



## SITE IMPROVEMENT PLAN 2017

### Numeracy

Focus	We Will:	Key Actions
<p><b>Higher Standards of learning and achievement in Numeracy</b></p> <p><b>Success will look like:</b></p> <ul style="list-style-type: none"> <li>• Students engaged in their learning</li> <li>• Teachers engaged in professional learning and reflection of teaching practice</li> <li>• Individual students will have moved a minimum of 1 year in their learning progress in PAT M data and NAPLAN</li> <li>• More students will be in the higher achievement bands in NAPLAN</li> <li>• Students who were in the higher achievement bands in year 3 are tracked and retain higher achievement bands in year 5 and year 7</li> </ul>	<ul style="list-style-type: none"> <li>• We have high expectations for all students</li> <li>• Continue to build leadership capability and improve teaching quality</li> <li>• Engage in professional learning and adjust our teaching to reflect new learning</li> <li>• Implement processes through which students can provide feedback to their teachers</li> <li>• Implement, review and further develop common agreements</li> <li>• Track and monitor progress of every student.</li> <li>• Provide timely intervention</li> <li>• Engage in Thinking Mathematically trial for year 6/7s</li> </ul>	<p><b>Track and monitor all students growth</b></p> <ul style="list-style-type: none"> <li>• Analyse PAT-M Data and NAPLAN numeracy data</li> <li>• Implement teaching strategies according to areas of development</li> <li>• Use data to inform whole class and small group teaching</li> <li>• Utilise PAT-M Resources</li> <li>• Use MARKIT to store learning data electronically. Monitor and track student growth</li> <li>• Identify areas of need</li> <li>• Track individual and cohort progress</li> </ul> <p><b>Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Increase recall, basic number fact strategies for all students</li> <li>• Implement whole School Natural Maths Strategies common agreements</li> <li>• Growth mind sets</li> <li>• Inquiry questioning</li> <li>• Develop rich maths tasks</li> <li>• Use student feedback and engage students in planning for teaching and learning</li> <li>• Utilise Building learning Power and Transforming tasks to intellectually stretch student's learning.</li> </ul> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>• Time allocated at staff meetings, pupil free days and PLC meetings for professional learning reflection and moderation across partnership sites and within school</li> <li>• Unpack Partnerships Successful Numeracy Practices</li> <li>• Professional learning on Results Plus strategies</li> <li>• Using the TfEL tools to improve teaching practice from feedback</li> <li>• Natural Maths – Ann Baker strategies</li> <li>• Quick smart strategies to be implemented into classroom practice</li> <li>• Thinking Maths trial</li> </ul> <p><b>Intervention Processes</b></p> <ul style="list-style-type: none"> <li>• Implement responsive and differentiated intervention processes at each wave level</li> <li>• Implement Quick Smart program for students in year 3/4/5</li> </ul>



