**VISON**
North Ingle School provides a safe & supportive learning environment encouraging ALL students to recognise and achieve their potential as learners and global citizens.

We are committed to working in partnership with our community & providing quality teaching and learning programs which promote the development of life long skills.

**VALUES**
Respect, Integrity, Caring, Commitment & Honesty

**BELIEFS about QUALITY Teaching & Learning**
- Effective Literacy / Numeracy teaching needs to be intentional, explicit & systematic across the curriculum.
- All students can learn, therefore high expectations for ALL students.
- Quality teaching of Reading must include the ‘BIG SIX’ essential components of Reading Instruction.
- Data is required to monitor & measure effectiveness & improvement of programs & student learning.
- Positive relationships with peers, staff & families are central to children’s learning.
- Differentiating learning experiences which value student interests, needs & abilities enhance student engagement.
- Students are actively engaged with all aspects of the curriculum through ownership & decision making of their learning.

**SCHOOL PRIORITIES**
- Student Attendance
- Literacy
- Numeracy
- Student Well-Being

**PROFESSIONAL LEARNING**
- Professional learning that builds staff capacity to explicitly teach Literacy & Numeracy across the curriculum.
- Opportunities for staff to work collaboratively in the design and delivery of quality teaching and learning programs.
- Increase staff confidence and use of ICT & digital technologies in teaching and learning programs.

**ASSESSMENT, MONITORING AND EVALUATION**
- Consistent R-7 approaches to assessing & reporting on student achievement
- Developing evidence from a range of Literacy & Numeracy student achievement data to inform practice and ensure systematic monitoring of student progress.
- Implement DIAF processes to support continuous review of programs and improvement in student learning.
- Report against the Achievement Standards from the Australian Curriculum.

**CURRICULUM & STUDENT WELL-BEING DEVELOPMENT**
- A whole school approach to implementing a Literacy & Numeracy Block
- Use of ICT within the General Capabilities of the Australian Curriculum
- Teachers designing and implementing engaging learning experiences within a differentiated curriculum that are responsive to ALL student needs and interests.
- To support Student Well-being through Attendance, Behaviour Management, Anti-Bullying & Anti-Harassment strategies through the implementation of The Child Protection Curriculum.
- To develop and support students cognitive, emotional, physical and social dimensions.
## North Ingle Site Improvement Plan 2015

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Targets</th>
<th>Key Strategies</th>
<th>Measurable Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRIORITY 1:</strong> Improve Student Attendance</td>
<td><strong>TARGET</strong>&lt;br&gt;• Increase Attendance from 91.1% to 93%&lt;br&gt;• Increase ATSI attendance by 2%&lt;br&gt;</td>
<td>• Class teachers to accurately record from 8.45am daily attendance including Lateness and Early Departure in the Roll Book&lt;br&gt;• Class teachers to follow up <strong>DAILY on ALL absences with an Absence Slip/phone call/verbal communication to the parent</strong>&lt;br&gt;• Contact Office Staff to follow up absences after teacher has made several attempts and recorded in the Roll Book&lt;br&gt;• Implementation of Attendance School Policy &amp; Attendance Brochure&lt;br&gt;• ACEO Aboriginal Community Education Officer / ASE0 Aboriginal Services Engagement Officer to maintain communication with Indigenous families to support regular student attendances&lt;br&gt;• Implement a differentiated curriculum to maintain high quality teaching and learning programs&lt;br&gt;• Increase extra-curricular activities — Buddy Class activities/ Lunchtime Programs/JSC/Breakfast Club&lt;br&gt;• Staff to develop and maintain positive working relationships with students and their families&lt;br&gt;• Newsletter articles to highlight effects of absenteeism and lateness to school community</td>
<td>• Roll Books sent to the Office by 9.15am and checked daily&lt;br&gt;• <strong>NO</strong> unexplained absences by the end of each week documented in Roll Book&lt;br&gt;• Meeting or exceeding our school Attendance Target&lt;br&gt;• Attendance School Policy is implemented&lt;br&gt;• Completed Attendance Brochure for Enrolment Pack and Website&lt;br&gt;• Students are engaged with all aspects of the curriculum through active participation and partnership decision making of their learning.&lt;br&gt;• Staff and parents to follow The Attendance School Policy roles and responsibilities&lt;br&gt;• Attendance and Engagement Officer to work in collaboration with the school to improve and follow up on attendance matters&lt;br&gt;• School community awareness of regular attendance</td>
</tr>
</tbody>
</table>
**PRIORITIZE 2: Improve Literacy outcomes**

**Reading**

**READING RUNNING RECORD TARGETS from 2014 data**
- Increase Year 1 students from 24% to 30% in Levels 16-20
- Increase Year 2 students from 70% to 72% in Levels 21-26

**2014 NAPLAN READING DATA**

**NAPLAN Targets for Proficiency Bands in Reading**

**Year 3 Proficiency Band (4 Benchmark)**
- Increase by 5% from 38.9% in the top two bands (5&6)
- Decrease by 5% from 38.9% in the lower two bands (2&3)

**Year 5 Proficiency Band (6 Benchmark)**
- Increase by 5% from 7.1% in the top two bands (7&8)
- Decrease by 5% from 64.3% in the lower two bands (4&5)

**Year 7 Proficiency Band (7 Benchmark)**
- Increase by 5% from 33.3% in the top two bands (8&9)
- Decrease by 5% from 50% in the lower two bands (5&6)

Track the higher Proficiency Band percentage growth of Year 3 and 5 students in Reading from 2013. Compare reading growth in 2015 with same cohort of Year 5 and 7 students.

