

SITE IMPROVEMENT PLAN 2018

PRIORITY	STRATEGIES	OUTCOMES	MEASURES	TARGETS
Deliver challenging and engaging learning opportunities across the Australian Curriculum	<p>Undertake professional learning to develop common effective pedagogy, based on researched best practice in literacy & numeracy & STEM</p> <p>Administer common writing assessment task in Term 1 to establish baseline and use for moderation exercises led by Step 9 teachers</p> <p>Implement agreed numeracy scope & sequence</p> <p>Implement literacy agreement & LL Intervention</p> <p>Participate in MCP moderation PL and practise at staff meetings</p> <p>Build teacher capacity & efficacy through Professional development aligned with this priority</p>	<p>Essential agreements in Literacy are implemented by all teachers</p> <p>Teacher teams meet to plan and moderate twice per term at staff meeting</p> <p>AC is consistently implemented with a range of activities which stretch thinking (daily)</p> <p>Rich learning tasks are co-designed to challenge and engage all students</p> <p>Teachers more confidently assess & grade student work and more consistent judgements are made</p>	<p>Teaching teams share their practice and collaborate with leadership team to design & implement contemporary practices</p> <p>Teachers share their practice at Performance Conversations with their line managers</p> <p>Monitor Reading level progress of students on data walls</p> <p>Teachers consider NAPLAN & PAT results along with other data to decide A-Es</p>	<p>There is consistent collection, analysis and use of data at Performance Development meetings and collaborative planning sessions and this impacts teacher programming decisions</p> <p>Comparison of data - pre and post intervention - reflects student growth</p> <p>At risk students make more than a year's progress</p> <p>English % of As > 10% & Bs > 22% Maths % of As > 10% & Bs > 26%</p>
	<p>Decide on a set of 6-8 concepts to create a scope & sequence that forms the basis of inquiry in Humanities, Social Sciences & Science</p> <p>Deepen our understanding of how to teach to concepts through professional reading & viewing</p>	<p>Units of inquiry across the school link to each other under a common concept, building coherence and continuity in the school's curriculum</p> <p>Students begin to make connections and link learning outcomes to deeper conceptual understanding</p>	<p>Teachers share the concepts they are addressing in each unit and reach agreement</p> <p>Assessment tasks for units of inquiry designed to measure conceptual understanding</p>	<p>Scope & Sequence of Inquiry Concepts published by end of term 2, 2017</p> <p>Teachers overviews are consistent with concept scope and sequence in 2017</p> <p>Students begin to articulate the concepts they are learning in UOIs.</p>
	<p>Teachers access a typing software to provide regular typing/keyboard practice</p> <p>Develop in collaboration with staff an agreed Digital Technologies scope & sequence</p> <p>STEM Coordinator works with staff to build confidence, increase knowledge and skills in STEM curriculum</p> <p>STEM Coordinator supports staff develop units of inquiry/authentic STEM projects</p>	<p>Increased ICT literacy skills and fluency</p> <p>Increased motivation and engagement in learning across the curriculum</p> <p>Greater staff knowledge about STEM methodology & related AC outcomes</p> <p>Staff begin to implement the agreed Digital Tech scope and sequence</p>	<p>Students reflect on their skills improvement to include in Term 2 & 4 Reports</p> <p>Teacher observation of class competence with iPads etc</p> <p>Develop timetables to share access to the new STEM space</p> <p>STEM Coordinator develops a schedule to provide regular mentoring, coaching of teachers in STEM activities to support their programs of inquiry and the digital learning scope and sequence</p>	<p>Students are using technology in most areas of learning and increase speed when publishing on screens</p> <p>Students are using technology to share their learning with others in class and every assembly</p> <p>Growing teacher confidence about coding and STEM generally</p> <p>STEM spaces are regularly and effectively accessed by students R-7</p>
