

## NOARLUNGA DOWNS P-7 SITE IMPROVEMENT PLAN 2017

### Pedagogical change and capacity building:

- Task design that engages learners
- Differentiation in Wave 123 model
- All student have learning goals

### Staff Performance Development Plans:

- Teacher's work reflects AITSL standards.
- SSO's plans reflecting capacity building PD
- Participation in partnership Professional Learning Communities.
- Collaborative curriculum planning and instruction

**Target:** Collaborative professional learning in task design, and including assessment and moderation.

<u>Powerful learners:</u> Students have a growth mindset towards learning.	<u>STEM learning design:</u> Students solve innovative and real world problems in Science, Technology, Engineering and Maths (STEM)	<u>English</u> Students are independently goal-setting their English targets.
<p><b>TfEL 2:1, 2:2, 1:4</b></p> <ul style="list-style-type: none"> <li>• Embedding <b>Growth Mindset</b>.</li> <li>• Teaching students to <b>interact respectfully</b> with each other and adults, &amp; <b>friendship programs</b></li> <li>• Develop <b>Student Voice in decision-making and in learning</b></li> <li>• Building <b>cultural and social inclusivity</b></li> <li>• Build <b>community partnerships</b>: Kidsmatter parent group – balance of social, and learning</li> </ul> <p><b>Intervention:</b></p> <p><b>Wave1 :</b></p> <ul style="list-style-type: none"> <li>• Building <b>assertiveness</b> through Play is the Way, Bucket Filling, Restorative Practice &amp; Child Protection Curric</li> <li>• <b>Anti-bullying and harassment PD</b></li> </ul> <p><b>Wave 2:</b></p> <ul style="list-style-type: none"> <li>• Restorative Conferences, Flinders Uni Mentoring, Lunch Bunch, anti-harassment</li> </ul> <p><b>Wave 3:</b></p> <ul style="list-style-type: none"> <li>• <b>Supported &amp; targeted social interactions</b> through: What's the Buzz, Lunch Play, Interagency referral &amp; intervention, family support (Child Wellbeing Team)</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>○ <b>Attendance data</b>: Student attendance is 95%, unexplained absences reduced to 0%.</li> <li>○ <b>Behaviour data</b>: Incidents reduced by 25%</li> <li>○ <b>Kidsmatter Survey</b>: 80% of students feel safe at school. &amp; voice a positive perception</li> <li>○ <b>Parent surveys</b>: 90% parents indicate the school listens and involves them in decisions. 75% of parents say school manages behaviour well.</li> </ul>	<p><b>TfEL 2:3, 2:4, 4:3 4:4</b></p> <ul style="list-style-type: none"> <li>• <b>Preschool Numeracy Indicators</b>: Embedded in learning tasks</li> <li>• <b>Connect families to Numeracy learning</b>: with Take Home Packs and parent sessions</li> <li>• Teachers work collaboratively to <b>design STEM learning tasks</b> using Numeracy Indicators and Australian Curriculum</li> <li>• Develop <b>assessment as part of learning tasks</b></li> <li>• <b>Moderate to the Achievement Standards</b> with another small school</li> <li>• Use <b>Pat M to inform teaching</b></li> <li>• Leaders participate <b>in Leaders Numeracy Training</b></li> <li>• Further PD in <b>Singapore Bar Model</b></li> </ul> <p><b>Intervention :</b></p> <p><b>Wave1 :</b></p> <ul style="list-style-type: none"> <li>• <b>Gradual release pedagogy</b></li> <li>• <b>Automaticity</b> increased utilising <b>Quicksmart</b></li> <li>• 80 minutes of <b>Daily 3</b></li> </ul> <p><b>Wave 2:</b></p> <ul style="list-style-type: none"> <li>• Small group &amp; individual <b>conferencing</b></li> </ul> <p><b>Wave 3:</b></p> <ul style="list-style-type: none"> <li>• <b>Quicksmart</b></li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>○ <b>NAPLAN</b>: 75% students reaching SEA, showing average to high growth</li> <li>○ <b>PAT-M</b>: students at age appropriate or equivalent</li> <li>○ <b>TfEL surveys</b>: Students surveys show persistence to tasks</li> </ul>	<p><b>TfEL 4:1, 3:3, 3:4, 2:3</b></p> <ul style="list-style-type: none"> <li>• <b>Preschool Literacy Indicators</b>: Embedded in learning tasks</li> <li>• <b>Connect families to Literacy learning</b>: with Take Home Packs and parent sessions</li> <li>• <b>Teachers share curriculum &amp; data with students</b></li> <li>• <b>Embed Daily 5</b>: Read to self, read to partner, listen to reading, word work and writing and <b>CAFÉ</b>: Comprehension, accuracy, fluency, &amp; expanding vocabulary.</li> <li>• <b>Moderation &amp; assessment using ACARA</b></li> <li>• Develop <b>P-7 Spelling continua</b>,</li> <li>• <b>EALD levelling</b> of all students to inform teaching in writing</li> <li>• Develop <b>tasks</b> that require <b>student self-assessment</b></li> </ul> <p><b>Intervention:</b></p> <p><b>Wave1 :</b></p> <ul style="list-style-type: none"> <li>• 80 minutes of <b>Daily 5 &amp; CAFE</b></li> <li>• <b>Gradual release pedagogy</b></li> <li>• <b>Automaticity</b></li> </ul> <p><b>Wave 2:</b></p> <ul style="list-style-type: none"> <li>• <b>CAFÉ</b>: Small group &amp; individual conferencing</li> </ul> <p><b>Wave 3:</b></p> <ul style="list-style-type: none"> <li>• <b>Multilit</b></li> <li>• Guided reading groups to develop reading strategies</li> <li>• Speech programs</li> <li>• Individualised listen to reading; goal specific</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>○ <b>Running Records &amp; Lexiles</b>: Students at age appropriate or equivalent or better growth in R-2 reading</li> <li>○ <b>EALD levelling</b>: Students at year level or equivalent</li> <li>○ <b>PAT-R</b>: at benchmark or equivalent or better growth</li> <li>○ <b>Reading logs</b>: Students have read 50 or more books for the year</li> <li>○ <b>NAPLAN</b>: 90% students reaching SEA.</li> <li>○ <b>Premiers Reading Challenge</b>: 100% student engagement</li> </ul>