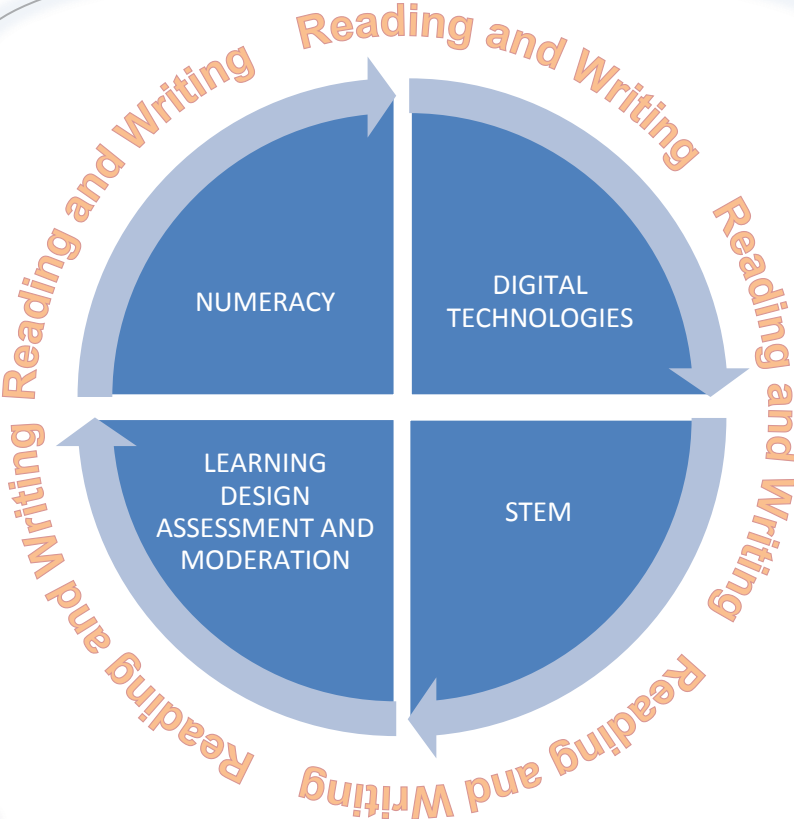


HVPS SITE IMPROVEMENT PLAN 2017-19

POWERFUL LEARNERS



WELLBEING FOR LEARNING

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SITE IMPROVEMENT PLAN 2017 – 2019

DIGITAL TECHNOLOGIES: That Digital Technology is acknowledged and implemented as an integrated subject across all areas of the curriculum.

| <i>OBJECTIVE</i> | <i>STRATEGIES</i> | <i>PROCESS OUTCOME</i> | <i>IMPACT OUTCOME</i> |
|--|---|--|---|
| Student ownership and empowerment in the learning process. | <ul style="list-style-type: none"> • Teaching programs will be developed to include Digital Technology in the learning design • Increase access to Digital Technology resources | <ul style="list-style-type: none"> • The learning design facilitates opportunities for student voice and decision making • Examples of learning design for Digital Technologies will be evidenced and shared in PLTs | <ul style="list-style-type: none"> • Students influence their own learning • Students are actively engaged in Digital Technologies and empowered to progress their learning • Student feedback will continue to inform future directions |
| Student Vocabulary strengthens | <ul style="list-style-type: none"> • Students have opportunities to engage in authentic discussions in Digital Technology to articulate their learning • Teachers model lessons with clear learning intention scaffolded according to individual need | <ul style="list-style-type: none"> • Teacher dialogue reflects the language of Digital Technologies • Teachers with capacity to model worked examples | <ul style="list-style-type: none"> • Students articulate their learning using appropriate terminology • Student feedback provides evidence of the use of Digital Technology language |

STEM: That teachers embrace STEM pedagogy and provide opportunities for students to connect learning through activities that are interrelated.

