Grange Primary School is committed and focused on continual school improvement. Improvement is based upon the DECD Strategic Plan, Western Adelaide Shores Partnership priorities and Grange Primary School data and evidence, including the Grange External School Review outcomes and directions (conducted in March 2016, with a four year turn around for our next External School Review in 2020).

DECD Strategic Plan Priority, *"South Australia will have a strong public education system, characterised by high achievement, growth, challenge, engagement and equity."*
DECD Results Plus Priorities to-

- Track and monitor every learner's growth
- Enact changes in pedagogical practice

* Have a numeracy and literacy improvement cycle
* Identify and enact clear intervention processes

Western Adelaide Shores Partnership Priority- Improve the educational attainment and wellbeing of students through developing powerful and engaged learning through building the professional capacity of our teachers to be even more effective and intentional learning designers of Science, Technology, Engineering and Mathematics (STEM) and/or their specialist subject, with a focus on Assessment and Moderation (LDAM).

"One of the most important jobs in our system is to build the professional capacity of our teachers to be even more effective and intentional learning designers, understanding each learner's starting point, engaging and challenging every learner, maximising the learning growth and achievement of every learner every year." Susan Cameron, Executive Director, Learning Improvement, DECD
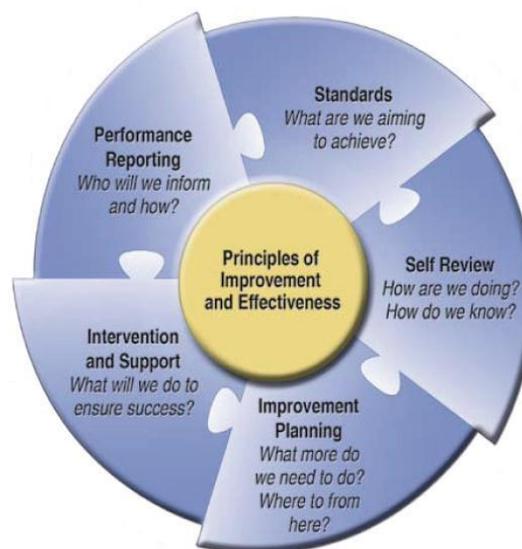
Grange Primary School
Site Improvement Plan 2017

Priorities

1. **To improve learning and teaching in Mathematics**

2. **To establish foundations amongst teachers and students for 21st Century Learning**

3. **Implement strategies for Learner Engagement, Inspiration and Empowerment in every class and for every student**

Outcomes

1. **To improve learning and teaching in Mathematics**
- A consistent and coherent **pedagogy in Mathematics** with a strong focus on unfamiliar problem solving.
- Teachers design low floor, high ceiling engaging learning, common assessment and moderation strategies in **Mathematics**

2. **To establish foundations amongst teachers and students for 21st Century Learning**
- Improve teachers capacity to teach S**TEM**
- Extend the **Bring Your Own Device (BYOD)** to further classes
- Use **technology** as a tool for learning
- Use data to inform teaching and differentiate practice

3. **Implement strategies for Learner Engagement, Inspiration and Empowerment in every class and for every student**
- A consistent, proactive strength based approach **to behaviour education** is used across the school
- Increase learner engagement through **student voice and co-construction of learning**
- Enact the school **vision and values** to underpin a high functioning school of the 21st Century

Principles of Improvement and Effectiveness

Standards — What are we aiming to achieve?

Self Review — How are we doing? How do we know?

Improvement Planning — What more do we need to do? Where to from here?

Intervention and Support — What will we do to ensure success?

Performance Reporting — Who will we inform and how?

Vision

"Developing an optimistic, respectful and dynamic community of learners."

Values

- **R**espect
- **D**iversity
- **E**njoyment
- **F**riendship
- **I**dentity

External School Review directions. Over the next four years we will-

1. Provide targeted teaching that meets the needs of every learner, by building teacher capacity to use data diagnostically to design differentiated learning opportunities.
2. Broaden educational leadership across the school through a coherent and unified approach to leading effective curriculum and pedagogical development.
3. Enable student ownership of learning and intellectual challenge through collective inquiry into authentic engagement to inform pedagogical practice.

Targets

What targets do we aim to achieve?
- ❖ 90% of students reach the **Standard of Educational Achievement** (SEA) for their year level in PAT Reading, Running Records and PAT Mathematics
- ❖ 90% of students achieve Australian Curriculum levels at "**C" or better in English and Mathematics**
- ❖ At least 10% of students achieve Australian Curriculum at an **"A" level in English and Mathematics**
- ❖ At least 20% of students achieve Australian Curriculum at a **"B" level in English and Mathematics**
- ❖ Monitor progress in writing using **Brightpath**
- ❖ Increase school **attendance** to at least 95%