

NOARLUNGA DOWNS SITE IMPROVEMENT PLAN 2018

Project title	Brief Description	Priority	Strategies	Outcomes
Respectful resilient learners. <i>Teaching for Effective Learning Domain 2</i> Create safe conditions for rigorous learning.	Create and maintain a safe supportive whole school learning environment. Engagement of parents and the community to support learners. Learning is engaging and fun. Student social and emotional health is promoted positively.	<ul style="list-style-type: none"> Bullying prevention Kidsmatter implementing Component 2 and 3 social and emotional learning, for community engagement Student leaders student voice Child Protection Curriculum Restorative Practices Parental workshops/projects Indigenous programs Outdoor learning environments Inclusion of strategies for Aboriginal learners Parent workshops / open days/ learning together with students. 	Professional Development: <ul style="list-style-type: none"> Introception Kids matter: Component 3 Cultural Competencies (partnership) Days: <ul style="list-style-type: none"> Kidsmatter Community event Reconciliation Day Outdoor learning days Casual Days for fundraising Surveys: <ul style="list-style-type: none"> Sociogram Yr 6/7 Wellbeing Kidsmatter Survey 	Products: <ul style="list-style-type: none"> Student Wellbeing Agreement Kidsmatter: Ongoing plan Anti-bullying teaching kit produced Outputs: <ul style="list-style-type: none"> Student Leadership Committee actively making decisions and organising events Parent workshop: ppt, and program Student outcomes: <ul style="list-style-type: none"> Student attendance improves by 5 % Student behaviour data improves by 5% Student engagement data reflect high social and emotional health and connection to school Bullying comment data decreases by 10%
Learning Design Assessment & Moderation <i>Teaching for Effective Learning Domain 4:</i> Personalise and connect the learning.	Learning is rich and challenging and allows for students and teachers to make decisions and inquire together to become ' expert learners '. Learning is of interest and is a source of wonder to learners. Every student is stretched in their learning.	<ul style="list-style-type: none"> Student voice includes choice in the learning and student assessment, student feedback, and shared reflection at the end of lessons. Students know and can explain their learning goals for each curriculum area. Students have their own regularly updated learning goals and they can explain these Assessment criteria / rubrics (teacher and student designed) indicate to students how to achieve A-Es at the commencement of learning and Reflective Practice in the Early Years Teacher to student feedback is used to deepen and refine understanding and challenge and stretch learners. Across sites collaborative moderation 	Resources: LDAM, TFEL, AITSL standards Professional Development: <ul style="list-style-type: none"> Tierney Kennedy : Back to front Maths Australian Professional Standards for Teachers TFEL / EYLF The Arts Professional learning Surveys: <ul style="list-style-type: none"> Powerful learner surveys TFEL engagement surveys PLT surveys 	Products: <ul style="list-style-type: none"> Pedagogy Agreement developed and enacted. Performance Development Agreement developed and enacted Outputs: <ul style="list-style-type: none"> LDAM learning design programs shared via the intranet. Reporting to parents ensures they know how best to support their children. Student outcomes: <ul style="list-style-type: none"> Student perception surveys indicate that they have a say, they are excited about their learning and it is relevant to them. PLT surveys indicate that they are highly valued by teachers.

	Brief Description	Priority	Strategies	Outcomes
Maths and English Teaching for Effective Learning Domain 3 Develop expert learners.	<p>Maths: Students have individual and continuously upgraded proficiency based learning goals in Daily 3. Using problem-solving and critical and creative thinking to engage learners.</p> <p>English: Building learner comprehension in reading through Daily 5 CAFÉ strategies.</p>	<ul style="list-style-type: none"> • Problem-solving and reasoning maths tasks that provide stretch in the learning. • Maths task include multiple entry and exit points, (differentiation of content, process, product.) • Continue Growth Mindset in Maths • Written feedback to students as part of the learning • Promote dialogue as a means of learning. • Spelling continua developed and utilised • Conferencing and CAFÉ focus on improving comprehension in reading – feedback (written as part of the learning) • Re-developing intervention processes 	<p>Resources:</p> <ul style="list-style-type: none"> • Soundwaves R-7 • TfEL <p>Professional Development</p> <ul style="list-style-type: none"> • Jo Boaler on-line training • Ongoing TfEL discussion at each staff meeting • Sharing of Maths Pensieves and use. <p>Intervention Programs:</p> <ul style="list-style-type: none"> • EY Jolly Lit • Jolly Phonics • MultiLit • Quicksmart • “Loose Parts Play” for EY <p>Data:</p> <ul style="list-style-type: none"> • JP maths testing • PAT-M & PAT-R • NAPLAN 	<p>Outputs:</p> <ul style="list-style-type: none"> • Students articulate their fortnightly learning goals in Maths and English <p>Products:</p> <ul style="list-style-type: none"> • Updated Maths Agreement • Updated Literacy Agreement • Maths Pensieve R-7 • Spelling continua from Soundwaves <p>Student Outcomes:</p> <ul style="list-style-type: none"> • NAPLAN comprehension and PAT-R increases by 10% • NAPLAN Maths increase by 10% • JP Maths testing reflects improvement Jan to Oct.
Technology Teaching for Effective Learning Domain 3 Develop expert learners	<p>Embedding technology in all learning.</p> <p>STEM learning</p> <p>Ultimately for students to be equipped to engage globally.</p>	<ul style="list-style-type: none"> • Familiarisation and implementation of Australian Curriculum Technology Curriculum. • Teachers embedding the Technology across the curriculum. • Achievement standards used for planning and programming. • Clarifying the difference between Information Technology General Capabilities and ACARA Technology curriculum 	<p>Professional learning:</p> <ul style="list-style-type: none"> • Steve Grant from Technology Project <p>Resources: TRT release for Technology Project</p> <p>Data:</p> <ul style="list-style-type: none"> • Teacher matrix • Student matrix 	<p>Products:</p> <ul style="list-style-type: none"> • Examples of Technology planning and programming for each year level as exemplars. <p>Student outcomes:</p> <ul style="list-style-type: none"> • Student reports and assessment to parents reflect clear year level technology achievement standards