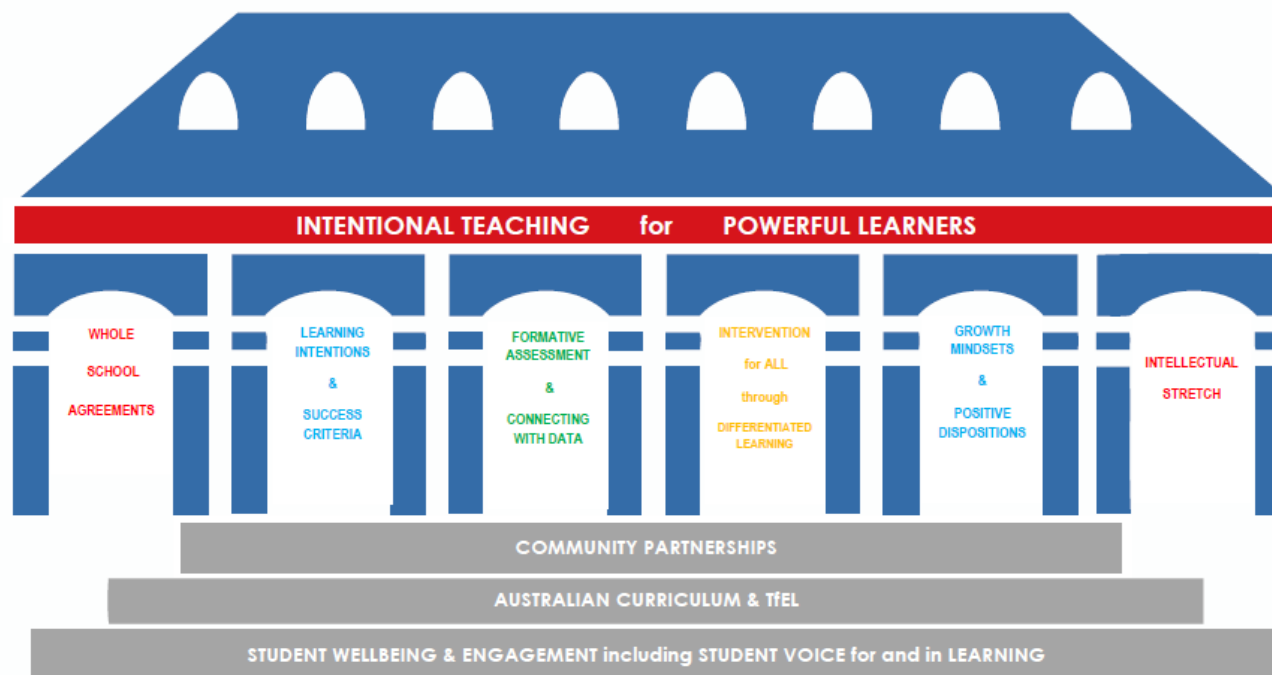




# 2017 - 2018 SITE IMPROVEMENT PLAN

*Opening doors to unlimited possibilities*



## PEDAGOGY

Intentional teaching in every classroom ensures that all learners can articulate their learning and have a clear understanding of success criteria and learning goals.

Creativity, deep thinking, challenge and curiosity are fostered.

Assessment strategies provide regular, timely feedback for all learners across a rigorous and balanced curriculum.

## WELLBEING

Strong relationships in the classroom ensure that all students feel respected and valued.

Growth mindsets and positive dispositions are fostered in every classroom and success is celebrated. Students feel safe and supported physically, emotionally and academically.

Effective communication with families promotes involvement and a sense of community.

## LITERACY & NUMERACY

High expectations and a consistent commitment to whole school agreements in literacy and numeracy ensure that every learner has a consistent learning journey and makes significant growth every year.

Learner growth is tracked and monitored over time.

