

# School Improvement Plan 2014 - 2016

## LITERACY

### Targets

The Big 6 are embedded in an appropriate developmental sequence R-7.

NAPLAN data identifies over 100% students above the National Standards with an increased percentage of students in the upper bands in reading and writing.

### Strategic Objectives:

Whole school approach in Reading using the Big 6 (oral language, phonological awareness, phonics, vocabulary, fluency, comprehension)

Whole school approach on writing process

### What? Strategies Actions

R-7 Professional Learning (PL) on Big 6 – Mel Porter

PD Comprehension – eg Sheena Cameron  
Inferential comprehension

R-5 developmental spelling list

Collection of materials related to Big 6

Update PPPS genre map

School & Partnership Calibration in writing

Scaffolding Writing – Stephanie Lane

### How do we know? Outcomes

Running Records progress data

School Based testing improvement in comprehension & spelling

NAPLAN student growth data increased

Professional Development Meetings to assess progress towards meeting targets

Writing Samples modelled, collaboratively planned and moderated

## NUMERACY

### Targets

Students R-7 demonstrate the ability to think mathematically, problem solve and use multi modal approaches to solve authentic maths tasks

NAPLAN data identifies over 100% students above the National Standards with an increased percentage of students in the upper bands in numeracy for problem solving questions /tasks

### Strategic Objectives:

Whole School Rich Problem Solving Approach

### What? Strategies Actions

Collect information R-7 about current problem solving strategies

Find out what teachers are doing in their classroom and what support they need

Sharing practice re “Rich Problem Solving”

Implement ‘I Maths’, ‘Ann Baker’, ‘Big Ideas in Number’

Resources / Professional Learning provided to support learning

### How do we know? Outcomes

School using common mathematical language R-7

School Based testing improvement

NAPLAN student growth data increased

Professional Development Meetings to assess progress towards meeting targets

## WELLBEING

### Targets

Wellbeing programs and practices embedded in 100% of classrooms  
 Data shows 20% decrease in the incidence of reported harassment and bullying over the 3 year life of plan  
 Surveys of students and staff indicate high levels of student & staff wellbeing

### Strategic Objectives:

To create a respectful and responsible community in which people are kind to themselves and others and treat people as they want to be treated

<b>What? Strategies Actions</b>	<b>How do we know? Outcomes</b>
Surveys to gather data & see distance travelled	Agreed upon Wellbeing Programs and resources used R-7 including the 'Getting Started' program
PL Restorative Practice for staff to develop consistent language.	
Review existing programs & resources i.e. Play Is the Way, Program Achieve	All classes using 'circles' or Restorative justice 'no blame conferences' and student developed surveys repeated throughout the year
Reassess school values and include in beginning of year social skills program & acquaintance night	Student opinion survey reflect students feeling of well being
Develop strategies to recognise and celebrate values i.e. SVE taking on an active role in leading & recognising those enacting our values	Use of TfEL and other tools & surveys to gather data on bullying, timeouts, student and staff opinions conducted regularly
Develop strategies to improve staff wellbeing based on feedback from staff survey	Professional Development Meetings to assess progress towards meeting targets

## EFFECTIVE TEACHING AND LEARNING

### Targets

100% of teachers using Australian Curriculum in Maths, Science, English and History by 2014 and in all areas by 2016  
 100% of teachers participating in Learning Teams working effectively and planning core units of work with common assessments  
 100% of teachers able to demonstrate how they differentiate the curriculum for learners  
 Common assessment data indicates continuous improvement for all students with a higher percentage of students in the middle and high achievement levels  
 Increased percentage of teachers in Proficient, Highly Accomplished and Lead teacher standards  
 80% of teachers are articulating how they are using TfEL to reflect on their practice

**Strategic Objectives:** To Increase knowledge & awareness of Professional Standards for Teachers and to see these reflected in teaching practice and student learning outcomes R-7

<b>What? Strategies Actions</b>	<b>How do we know? Outcomes</b>
Use the standards assessment tool to reflect on current practice & plan for future development i.e. classroom visits, 'deprivatisation', shared practice	Improve the understanding for all staff of the Australian Professional Standards
Include TfEL tools and allocate time to this task as valued part of PD process	Use DECD Professional Development framework documents to have Professional Learning conversations and formal feedback
PD for staff in curriculum differentiation	Use of TfEL strategies and tools in T & L programs  Site based learning data shows students are more successful

**LITERACY 2015 Operational plan**

**Targets**

The Big 6 are embedded in an appropriate developmental sequence R-7.