<table>
<thead>
<tr>
<th>NAPLAN 2013</th>
<th>Higher Proficiency Bands in Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 3</td>
</tr>
<tr>
<td>Reading</td>
<td>25.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN 2013</th>
<th>Lower Proficiency Bands in Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 3</td>
</tr>
<tr>
<td>Reading</td>
<td>41.7</td>
</tr>
</tbody>
</table>

- Maintain R-7 electronic Student Achievement Assessment Data every term
- Use Student Achievement Assessment Data to set SMART targets for all students and provide the 3 Waves of Intervention & Support
- Classroom teachers plan collaboratively with SSO’s, Intervention Teacher, EALD Teacher, Aboriginal Education Teacher & ACEO to provide targeted intervention
- Teachers plan their Literacy Programs around the Big 6 Reading Principles – Oral Language, Phonics, Comprehension, Phonological Awareness, Fluency & Vocabulary
- Teachers continue to implement the Comprehension Strategies – Monitoring Understanding, Making Connections, Questioning, Inferring, Visualising & Visual Literacy, Determining Importance, Summarising Synthesising
- Teachers to provide differentiated learning programs
- Reading Support Teacher to work with teachers and SSO staff in improving reading outcomes for students
- Teachers to implement explicit teaching strategies and scaffolding the learning for students
- Implement The Gradual Release of Responsibility model in teacher modelled practice
- Implement TfEL Framework in Teaching and Learning programs
- Teachers participate in a 6 Module Literacy for Learning program
- Professional Learning Teams (PLT’S) to focus on student learning outcomes and improving teacher practice
- Use of Smartboard and new Windows RT Tablets to support Literacy programs
- ALL Data to be submitted to Principal by Week 9 of every term and entered onto data base by Admin SSO
- Literacy learning programs include the Big 6 Reading Principles
- Guided Reading processes reflect the Comprehension strategies
- Teachers have documented individual learning goals/targets for every student and communicate this to parents
- Data for SWD, EALD & Aboriginal students shows growth
- Monitor achievement for ATSI and Students with Disabilities through Negotiated education Plans (NEP’s) and Individual Learning Plans (ILP’s) shows student growth
- Running Records/PAT-R assessments show improvement
- New R-7 Guided Reading resources purchased
- Planning and Designing with TfEL (Teaching for Effective Learning) Framework
- Literacy Data to show increased improvement in Achievement Levels and meeting set targets
- Performance Development meetings between Principal, Deputy Principal & classroom teachers, specialist teachers and SSO staff to discuss student improvement and setting future student targets and goals
- Professional dialogue is occurring in Professional Learning Teams to focus on students attainment
- Staff accessing Professional Learning opportunities on site and off site aligned to site priorities
- Compare growth of NAPLAN DATA results from 2013 to 2015 for same cohort of students
- Evidence of Staff and students using Windows RT Tablets in the daily learning programs
- New Apps to be purchased to support student learning
### Develop and implement Whole school Literacy agreements

**Develop Whole School Literacy Agreements**
- Establish and maintain common agreements in:
  - Student Achievement Data Plan
  - Literacy Block Agreement
  - Guided Reading Practice
  - Modelled Reading Practice
  - Running Records
  - Scope and Sequence in Spelling/Grammar
  - Synthetic Phonics Approach
  - Genre Mapping
  - Gradual Release of Responsibility

### PRIORITY 3: Improve Numeracy outcomes

**2014 NAPLAN NUMERACY DATA**

#### Targets for Proficiency Bands in Numeracy

**Year 3 Proficiency Bands (4 Benchmark)**
- Increase by 5% from 22.3% in the top two bands (5&6)
- Decrease by 5% from 55.5% in the lower two bands (2&3)

**Year 5 Proficiency Band (6 Benchmark)**
- Increase by 5% from 14.3% in the top two bands (7&8)
- Decrease by 5% from 57.1% in the lower two bands (4&5)

**Year 7 Proficiency Bands (7 Benchmark)**
- Increase by 5% from 16.7% in the top two bands (8&9)
- Decrease by 5% from 50% in the lower two bands (5&6)

#### Community Involvement & Engagement

- Parent Reading Workshops
- Parent Maths Workshops using Ann Baker – Natural Maths strategies
- Literacy and Numeracy Open Mornings
- Parent Book Club to cover new Reading Resources in the school

