



SEAVIEW DOWNS PRIMARY SCHOOL SITE IMPROVEMENT PLAN 2017



PRIORITY	STRATEGIES	OUTCOMES	MEASURES	TARGETS
<p>Implement effective pedagogical approaches to the teaching & learning of numeracy & Literacy</p>	<p>Undertake professional learning to develop common effective pedagogy, based on researched best practice in literacy & numeracy</p> <p>Administer common writing assessment task in Term 1 to establish baseline and use for moderation exercises led by Step 9 teachers</p> <p>Implement agreed numeracy scope & sequence</p> <p>Implement literacy agreement & LL Intervention</p> <p>Participate in MCP moderation PL and practise at staff meetings</p>	<p>Essential agreements in Literacy are developed and published</p> <p>Teacher teams meet to plan and moderate twice per term</p> <p>AC is consistently implemented with maths activities which stretch thinking</p> <p>Teachers more confidently grade student work and more consistent judgements are made</p>	<p>Teaching teams share their literacy practice and collaborate with Literacy Coordinator to explore contemporary programs</p> <p>Teachers share their practice at Performance Conversations with their line managers</p> <p>Monitor Reading level progress of students on data wall</p> <p>Teachers consider NAPLAN results along with other data to decide A-Es</p>	<p>There is consistent collection, analysis and use of data at Performance Development meetings and collaborative planning sessions</p> <p>Comparison of data – pre and post intervention – reflects student growth At risk students make more than a year’s progress</p> <p>% of As and Bs increases</p>
	<p>Decide on a set of 6-8 concepts to create a scope & sequence that forms the basis of inquiry in Humanities, Social Sciences & Science</p> <p>Deepen our understanding of how to teach to concepts through professional reading & viewing</p>	<p>Units of inquiry across the school link to each other under a common concept, building coherence and continuity in the school’s curriculum</p> <p>Students begin to make connections and link learning outcomes to deeper conceptual understanding</p>	<p>Teachers share the concepts they are addressing in each unit and reach agreement</p> <p>Assessment tasks for units of inquiry designed to measure conceptual understanding</p>	<p>Scope & Sequence of Inquiry Concepts published by end of term 2, 2017</p> <p>Teachers overviews are consistent with concept scope and sequence in 2017</p> <p>Students begin to articulate the concepts they are learning in UOIs.</p>
<p>Introduce ICT devices across the school and 1:1 iPads for Year 6 & 7s to increase use of the www for research and use of media to demonstrate and share learning</p>	<p>Increased ICT literacy skills and fluency</p> <p>Increased motivation and engagement in learning across the curriculum</p>	<p>Students reflect on their skills improvement to include in Term 2 & 4 Reports</p> <p>Teacher observation of class competence with iPads etc</p>	<p>Students are using technology in most areas of learning</p> <p>Students are using technology to share their learning with others in class and every assembly</p>	

	Continue Quicksmart program for 22 identified Year 4-7 students & implement TooSmart for Yr 1-3s at risk	Improved mathematical fluency and students approach problem solving with more confidence There is consistent collection, analysis and use of data at risk Performance Development meetings and collaborative planning sessions	Year 3-7 students sit the PAT M & PAT R every September to ensure consistent collection, analysis and use of data in Literacy and Mathematics. Administer Running Records for all R-2 students each term	More 3-7 students achieve in the NAPLAN higher bands Numeracy Yr 3 >36%; Yr 5 > 62%; Yr 7 >68% Reading Yr 3 >45%; Yr 5 >68%; Yr > 80% All Yr 1 & Yr 2 students exceed the Reading Term 3 benchmark And >40% Yr 1s exceed 20 and >40% Yr 2s exceed 26
	Teachers share the learning done through the Marion Coast Partnership Results+ numeracy project to implement effective strategies which promote intellectual stretch & redesign tasks to allow students to perform higher?	Teacher redesign maths learning tasks to stretch students thinking Increased Numeracy achievement for all students Increased engagement of students in Mathematics through emphasis on mathematical thinking and problem solving and intellectual stretch	Teachers report the use of new strategies in mathematics during Performance conversations	Comparison of data – pre and post intervention – reflects student growth (including <i>Reading Doctor</i> , <i>Quicksmart</i>)
Prepare staff and students for the focus on STEM teaching & learning	Implement ScopeIT Education program in Terms 2&3 with teachers participating	Greater staff knowledge about STEM methodology & related AC outcomes	Ongoing course specific assessments done by class teachers	Growing teacher confidence about coding and STEM generally

