:  
  ➔ school jumper designs for football carnival  
  ➔ bush trips  
  ➔ attendance campaign  
  ➔ parents sharing attendance song  
  
  **Early Years:**  
  - Increase participation in activities in 0-4 years  
    ➔ implement the Families As First Teachers – FaFT programs … “Notice, name, nudge”, responding to community strengths, needs, interests, early literacy and numeracy, successful transition processes  
  - Development of QIP  
  - Establishing targeted support for transition of children from preschool to school  
  - Community Partnerships: Skill Hire report on attendance, meeting twice a term | | | |
| Parents promoting the expectation that education is valued and can provide choices in our children’s future encouraging parents to read with their children and explore future pathways | - Parent tours introduced (1-1 school walks) that promote expectations of educational value ➔ enrolments increase  
  - AEWs working with parents/community to encourage reading (take home resources) and encourage discussions about future pathway options | | | |
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<th>Embrace Anangu culture and language through the teaching of First Language Maintenance Development (FLMD)</th>
<th>• Targeted allocation of FLMD resources ➔ timetabled into curriculum, and appointment of <em>Kani George</em>, 2 sessions per week</th>
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</table>
| Strong Anangu Workforce by building capacity ➔ Package of AEW training and development | • Regular Anangu meetings to promote commitment, daily expectations, role clarity to increase attendance  
• Leadership supporting allocation of time and resources for AEWs to successfully engage in AEW training and application of learning in classrooms |