## Literacy

Focus	We Will:	Key Actions
<p><b>Higher Standards of learning and achievement in Literacy</b></p> <p><b>Success will look like:</b></p> <ul style="list-style-type: none"> <li>• Students engaged in their learning</li> <li>• Students seeing themselves as a capable learner</li> <li>• Teachers engaged in professional learning and reflection of teaching practice including Brightpath trial for writing</li> <li>• Individual students will have moved a minimum of 1 year in their learning progress in PAT R data and NAPLAN</li> <li>• More students will be in the higher achievement bands in NAPLAN</li> <li>• Students who were in the higher achievement bands in year 3 are tracked and retain higher achievement bands in year 5 and year 7</li> <li>• Students are meeting Tea Tree Gully Partnership standards for reading(Running Records)</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations for all students</li> <li>• Continue to build leadership capability and improve teaching quality</li> <li>• Engage in professional learning and adjust our teaching to reflect new learning</li> <li>• Implement processes through which students can provide feedback to their teachers</li> <li>• Implement, review and further develop common agreements</li> <li>• Track and monitor progress of every student.</li> <li>• Provide timely intervention</li> </ul>	<p><b>Track and monitor all students growth</b></p> <ul style="list-style-type: none"> <li>• Ongoing data collection of student’s knowledge of Phonics sounds, blends and words</li> <li>• Termly Collection of Oxford sight words until all known (reading)</li> <li>• Analyse PAT-R and NAPLAN Literacy and Running records Data</li> <li>• Implement teaching strategies according to areas of need</li> <li>• Use data to inform whole class and small group teaching</li> <li>• Utilise PAT-R Resources</li> <li>• Use MARKiT to store learning data electronically. Monitor and track student growth</li> <li>• Identify areas of need</li> <li>• Track individual and cohort progress</li> </ul> <p><b>Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Implementing Jolly Phonics and Jolly Grammar in yrs F-2</li> <li>• Exposure to Jolly Phonics in Preschool</li> <li>• Implementing Val Hunters Spelling lists in 3- 7</li> <li>• Utilise Jolly Grammar strategies R-7</li> <li>• Growth mind sets</li> <li>• Inquiry questioning</li> <li>• Develop rich literacy tasks</li> <li>• Use student feedback and engage students in planning for teaching and learning</li> <li>• Use Sheenagh Cameron’s resources in teaching of writing and reading</li> <li>• Utilise Building Learning Power and Transforming tasks to intellectually stretch student’s learning.</li> </ul> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>• Continue Jolly Grammar Professional Learning</li> <li>• Time allocated at staff meetings, pupil free days and PLC meetings for professional learning and reflection</li> <li>• Using the TfEL tools to improve teaching practice from feedback</li> <li>• How students learn how to spell – Phonics approach and others</li> <li>• Professional learning on how students write using Brightpath analyse</li> </ul> <p><b>Intervention Processes</b></p> <ul style="list-style-type: none"> <li>• Implement responsive and differentiated intervention processes at each wave level</li> <li>• Implement reading groups yr 1-6 Read Up for yrs 1-2 Oxford and Guided reading approaches for yrs 3-6 focussing on inferential comprehension of text</li> </ul>



## Student Wellbeing and Engagement

Focus	We Will:	Key Actions
<p><b>Higher Standards of learning through engagement and student wellbeing</b></p> <p>Success will look like:</p> <ul style="list-style-type: none"> <li>• Students engaged in their learning</li> <li>• Students seeing themselves as a capable learner</li> <li>• Teachers engaged in professional learning and reflection of teaching practice</li> <li>• Students living the School Values</li> <li>• Students using the Learning Power dispositions to increase learner achievement and engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations for all students</li> <li>• Continue to build leadership capability and improve teaching quality</li> <li>• Engage in professional learning and adjust our teaching to reflect new learning</li> <li>• Implement processes through which students can provide feedback to their teachers</li> <li>• Implement, review and further develop common agreements</li> <li>• Track and monitor progress of every student.</li> <li>• Provide timely intervention</li> <li>• Hold a whole school student wellbeing and engagement excursion</li> </ul>	<p><b>Track and monitor all students growth</b></p> <ul style="list-style-type: none"> <li>• Develop a survey across the partnership to measure students engagement and wellbeing/ Growth mind set</li> <li>• Analyse data from the Wellbeing and Student Engagement survey</li> </ul> <p><b>Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching of School values</li> <li>• Develop consistent practices around behaviour management</li> <li>• Building links between students developing Buddy relationships</li> <li>• Growth mind sets</li> <li>• Inquiry questioning</li> <li>• Use student feedback and engage students in planning for teaching and learning</li> <li>• Utilise Building learning Power and Transforming tasks to intellectually stretch student's learning.</li> <li>• Further develop student leadership capacity</li> <li>• Recognise students who are engaged and incorporating the School Values</li> </ul> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>• Continue with Building Learning Power into action with our school values and learning habits</li> <li>• Time allocated at staff meetings, pupil free days and PLC meetings for professional learning and reflection</li> <li>• Develop a set of common language</li> <li>•</li> </ul> <p><b>Intervention Processes</b></p> <ul style="list-style-type: none"> <li>• Behaviour intervention strategies both positive and consequential</li> </ul>