NAPLAN data identifies 100% students at or above the National Minimum Standard with an increased percentage of students in the upper bands in reading and writing.

**Strategic Objectives:**

Whole school approach in Reading using the Big 6 ( oral language, phonological awareness, phonics, vocabulary, fluency, comprehension)

Whole school approach on 'scaffolding writing' process

<b>What? Strategies Actions</b>	<b>Who?</b>	<b>When?</b>	<b>Evidence/Targets</b>
Scaffolding Writing	Stephanie Lane	Pupil Free Term 1 Ongoing 2015	<p><b>NAPLAN</b> All students to achieve following proficiency bands in Literacy Yr 3 – band 3 and above Yr 5 – band 5 and above Yr 7 – band 6 and above</p> <p>Increase in number of students in <b>upper growth band</b> from Yr 3-5 (2014 – 30%) and Yr 5-7 (2014 – 25%) in Reading</p> <p><b>Running Records</b> (November) All Students to achieve as follows: Rec - level 5 and above Yr 1 – level 15 and above Yr 2 – level 21 and above</p> <p><b>PAT-R</b> (scale score) Students to achieve the following: Yr 3 - 103.0 Yr 4 - 111.2 Yr 5 - 117.1 Yr 6 - 120.2 Yr 7 - 123.5</p> <p>Increased number of students achieving <b>Achievement Standards</b> in English (movement from C's to Bs and As in student reports)</p> <p><b>Spelling</b> SWST test results indicate increasing numbers of students in upper 'bands'</p> <p><b>Writing</b> Increased number of students in upper bands in NAPLAN</p> <p><b>Stephanie Lane</b> feedback indicates improvement in teacher pedagogy Increased % of students participating in <b>Premier's Reading Challenge</b></p> <p><b>Writing Samples</b> modelled, collaboratively planned and moderated between year levels and across partnership</p>
PD - Comprehension (eg Sheena Cameron) Inferential comprehension	Leadership	2016	
Implement R-7 developmental spelling list	Terri, Ann, Jacquie	Ongoing 2015	
Promotion/PD of Big 6 strategies	Working Party	Ongoing 2016	
Finish and Implement PPPS genre map incorporating East Para PS and Stephanie Lane's	Jacquie, Stephanie Lane	2015	
School & Partnership Calibration in writing	Partnership – Zoe Farquhar	Week 5 Terms 1,2,3,4	

**Working Party:** Jacquie, Ann, Sue, Nanette, Terri, Belinda

## NUMERACY 2015 Operational Plan

### Goals

Students R-7 demonstrate the ability to think mathematically, problem solve and use multi modal approaches to solve authentic maths tasks

NAPLAN data identifies 100% students at or above the National Minimum Standard with an increased percentage of students in the upper bands in numeracy for problem solving questions.

### Strategic Objectives:

Whole School Rich Problem Solving Approach

<b>What? Strategies Actions</b>	<b>Who?</b>	<b>When?</b>	<b>Evidence/Targets</b>
'Back to Front' Maths PD with Tierney Kennedy inc establishing partnership PLC	Yr 3 and 4 teachers, Lena	Terms 1-4	<b>NAPLAN</b> All students to achieve following proficiency bands in Literacy Yr 3 – band 3 and above Yr 5 – band 5 and above Yr 7 – band 6 and above  Increase in number of students in <b>upper growth band</b> from Yr 3-5 (2014 – 25%) and Yr 5-7 (2014 – 25%) in Maths  <b>PAT-M</b> (scale score) Students to achieve the following: Yr 3 – 38.6 Yr 4 – 39.6 Yr 5 – 44.8 Yr 6 – 54.4 Yr 7 – 54.9  Increased number of students achieving <b>Achievement Standards</b> in Maths (movement from C's to Bs and As in student reports)  Staff using common mathematical language R-7  Professional Development Meetings to assess progress towards meeting targets
Anne Baker/ Deb Lasscock Maths PD and partnership PLC	Yr 5,6,7 teachers	Terms 1-4	
Implement problem solving strategies from 'Big Ideas' into all classrooms (from Yr 3-7 PD)	Working Party	ongoing	
Find out what teachers are doing in their classroom re current problem solving strategies and what support they need Investigate other schools use of problem solving strategies Sharing practice	Lena	Term 2,3	
Collate 2014 NAPLAN data identify % of NMS & problem solving questions Report to staff	Working Party	Term 1,2	
Collect base line data re number of A-Es from previous 3 years	Phil	Term 1	