<p>Improve learner dispositions through differentiated teaching, Growth Mindset, Resilience and Authentic Student Voice to support effective learning</p>	<p>TfEL Pilot Student Learner Rounds teams conduct observations of classroom practice identify growth mindset, intellectual challenge, and student voice in learning opportunities in learning and provide recommendations to staff</p>	<p>Students become more expert learners, able to articulate their learning preferences</p>	<p>TfEL compass student survey is administered in May and in November to measure Student Mindset etc and data is analysed</p>	<p>% of students reporting positive dispositions in relation to challenges & application exceeds 40%</p>
		<p>Teachers respond to student feedback and work with colleagues and students & restructure tasks to suit their learners</p>		
		<p>Students adopt more positive mindsets and show more confidence and persistence when faced with challenging tasks</p>	<p>Teachers monitor student engagement and response to more intellectually challenging activities</p>	
	<p>Implement Play is the Way as a common approach and underpinning philosophy to student management & well being</p>	<p>Students play more successfully in the yard and collaborate more successfully in classes</p>	<p>Monitor the Office & Yard Time Out data for incidents of conflict</p> <p>Data on student well-being is gathered annually and reported to Governing Council each year, so emerging trends can be identified</p>	<p>The language and strategies of Play is the Way are evident across the school in classes and the playground</p> <p>The number of violent incidents reduces to 100</p> <p>Student survey data shows increased sense of well-being and bullying and behaviour management data shows a reduction in violence and conflicts</p>
	<p>All teachers build student self-esteem and resilience, with an emphasis on cyber bullying and internet safety and Responsible Use Agreements for older students</p>	<p>IT devices are used responsibly and student report feeling safer at school.</p>	<p>Monitor the breeches of Responsible Users Agreements</p> <p>Collect data on cyber-bullying incidents</p>	<p>Students use their technology devices appropriately and when problems arise they solve them collaboratively</p>

<p>The progress of all learners is tracked and monitored effectively</p>	<p>Administer phonological awareness screening R/1 and at risk Yr 2s</p> <p>Collect and monitor Running Records data each term</p> <p>Track & monitor Yr 1-7 student learning in English & maths through Week 5 'snapshots'</p> <p>Develop <i>ONE PLANS</i> for all SWD, ATSI, & GOM students including SMARTAR goals</p> <p>Develop a pre-referral process to identify support needs, support offered and further required</p> <p>Monitor absences and regular 'late arrivers'</p>	<p>All students without NEPs achieve the SEAs across their learning</p> <p>Data walls help teachers see student progress and put faces to names</p> <p>Students likely not to reach SEAs are identified and supported</p> <p>All students at risk receive support and progress is made towards individual goals</p> <p>Referrals are submitted promptly and Support Services responses are effective</p>	<p>Regular reviews and consideration at SRT meetings each term</p> <p>TooSmart and LLI programs are implemented with targeted students Yr 2 & 5/6s and Yr 1&2 respectively</p> <p>SMARTAR goals are achieved</p> <p>Support staff implement effective strategies which make an impact</p> <p>Daily attendance is monitored weekly</p>	<p>Teachers eagerly watch their students' progress up the data wall</p> <p>Targeted students begin to make progress through the reading levels and make more than 1 year's growth</p> <p>One Plans are continuously updated and improved</p> <p>95% attendance target is achieved</p>
<p>Enhance teaching and learning spaces to improve teaching & support learner engagement</p>	<p>Purchase desks and chairs for each middle primary classroom</p> <p>Display boards are installed on designated walls in building 4</p> <p>Blinds are installed in the gym and Rooms 10 and 8 to reduce glare of afternoon sun</p> <p>Room 10 is divided into 3 teaching spaces and utilized for various functions</p>	<p>Student enrolments in JP are increased</p> <p>More evidence of student learning is regularly displayed</p> <p>Visual media can be easily seen on the screen on sunny days</p> <p>Quicksmart team, instrumental music and outside support providers have spaces to work with students</p>	<p>Anecdotal responses are noted</p> <p>Rosters for rotating displays are implemented</p> <p>Observations of the use of these rooms and times when meeting spaces are not available is monitored</p>	<p>Students care for their new furniture and keep their rooms looking tidy</p> <p>Parents and prospective families are impressed by the appearance of classrooms</p> <p>More media is used in lessons after lunch</p> <p>SSOs and other providers report effective use of teaching spaces</p>