| OBJECTIVE | STRATEGIES | PROCESS OUTCOME | IMPACT OUTCOME |
|--|--|--|---|
| <p>Student ownership and empowerment in the learning process</p> | <ul style="list-style-type: none"> • To increase student voice and decision making through the collection of student feedback • Formative assessment processes inform learning design for collaborative construction of future lessons • Teachers build capacity to provide learning environments that are flexible and responsive to the needs of students and their construction of knowledge | <ul style="list-style-type: none"> • The learning design facilitates opportunities for student voice and decision making • Evidence of student learning is collected to enable students to direct their learning and pursue lines of inquiry that will meet their learning goals • Learning design will enable students to demonstrate their learning through formative and summative assessment processes • Examples of learning design for Digital Technologies will be evidenced and shared in PLTs | <ul style="list-style-type: none"> • Students influence their own learning • Students are actively engaged in STEM and empowered to progress their learning • Student feedback will continue to inform future directions • Students feel empowered to engage in deep inquiry through collaboration, discussion and reflection in integrated topics • Teachers are confident and able to share their pedagogy of a responsive and adaptable learning environment for STEM with colleagues |

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| <p>Teachers design integrated curriculum for Science, Technology, Engineering and Mathematics that engages and challenges student thinking</p> | <ul style="list-style-type: none"> • Teachers will have opportunities to attend professional development in STEM • Teachers will showcase their current practise in STEM • PLT meetings will include collaborative planning in STEM on their agenda • Teachers will be encouraged to meet with partnership SLLIP to expand the capacity to engage and challenge students | <ul style="list-style-type: none"> • Learning opportunities for staff will build capacity for STEM programming • Deprivatised practise will build teacher confidence and ideas exchange • Collaborative planning across year levels will support STEM planning and learning opportunities for students • Teachers will engage in professional discussion in STEM with the SLLIP to provide engaging and challenging programmes for students | <ul style="list-style-type: none"> • Evidence of integrated pedagogies in task design will be seen in all teachers programmes • Teaching staff will demonstrate STEM pedagogy across the curriculum • Students will be engaged and embrace new challenges • Collaborative planning in PLTs will support consistent approaches across the school in STEM pedagogy • Teachers will be confident to deprivatise their practise when working together and with curriculum support specialists |
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NUMERACY: To increase numeracy achievement for all students.

| OBJECTIVE | STRATEGIES | PROCESS OUTCOME | IMPACT OUTCOME |
|---|--|--|---|
| Increase the number of students achieving in the higher bands | <ul style="list-style-type: none"> • Consistent data collection and analysis accessing the MARKit program to inform learning design • Teachers are provided with support to understand what the data is telling us • Opportunities for coaching on data analysis are provided | <ul style="list-style-type: none"> • Teachers can put faces to the data collected and effectively use it to inform their practice to differentiate learning for all students • Learning design shows evidence of response to student achievement data information (NAPLAN, PAT M) | <ul style="list-style-type: none"> • Students engage in learning programmes tailored to their needs • Greater numbers of students achieve in the higher bands 3-7 |
| Students who are not achieving the SEA benchmarks will be monitored and supported to achieve growth | <ul style="list-style-type: none"> • Cohorts of students are identified for appropriate support through the established assessment schedule. • Intervention is designed to meet individual student need within the classroom and across year levels where appropriate. | <ul style="list-style-type: none"> • Teaching pedagogies demonstrate response to individual student entry and exit points. • Learning design documents individual student learning goals. | <ul style="list-style-type: none"> • Targeted learning is offered for all students. • Student learning is scaffolded for success. |
| Student retention in the higher bands for Numeracy from years 3 – 7 is maintained and | <ul style="list-style-type: none"> • Student achievement is tracked and monitored | <ul style="list-style-type: none"> • Teachers are regularly analysing learner | <ul style="list-style-type: none"> • The review of Learner achievement data is |

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| increased | <p>to support student achievement</p> <ul style="list-style-type: none"> • Students are encouraged to challenge their learning for ongoing improvement • Students and their families are informed about learning progress and will be offered support when needed | <p>achievement data through formative and summative processes and utilise this information in learning design</p> <ul style="list-style-type: none"> • Student engage in learning opportunities to develop learning dispositions and capabilities to be successful learners • All participants in the learning process are familiar with learner achievement data and future goals | <p>embedded practice across all year levels and included in learning design</p> <ul style="list-style-type: none"> • Students have readily accessible strategies to draw from during the learning process • Students demonstrate greater resilience and willingness to take risks in their learning during times of challenge • Students and families are well informed of student progress • Greater retention of students in the higher bands from years 3 – 7 is evidenced. |
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READING AND WRITING PRACTICE

- Whole site knowledge and understanding of effective reading and writing practices that support learner achievement in higher bands.
- A common understanding and language of reading and writing across the school for consistency of practice.
- Improved actions to achieve higher levels of learner achievement.