#### Staff attend Professional Learning Workshops on site with Reading Support Teacher and also access off site opportunities
- Evidence of changes to teachers’ pedagogy and practices in the classroom.
- Staff surveys/rubrics conducted to highlight teacher confidence and improved practices

#### Evidence of changes to teachers’ pedagogy and practices in the classroom.
- Staff surveys/rubrics conducted to highlight teacher confidence and improved practices

#### Evidence of a Mathematics Block in classrooms
- Establish a whole school Mathematics Agreement
- Ann Baker methodologies implemented
- Quick Smart Numeracy intervention is operating across the primary years with identified students through PAT-M and NAPLAN results
- Analyse NAPLAN & PAT-Maths Assessments
- Parents attending Numeracy Workshops
- Parents are becoming more aware of Ann Baker strategies through workshop attendance and participation and newsletter articles

### Evidence of a Mathematics Block in classrooms
- Establish a whole school Mathematics Agreement
- Ann Baker methodologies implemented
- Quick Smart Numeracy intervention is operating across the primary years with identified students through PAT-M and NAPLAN results
- Analyse NAPLAN & PAT-Maths Assessments
- Parents attending Numeracy Workshops
- Parents are becoming more aware of Ann Baker strategies through workshop attendance and participation and newsletter articles
Track the higher Proficiency Band percentage growth of Year 3 and 5 students in Numeracy from 2013. Compare numeracy growth in 2015 with same cohort of Year 5 and 7 students.

<table>
<thead>
<tr>
<th>NAPLAN 2013</th>
<th>Higher Proficiency Bands in Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>8.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN 2013</th>
<th>Lower Proficiency Bands in Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>25.0</td>
</tr>
</tbody>
</table>

**PRIORITY 4: Student Well-Being**
- Promote a safe school environment that is free from bullying, harassment and violence.

- Review School Discipline Policy, Anti Bullying & Anti-Harassment/Anti-Racism Policies
- Use Parent/staff/student opinion Surveys
- Setting up proactive structures for students with the Junior School Council Representatives, JSC Executive & Safety Ambassadors
- Liaise with Elizabeth Support Services and local community members to support student behaviour (DSF Funding, Flexible Salary Funding and Behaviour Support Centre placements)
- Trial Program Achieve in 2015
- Continue with Play is the Way strategies
- Promote Bullying/Violence No Way campaign
- Implement Anti-bullying and Anti-Harassment programs to decrease incidents of bullying and harassment at NIS
- Safer DECD Schools document is implemented

- Review school Behaviour Code, Anti Bullying & Anti-Harassment/Anti-Racism Policies
- Analyse bullying/harassment data and Photo Voice Data
- Feedback collected from Parent/staff/student online Opinion Surveys
- Setting up proactive structures for students with the Junior School Council Representatives, JSC Executive & Safety Ambassadors
- Report to Governing Council twice a year on site bullying data.
- Behaviour Data collected from EDSAS each term.
- Leadership provide the governing council updates in relation to school bullying related data, trends and any anti-bullying programs/initiatives in place.
- Posters displayed throughout school modelling definitions and resolution choices.
- Whole school workshop organised with leadership team and JSC Executive to empower all students through assertive behaviours to counteract bullying and violence.
North Ingle School is committed to the Site Improvement Plan priorities and agree to the five common steps to school turnaround.

--- extract from Grattan Institute Report – February 2014

North Ingle School is working parallel to the DECD Vision of ‘A high performing system that improves the educational attainment and wellbeing of South Australia’s children and young people.’

### 1. Strong leadership that raises expectations
This is widely considered the vital ingredient. School principals lead behavioural and organisational change that breaks away from the status quo. Leaders set new expectations for teaching and learning, then model changes to bring everyone on board.

---

### 2. Effective teaching with teachers learning from each other
Turnaround schools implement teaching practices that dramatically improve learning. Professional collaboration, such as teacher observation or team teaching, helps teachers to develop new or improved approaches and reinforce change through peer feedback. Working together gives people greater ownership of the dramatic changes occurring in the school.

---

### 3. Development and measurement of effective learning
Data-driven analysis and evaluation often underpin school turnaround, and are critical to monitoring the impact of policy. Data help to explain teaching challenges, and identify learning needs and areas of strength and weakness across the school. Data use often marks a vital change in these schools.

---

### 4. Development of a positive school culture
Turnaround schools create an orderly and disciplined environment. Significant change usually comes early in the turnaround process and seeks to create new norms of behaviour in schools and classrooms. School culture usually needs to improve before other changes can occur.

---

### 5. Engagement of parents and the community
Parents and communities reinforce changes in students’ behaviours and study habits. Schools can harness this impact by involving parents and community members in the change process. Positive role models from the community also help to lift student expectations. Community and welfare groups can be vital in addressing serious family problems that affect learning at school.

March 2015