## Site Improvement Plan 2015

### How can we improve learning outcomes for students in:

- **Powerful Literacy Learners**: Writing and Spelling
- **Powerful Numeracy Learners**: Mathematics
- **Powerful Learners**: Building Learning Power

### Targets - 100% of students to achieve the DECD Standards in Educational Achievement (SEA):

<table>
<thead>
<tr>
<th>PAT-Maths:</th>
<th>PAT-R</th>
<th>NAPaN High Bands</th>
<th>Reading Levels</th>
<th>Language and Literacy Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3: 40 or better</td>
<td>YR 3 100 or better</td>
<td>Yr 3: Band 3 or above</td>
<td>By September each year</td>
<td>Rec. Level 4 or above</td>
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<tr>
<td>Yr 4: 45 or better</td>
<td>Yr 4 110 or better</td>
<td>Yr 5: Band 5 or above</td>
<td>Rec: level 5 or above</td>
<td>Yr 1 Level 4 or above</td>
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<tr>
<td>Yr 5: 50 or better</td>
<td>Yr 5 115 or better</td>
<td>Yr 1: Level 15 or above</td>
<td>Yr 2 Level 6 or above</td>
<td>Yr 2 Level 6 or above</td>
</tr>
<tr>
<td>Yr 6: 54 or better</td>
<td>Yr 6 120 or better</td>
<td>Yr 2: level 21 or above</td>
<td>Yr 3 Level 7 or above</td>
<td>Yr 3 Level 7 or above</td>
</tr>
<tr>
<td>Yr 7: 55 or better</td>
<td>YR 7 124 or better</td>
<td>Yr 7: Band 6 or above</td>
<td>Yr 4 Level 8 or above</td>
<td>Yr 4 Level 8 or above</td>
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<td></td>
<td></td>
<td></td>
<td>Yr 5 level 9 or above</td>
<td>Yr 5 level 9 or above</td>
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<td>Yr 6 level 10 or above</td>
<td>Yr 6 level 10 or above</td>
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<td></td>
<td>Yr 7 level 11 or above</td>
<td>Yr 7 level 11 or above</td>
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</tbody>
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### Numeracy:

- **Goals**
  - Increase number of students achieving in the top 2 bands.
    - At least 6 Students in Year 3
    - At least 6 students at Year 5
    - At least 5 students in Year 7

- **Strategies**
  - Curriculum breakfast
  - Staff PD – staff meetings developing teachers pedagogical content knowledge
  - Maths in Action – Mike Chartres
  - Use of banked NIT for professional conversations /learning/planning
  - Performance and Development meetings –
    - task design with the proficiencies
    - assessment
    - differentiation 1x1x1
    - moderation

- **Building leadership capacity** – initiating and developing a partnership PLC

### Timeline

- Weeks 3, 6, 9 per term
- 5 per year

### Measures (Evidence & KPIs)

- Student audit
- Educator audit
- PatM
- NAPaN
- Teacher self assessment audit
- Moderated work samples
### Literacy:

**Increase number of students achieving in the top 2 bands in writing:**
- at least 6 Students in Year 3
- at least 10 students at Year 5
- at least 4 students in Year 7

**Students currently at or above LLL progress 1 literacy level in 1 year.**

**Students not achieving at year level LLL to achieve at year level.**

**Students exiting IELP meet agreed IEL targets for year level.**

- Staff PD – staff meetings _developing teachers pedagogical content knowledge_
- Targeted PL to build capacity of literacy leaders
- Use of banked NIT for professional conversations /learning/planning
- Performance and Development meetings –
  - assessment
  - differentiation 1x1x1
  - moderation of LLL
- Whole school agreements for writing and spelling
- Analyse writing samples using LLL for all students to inform practice
- Staff PLC – Curriculum afternoon teas

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Measures /Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 over the year</td>
<td>Teacher surveys</td>
</tr>
<tr>
<td>Ongoing 2015</td>
<td>NAPLaN data</td>
</tr>
<tr>
<td>6 days per year per teacher</td>
<td>LLL data</td>
</tr>
<tr>
<td>2 formal mtgs term 1 &amp; 3</td>
<td>Evidence of differentiation strategies in classrooms</td>
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<tr>
<td>Developed across 2015</td>
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<tr>
<td>1 per term per student</td>
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<tr>
<td>1 per term</td>
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### Student Engagement

**Building Learning Power**

**Students able to describe and use minimum of 10 learning skills**
- staff PLC –guided by Guy Claxton Building Learning Power book
- fortnightly whole school learning events which model and unpack a specific learning skill
- fortnightly planning and prep in staff meetings which connect to whole school learning events
- Class and individual learning journals
- Whole school community engagement through workshops for SSO, BSSO, families, Governing Council
- students showcasing their learning fortnightly

<table>
<thead>
<tr>
<th>Measures /Evidence</th>
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</thead>
<tbody>
<tr>
<td>Student surveys term 1 and 4</td>
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<tr>
<td>Observations</td>
</tr>
<tr>
<td>Student reflections on their learning skills</td>
</tr>
<tr>
<td>Family and Community feedback surveys</td>
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