## 2018 IMPROVEMENT STRATEGIES

PEDAGOGY	WELLBEING & ENGAGEMENT	LITERACY & NUMERACY
<p><b>Resourcing:</b></p> <ul style="list-style-type: none"> <li>Assistant Principal – Pedagogy</li> <li>Site Plan Team to plan, monitor, review</li> <li>Release (TRTS) to support TLCs</li> <li>9x Staff meetings for TLCs</li> </ul> <p><b>Staff will:</b></p> <ul style="list-style-type: none"> <li>Engage in learning communities x9 per year to build skills, knowledge and improve practice in 'Embedding Formative Assessment' (Dylan William).</li> <li>Trial and observe formative assessment practices with a teaching partner with the aim to embed and sustain practices in all classrooms.</li> <li>Share learning intentions with learners at the beginning of units or within each lesson; ensuring learners are able to articulate the intended learning outcomes.</li> <li>Provide timely and specific feedback to enable students to move their learning forward.</li> <li>Facilitate student surveys and respond to feedback through planning and practice.</li> <li>Share and develop learning goals with learners to build understanding of next steps in learning journeys.</li> <li>Contribute to year level team meetings to facilitate sharing of expertise, moderation, collaborative learning task design and observations.</li> </ul> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>Engage with learning intentions, success criteria and hinge questions. Contribute to teacher planning and practice by engaging in formative assessment strategies, including student engagement surveys.</li> <li>Receive timely and specific feedback that moves their learning forward.</li> <li>Have increased opportunities and skills to own and activate their learning.</li> <li>Have increased opportunities to build skills and knowledge and to engage with digital technologies across the curriculum to stretch their learning.</li> <li>Be able to develop and articulate individual learning goals and next steps in learning.</li> <li>Be able to accurately identify personal achievement against the given success criteria.</li> </ul>	<p><b>Resourcing:</b></p> <ul style="list-style-type: none"> <li>Assistant Principal – Wellbeing, including 0.2 Counsellor salary</li> <li>Pastoral Care Worker salary</li> <li>Site Plan Team to plan, monitor &amp; review</li> </ul> <p><b>Staff will:</b></p> <ul style="list-style-type: none"> <li>Teach the Child Protection curriculum sequentially R-7 (whole school agreement).</li> <li>Introduce a modified Beginning of Year program with revised school values.</li> <li>Review wellbeing policies/processes</li> <li>Use a form of electronic communication to improve the timing and delivery of communication with families.</li> <li>Celebrate learning through classroom processes, newsletters, positive postcards, awards and other means, including electronic communication.</li> <li>Adjust learning spaces to respond to learner needs.</li> <li>Encourage team learning across classes/year levels.</li> <li>Revisit harassment &amp; bullying procedures and learning opportunities, including cyberbullying</li> <li>Analyse MS Wellbeing data. Explore and implement strategies to build a growing sense of student belonging, engagement with learning and activation of student influence on learning.</li> </ul> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>Develop strong relationships with peers and teachers.</li> <li>Develop an understanding of the revised school values. They will develop and practice having a growth mindset.</li> <li>Be well supported by a range of wellbeing structures and processes.</li> <li>Further build a sense of belonging to the classroom &amp; school and engagement with learning.</li> <li>Celebrate learning and benefit from effective home-school communication.</li> </ul>	<p><b>Resourcing:</b></p> <ul style="list-style-type: none"> <li>Assistant Principal – Literacy &amp; Numeracy, including 0.1 Results Plus salary</li> <li>Reading Support salary/leadership</li> <li>Site Plan Team to plan, monitor &amp; review</li> <li>Release (TRTs) to support ILP/NEP development</li> <li>SSO hours – Wave 2 &amp; 3 programs</li> <li>Assessment tools, agreements, Markit</li> <li>Literacy &amp; Numeracy First funding</li> </ul> <p><b>Staff will:</b></p> <ul style="list-style-type: none"> <li>Build knowledge and skills in the area of Mathematics by unpacking the curriculum to refine learning intentions for students</li> <li>Prioritise problem solving, risk taking and intellectual stretch in professional learning opportunities and in classroom practice.</li> <li>Implement Literacy whole school agreements</li> <li>Review and strengthen Maths whole school agreement to build consistency</li> <li>Analyse Year 3 HB &amp; SEA Reading achievement data to identify growth and intentionally plan next steps for individual JP students and cohorts.</li> <li>Analyse HB Maths achievement data to identify growth and intentionally plan next steps for individual Year 3, 4 &amp; 5 students and cohorts.</li> <li>Facilitate intervention programs for Wave 2 learners to consist of Minilit, Macqlit, Multilit, &amp; Quicksmart</li> </ul> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>Demonstrate positive dispositions to their learning in Maths and will further develop perseverance in problem solving.</li> <li>Engage in goal setting and identify next steps in their learning.</li> <li>Identified learners will receive individual or small group teaching to accelerate growth.</li> <li>Experience a consistent learning journey in English/Maths.</li> <li>Engage in literacy &amp; numeracy tasks intentionally designed for growth.</li> </ul>

	2017/2018 TARGETS (baseline upper bound)	Measured	Timeline
READING SEA by NAPLAN	Year 3: 87% Year 5: 80.9% Year 7: 87.5%	NAPLAN testing	Sept results
READING SEA by NAPLAN Higher Bands	Year 3: 42.7% Year 5 Retaining from Year 3: 54.2% Year 7 Retaining from Year 3: 33%	NAPLAN testing	Sept results
NUMERACY SEA by NAPLAN	Year 3: 83.3% Year 5: 78.6% Year 7: 81.7% (+5%)	NAPLAN Testing	Sept results
NUMERACY SEA by NAPLAN HBs	Year 3: 25.9% Year 5: 18% /Retaining 47% (+5%) Year 7: 25% / Retaining 43% (+5%)	NAPLAN testing	Sept results
RUNNING RECORDS	Rec (RR9 +) 70%; (10+) 40% Year 1 (RR17+) 66%; (20+) 48% Year 2 (RR22 +) 90%; (26+) 40%	Running Records	Sept results
PAT RC	90% at or above DECD SEA scale scores	PAT R Testing Online	Sept
PAT M	90% at or above DECD SEA scale scores	PAT M Testing Online	Sept
ATTENDANCE	R-7 attendance 95%	EDSAS Data	End T4
WELLBEING & ENGAGEMENT	(SA Averages) Engagement (flow): H32%, M28%, L39% Cognitive Engagement: H59%, M32%, L9% School Belonging: H58%, M23%, L19%	Wellbeing & Engagement Collection	T4 results
CHILD PROTECTION	100% of students access Child Protection Curriculum	Perf Dev	End T4