**Working Party:** Lena, Rosie, Ashley, Wayne, Ivan, Phil

## WELLBEING 2015 Operational Plan

### Goals

Wellbeing programs and practices embedded in 100% of classrooms  
 Data shows 20% decrease in the incidence of reported harassment and bullying over 3 year life of plan  
 Opinion Surveys of students and staff indicate increasing levels of student & staff wellbeing  
 Attendance % increases towards 97%

### Strategic Objectives:

To create a respectful and responsible community in which people are kind to themselves and others and treat people as they want to be treated

<b>What? Strategies Actions</b>	<b>Who?</b>	<b>When?</b>	<b>Evidence/Targets</b>
Surveys to gather data & see distance travelled continuous & ongoing. Share data with staff regularly (Student and staff opinion surveys, MDI, AEDI)	Leadership	Term 4	Increasing number of students feeling safe at school (through opinion survey) and staff feeling supported and managing work load (through opinion survey)
PD Restorative Practice – Bill Hansberry for staff to develop consistent language.	MY teachers All staff – sharing ideas	T2 Pupil Free Day	
'What's the Buzz' program in place for identified students R-7 Review other programs (eg Play is the Way, program Achieve)	Nerida, Vivonne Working party	Ongoing Terms 2, 3, 4	Staff using 'restorative chats' with students to resolve conflict and restore relationships
Implement new school values – <b>Bravery, Care, Challenge, Trust</b> . Includes signage, 'postcards', assemblies Develop strategies to recognise and celebrate values Design awards linked to values display recipients on 'Honour Board' Regular updates on progress with values through newsletter and Gov Council	All staff/ students Phil	'Getting Started' program then ongoing	Agreed upon Wellbeing Programs and resources used R-7 including the 'Getting Started' program  All classes using 'circles' or Restorative Practice 'no blame conferences' and student developed surveys repeated throughout the year
Review 'Student Voice' – (the role of SVE, Student Action Teams etc)	Judy, Working Party	Terms 1, 2	
Bully Audit conducted to identify and support bullies and victims  Attendance policy is reviewed. Absentee processes in place eg online rolls, SMS messaging to parents, chronic absenteeism followed up with attendance support services	Leadership  Judy, Anne D, leadership	Term 4  Term 1	Decreased number of students identified as bullies  Decreased number of students in Time Out for violent acts  Attendance above 95%

**Working Party:** Vicki, Steph, Clint, Nancy Sh, Lea, Donna, Elise, Paul

## EFFECTIVE TEACHING AND LEARNING 2015 Operational Plan

### Targets

100% of teachers using Australian Curriculum as appropriate & 100% of teachers working effectively in Learning Teams  
 Common assessment data indicates continuous improvement for all students with a higher percentage of students in the middle and high achievement levels  
 Increased percentage of teachers meeting requirements of Proficient, Highly Accomplished and Lead teacher standards

**Strategic Objectives:** To Increase knowledge & awareness of Professional Standards for Teachers and to see these reflected in teaching practice and student learning outcomes R-7

<b>What? Strategies Actions</b>	<b>Who?</b>	<b>When?</b>	<b>Evidence/ Targets</b>
Use the standards assessment tool to reflect on current practice & plan for future development i.e. classroom visits, deprivatisation, shared practice. PD on Aust Professional Standards for Teachers.	All Staff  Working Party	Terms 1, 2	Improve the understanding for all staff of the Aust Professional Standards  Use DECD Professional Development framework documents to have Performance Development conversations and formal feedback. Base these on PSfT
Use TfEI tools (and allocate time to this task) as a valued part of PL process	All		Use of TfEL strategies and tools in T & L programs
Partnership PD for staff in curriculum differentiation	Partnership Pupil Free	Term 3	
Find a range of ways to achieve and acknowledge success	All	Ongoing	Increasing level of engagement with A/C teachers are programming from the relevant A/C learning Areas (Perf Dev mtgs)
Collect further data on current usage of AC in relevant Learning Areas to compare with 2014 data Collect meaningful BLD regarding effective Learning Teams (what does it look like?)	Working Party  Kelly	Term 3  Early Term 2	All teachers are working in Learning Teams

**Working Party:** Kelly, Judy, Michelle, Andrea, Jon