



# SITE IMPROVEMENT PLAN 2018



## Beliefs about Learning

- Students need to be well equipped to stay safe and have the skills needed to meet the challenges of an ever-changing world.
- Cultural diversity and individuality are valued and celebrated.
- The school environment needs to be safe, challenging and inclusive.
- Resilience and persistence are important life skills that need to be fostered in all.
- Students learning best through collaborative inquiry based programs.
- Students need to be engaged in programs that promote student agency, creativity and critical thinking.
- Students and teachers need to be reflective and give respectful and specific feedback.
- Students and staff have high expectations both academically and socially.
- Students learn best when they are active participants in their learning.

## Site Improvement Plan 2018

Priorities	Targets	Strategies	Timelines/Responsibility	Outcomes/Monitoring	Resourcing
<p><b>Effective teaching &amp; learning in Literacy</b></p> <p><b>Reading</b> To develop more efficient intervention strategies and programs to improve student outcomes.</p> <p><b>Writing</b> To develop the explicit teaching of writing across the school to improve student outcomes.</p> <p>To moderate writing effectively and track progress and next steps</p> <p><b>Assessment</b> To use data strategically to track student growth and plan appropriate intervention</p>	<p>NAPLAN Year 3 – 7: 90% of students achieve the NMS in reading and writing in 2018</p> <p>All year 1 students to be at age appropriate level in PM Benchmark by end of term 3</p> <p>80% of students to be within or above the normal range in PAT R in 2018 tests</p> <p>85% of Moorak Primary students to reach school targets in reading using PM bench marks.</p> <p>All students make expected progress in persuasive and narrative writing as measured by Brightpath in 2018</p> <p>All students receiving reading intervention to make more than expected growth as measured by BM benchmark by end of term 3</p>	<ul style="list-style-type: none"> <li>Detailed analysis of NAPLAN and PAT data to improve future directions</li> <li>Monitor and review intervention support with targeted students.</li> <li>Maintain Multi-Lit. Mini-Lit, Rocket reading programs.</li> <li>Home readers and guided readers evaluated and new resources purchased as required.</li> </ul> <p>Staff to complete pre and post assessments in writing for persuasive and narrative texts using Brightpath.</p> <ul style="list-style-type: none"> <li>Class/ Individual targets set for reading and writing</li> <li>Timely and ongoing feedback is given to students to improve their writing.</li> <li>All staff use pre and post-tests in writing to identify student's next steps and track progress effectively</li> <li>T&amp;D - Bright Path</li> <li>T&amp;D 0- Phil Beadle</li> <li>T&amp;D - 7 steps</li> <li>Principal observations and feedback feeding into PDP</li> <li>Peer observation feeding into SSLIC inquiries</li> </ul> <ul style="list-style-type: none"> <li>Staff meetings to track student progress and identify students at risk.</li> <li>Data entered on J drive each term: spelling, reading levels in line with assessment policy.</li> <li>All identified students receive appropriate targeted reading/phonics intervention.</li> <li>Monitor the use of Jolly Phonics/ Jolly Grammar R- 7 across the school.</li> </ul>	<p>Terms 3 &amp; 4 – leadership and all staff Termly - Principal and SSO intervention team</p> <p>All Staff term 1</p> <p>All classroom teachers Terms 1 and 3 in line with Brightpath project req.</p> <p>Terms 2,3,4 – All staff in line with Brightpath req.</p> <p>Principal and Helen term 1 All staff term 1 Principal, Penne and Kim</p> <p>Termly – Principal</p> <p>Termly - SSLIC team</p> <p>Termly – All staff</p> <p>Principal</p>	<p>NAPLAN and PAT data used to analyse growth and track student progress. Running record data analysed to measure growth and track progress Multi-lit/ Mini Lit students' progress closely monitored for effectiveness. Required Assessments Schedule followed: -Running Records/ benchmarking - Fluency -Spelling - Vocab Assessment - PAT R - PAT vocab Intervention programmes implemented and reported on across the school Writing scope and sequence followed by all staff All staff to using pre and post-tests in narrative and persuasive writing to identify student needs and track progress All staff to assess, level and moderate student writing using Brightpath software.</p> <p>Targeted focus in Staff Meetings, Training and Development</p>	<p>Staff meeting once per term Curriculum team meeting at end of each term Termly meeting with intervention SSO team. Pupil free day T&amp;D Better Schools funding Literacy and Numeracy first funding School budget - SSLIC</p>