Develop powerful learners R-7	<p>TfEL Pilot Student Voice in learning teams conduct observations of classroom practice identify growth mindset, intellectual challenge, and student voice in learning opportunities in learning and provide recommendations to staff</p> <p>Collaborate with students to design learning which stretches them</p> <p>Collaborate with students to create assessment rubrics and enables them to assess their own learning</p> <p>Implement Play is the Way as a common approach and underpinning philosophy to student management & well being</p> <p>Establish an implementation team to lead and encourage PITW use as a behaviour learning approach</p> <p>Implement a Week 1 program to set classroom climates</p>	<p>Students become more expert learners, able to articulate their learning preferences</p> <p>Teachers respond to student feedback and work with colleagues and students & restructure tasks to suit their learners</p> <p>Students adopt more positive mindsets and show more confidence and persistence when faced with challenging tasks</p> <p>Students play more successfully in the yard and collaborate more successfully in classes</p> <p>A successful learning culture of consistent expectations is established R-7</p>	<p>TfEL compass student survey is administered in May and in November to measure Student Mindset etc and data is analysed</p> <p>Teachers monitor student engagement and response to more intellectually challenging activities</p> <p>Monitor the Office & Yard Time Out data for incidents of conflict</p> <p>Data on student well-being is gathered annually and reported to Governing Council each year, so emerging trends can be identified</p>	<p>% of students reporting positive dispositions in relation to challenges & application exceeds 40%</p> <p>Students approach mathematical problem solving with more confidence and persist till solved</p> <p>The language and strategies of Play is the Way are evident across the school in classes and the playground</p> <p>The number of violent incidents reduces to 100</p> <p>Student survey data shows increased sense of well-being and bullying and behaviour management data shows a reduction in violence and conflicts</p>
	<p>All teachers build student self-esteem and resilience, with an emphasis on cyber bullying and internet safety and Responsible Use Agreements for older students</p>	<p>IT devices are used responsibly and student report feeling safer at school.</p>	<p>Monitor the breaches of Responsible Users Agreements</p> <p>Collect data on cyber-bullying incidents</p>	<p>Students use their technology devices appropriately and when problems arise they solve them collaboratively</p>
	<p>Continue Quicksmart program for 22 identified Year 4-7 students & implement TooSmart for Yr 1-3s at risk LLI for targeted students</p> <p>Build staff capacity & efficacy through Professional development aligned with this priority</p>	<p>Improved mathematical fluency and students approach problem solving with more confidence</p> <p>There is consistent collection, analysis and use of data at Performance Development meetings and collaborative planning sessions at the classroom level</p>	<p>Year 3-7 students sit the PAT M & PAT R every September to ensure consistent collection, analysis and use of data in Literacy and Mathematics.</p> <p>Administer Running Records for all R-2 students each term</p>	<p>More 3-7 students achieve in the NAPLAN higher bands</p> <p>Numeracy Yr 3 >30%; Yr 5 > 30%; Yr 7 >30% Reading Yr 3 >45%; Yr 5 >50%; Yr 7 > 50% All Yr 1 & Yr 2 students exceed the Reading Term 3 benchmark</p> <p>80% of Yr 1 achieve SEA Running Records 90% of Year2s achieve SEA</p>
Meet the needs of all learners through intentional teaching informed by data analysis	<p>Administer phonological awareness screening R/1 and at risk Yr 2s</p> <p>Collect and monitor Running Records data each term</p> <p>Track & monitor Yr 1-7 student learning in English & Maths & specialist areas through Week 5 'snapshots'</p> <p>Develop ONE PLANS for all SWD, ATSI, & GOM students including SMARTAR goals</p> <p>Monitor absences and regular 'late arrivers'</p> <p>Build teacher capacity & efficacy through Professional development aligned with this priority</p>	<p>All students without NEPs achieve the SEAs across their learning</p> <p>Data walls help teachers see student progress and put faces to names</p> <p>Students likely not to reach SEAs are identified and supported</p> <p>All students at risk receive support and progress is made towards individual goals</p> <p>Referrals are submitted promptly and Support Services responses are effective</p> <p>Attendance Alert letters are sent to families identified through attendance data</p>	<p>Regular reviews and consideration at SRT meetings each term</p> <p>TooSmart and LLI programs are implemented with targeted students Yr 2 & 5/6s and Yr 1&2 respectively</p> <p>SMARTAR goals are achieved</p> <p>Support staff implement effective strategies which make an impact</p> <p>Daily attendance is monitored weekly</p>	<p>Teachers eagerly watch their students' progress up the data wall</p> <p>Targeted students begin to make progress through the reading levels and make more than 1 year's growth</p> <p>One Plans are continuously updated and improved</p> <p>95% attendance target is achieved</p>