Priorities	Targets	Strategies	Timelines/Responsibility	Outcomes/Monitoring	Resourcing
<p><b>Effective teaching &amp; learning in Numeracy</b></p> <p><b>Fluency and mental strategies</b> To develop fluency in number facts across the school and consolidate the effective use of mental strategies.</p> <p><b>Moderation</b> Student and school portfolios need to be developed to provide evidence of good practice and for reporting A-E grades</p> <p><b>Intervention</b> Use data to identify students at risk and students able to achieve higher bands. Use this to develop intervention strategies/programmes to improve student outcomes from R-7 across the school</p>	<p>NAPLAN Year 3 – 7: 100% of students to achieve the NMS in 2018</p> <p>80% of students to be above the 25<sup>th</sup> percentile in PAT M in 2018 tests</p> <p>90% of students to reach age appropriate results in 1 minute maths tests by end of 2018</p> <p>All students to make expected termly growth in one minute maths tests each term.</p> <p>All students to have moderation portfolios across the school.</p> <p>To develop more effective assessment tasks</p> <p>To use data effectively to measure student growth and track progress and set goals.</p> <p>All identified students receive appropriate targeted maths intervention</p> <p>To develop a whole school scope and sequence for mental maths strategies.</p>	<p>Analysis of NAPLAN and PAT data for future directions in planning</p> <p>Use of Quicksmart and Too Smart maths intervention across the school. Monitor and review intervention support with targeted students.</p> <p>Staff meetings and T&amp;D focusing on moderation process and developing portfolios of evidence</p> <p>Peer &amp; principal observations/feedback</p> <p>Mental maths strategies implemented effectively into all classes.</p> <p>Staff meetings to develop a scope and sequence for teaching mental maths.</p> <p>Moderate assessment tasks used</p>	<p>Terms 3 &amp; 4 – leadership and all staff</p> <p>Term 1 Principal and SSO intervention team</p> <p>All Staff throughout the year</p> <p>Termly – Principal, SSLIC team</p> <p>All staff terms 1,2,3,4</p> <p>All staff Terms 2 and 3</p> <p>All staff termly – staff meetings</p>	<p>NAPLAN and PAT data used to analyse growth and track student progress.</p> <p>Analysis of NAPLAN and PAT data used to inform teachers with future directions.</p> <p>Quicksmart program implemented across the Y3-Y7 classes to identified students</p> <p>TooSmart implemented in R-2 classes to identified students</p> <p>Intervention programmes implemented and reported on across the school to determine effectiveness and track student progress.</p> <p>Fluency of students in mental routines to show improvement.</p> <p>Student maths portfolios developed over the year for all students.</p> <p>Data used effectively to measure student growth and track progress.</p> <p>Scope and sequence for mental maths strategies developed and implemented by all staff.</p> <p>Continuous review and feedback.</p>	<p>Staff meeting once per term</p> <p>Curriculum team meeting at end of each term</p> <p>Termly meeting with intervention SSO team.</p> <p>Pupil Free day T&amp;D</p> <p>Better Schools funding</p> <p>Literacy and Numeracy first funding</p> <p>School budget - SSLIC</p>

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<p><b>Creating Powerful Learners</b></p> <p><b>Major Pedagogical Shifts</b></p> <p>Developing greater student agency through Co-design.</p> <p>Developing student dispositions and resilience across the school to have a go and to develop strategies to take control of their own learning.</p>	<p>Students in Years 4-7 to be involved in co-designing at least one unit of work per term from term 2.</p> <p>Students more confident to have a go rather than giving up.</p> <p>Students able to communicate and use a variety of strategies when faced with challenging work.</p> <p>Students working collaboratively more often.</p>	<p>Teachers in middle/ upper primary providing opportunities for students to assist in designing and giving feedback on learning tasks.</p> <p>Participation in STEM projects across partnership</p> <p>Explicit teaching of strategies for self-help and self-regulation to students (learning pit)</p> <p>Teaching staff participating in Results + or SSLIC inquiries</p> <p>Peer observations – Staff and students</p> <p>Team teaching</p> <p>Site visits</p> <p>Simon Breakspear</p>	<p>Helen, Penne and Principal ongoing</p> <p>Kylie and Kim as per project guidelines</p> <p>All staff – ongoing</p> <p>All staff termly as per Results+ and SSLIC req.</p> <p>Termly – Principal, SSLIC team</p> <p>Staff as dictated by SSLIC and Results +</p>	<p>Students helping to design learning tasks.</p> <p>Students willing to have a go at challenging tasks and can suggest how they can learn from failing</p> <p>Students participating in STEM based projects at a school and cross partnership level.</p> <p>Feedback from observations and site visits are discussed and acted upon.</p> <p>Staff members to work alongside other staff members</p> <p>Students becoming more resilient at solving problems</p>	<p>Staff meeting times</p> <p>Leadership meeting each term</p> <p>School BM budget</p>
<p><b>Development of a positive school culture</b></p> <p>Strong focus on using the new school vision, values and beliefs about learning across the school to help prepare students for the 21<sup>st</sup> Century World they live in. Behaviour management continues to be a focus area in order to build on past successes and further embed it across the whole school.</p>	<p>Develop resilient, independent and tolerant students.</p> <p>Continue to Improve outdoor play areas</p> <p>Ensure that consistent behaviour management processes are followed by all staff.</p> <p>Reduction in BM issues</p>	<p>Implement the schools vision, beliefs and values promoting strong links between all members of the school and preschool community.</p> <p>Regular focus in the classrooms on our school vision, values and beliefs about learning.</p> <p>Implement “Play is the way”</p> <p>Play is the Way games and activities used daily</p> <p>Continue to develop ‘Loose Parts’ play principles into school yard</p> <p>No tolerance of violent behaviour and BM policy known and followed by all staff</p> <p>Leadership program for 6/7 students – GRIP and in class</p> <p>Active SRC</p> <p>Regular assemblies run by each class</p> <p>Community events</p> <p>Continue to promote ‘White Ribbon’ philosophies.</p>	<p>All staff term 1 strong focus and then throughout the rest of the year</p> <p>All staff to learn games each week and implement in class.</p> <p>All staff – ongoing</p> <p>All staff - ongoing</p> <p>Lauren, Helen and Principal</p> <p>Lauren – fortnightly</p> <p>All staff on rota basis termly</p> <p>Staff to attend when possible.</p> <p>All staff - ongoing</p>	<p>Play is the Way principals embedded across the school</p> <p>Less behaviour issues within the class &amp; in the yard</p> <p>Engaged students with higher attendance rates.</p> <p>Less acts of violence and intolerance towards peers.</p> <p>Student following appropriate safety procedures when confronted with an undesirable situation.</p> <p>White ribbon promoted across school and community and events planned</p>	<p>Staff meeting times</p> <p>Leadership meeting each term</p> <p>School BM budget</p>