

HAPPY VALLEY PRIMARY SCHOOL

SITE IMPROVEMENT PLAN

2016

The staff, students and community respect and reflect the school values of RESPECT, RESPONSIBILITY and INTEGRITY. They underpin all processes and strategic directions at our site. We aim to support students develop the skills and dispositions required to be successful members of the global community.

We aim to work collaboratively as a Professional Learning community to achieve the following priorities for 2016:

- ❖ **Students as Powerful Learners**
- ❖ **Whole school approach to Literacy and Numeracy**
- ❖ **Learning with Digital Technologies**

HAPPY VALLEY PRIMARY SCHOOL

SITE IMPROVEMENT PLAN

A focus on improvement in three priority areas will support students develop the skills and dispositions required to be successful members of the global community.

STUDENTS AS POWERFUL LEARNERS

TARGETS

100% Teachers implement engaging learning programmes offering powerful learning opportunities.

100% Students will build their capacity for deeper learning and will be challenged by engaging curriculum.

Student achievement as measured by NAPLAN, Running Records, PAT-R and PAT-M will show a 2% increase from 2015 levels.

Students identified in the high skill bands in NAPLAN for Reading and Numeracy will be retained in subsequent tests by an increase of 2%.

WHOLE SCHOOL APPROACH TO LITERACY AND NUMERACY

TARGETS

Literacy practices across the school are collated and reviewed to inform the development of a Whole School Literacy agreement which is documented by June 1st 2016.

100% of Teachers implement the Literacy Agreements by 1st September 2016.

100% Teachers participate in the documentation of Numeracy practices.

A draft Numeracy agreement is developed by the end of term 4.

LEARNING WITH DIGITAL TECHNOLOGIES

TARGETS

100% students engage in learning experiences to develop skills in the Digital Technologies Curriculum.

100% Teachers attend PD on the Digital Technologies curriculum.

75% Teachers implement Digital Technologies activities into classroom program.

100% Teachers offer opportunities for students to demonstrate their learning in multiple modes.

Priority 1: Students as Powerful Learners

TARGETS

100% Teachers implement engaging learning programmes offering powerful learning opportunities.

100% Students will build their capacity for deeper learning and will be challenged by engaging curriculum.

Student achievement as measured by NAPLAN, Running Records, PAT-R and PAT-M will show a 2% increase from 2015 levels.

Students identified in the high skill bands in NAPLAN for Reading and Numeracy will be retained in subsequent tests by an increase of 2%.

STRATEGIES

- Teachers develop an understanding of the dispositions, skills and knowledge necessary for students to become powerful learners.
- The TfEL framework will inform the pedagogy of teachers and support staff when working with students.
- Learning goals will be designed and made visible through the ASOT strategies such as WALT and WILF and implemented consistently across the school.
- Teachers will work collaboratively to design learning programs that are engaging and challenging for students through the year.
- PD opportunities will be developed and offered at staff meeting to deepen knowledge, skills and understandings of the executive functioning skills.
- PD opportunities outside of school will be accessed through external opportunities and by working with our curriculum focus staff Carly and Dana.
- Performance development processes will open discussion regarding staff progress.
- Teachers will identify students using the 3 wave model to target resources and set learning goals to meet student needs.
- Teachers will differentiate learning programs to cater for students in Waves 1, 2 and 3.
- Learning tasks will be designed to provide students with different entry points and opportunities to present their work using multiple modes.
- Students will develop the skills to understand the standards for their year level and can explicitly identify work samples that demonstrate these levels.
- A whole of site process to track and monitor student progress using data from systemic and site assessments will be developed.
- Teachers will work in PLTs to analyse data to retain student progress through engaging and challenging learning programs and work with Carly and Dana to review current programmes and design activities that encourage students to use skills required to be powerful learners.
- Students will be taught the skills to monitor their progress, set learning goals and be open to challenge.
- Opportunities will be provided for staff to increase their knowledge and capacity to differentiate the curriculum.

PROGRESS

Teachers:

- Articulate the skills, dispositions and knowledge of powerful learners which is visibly recognised in their work.
- Design class activities that encourage students to use stop and Think and Executive Functioning skills.
- Learning goals for students will be clearly visible in all classrooms through the use of WALT and WILF strategies.
- Learning programs will accommodate learner ability and style.
- Work collaboratively in PLT meetings with a focus on data and students achievement, reflected in learning programs and classroom practice.
- PD opportunities will be attended by Staff at school and by external providers.
- Participate in Performance Development meetings discussing teacher confidence in programming to meet a diverse range of students.

Students:

- Show their ability to articulate their learning using exemplars such as rubrics and student work.
- Negotiate their learning goals and show an understanding of the expectations required to attain A-E or equivalent levels through reference to exemplars and rubrics.
- Demonstrate their ability to use executive functioning skills to be powerful learners.
- Articulate the skills required for powerful learning and what this means to them.
- Confidently take risks with their learning at various levels and present their understandings through multiple modes.
- Demonstrate resilience and persistence to take up the challenge of learning.
- Access various technologies and sources for research.
- Access and participate in learning activities that are achievable at their level.
- Track their learning progress for reference and goal setting and keep record of this in their Learning Journals.

Data:

- Demonstrate a 2% increase in students achieving in the higher bands for Reading and Numeracy.
- Indicate that student achievement in the higher bands has been retained at this level.

Priority 2: Whole School Approach to Literacy and Numeracy

TARGETS

Literacy practices across the school are collated and reviewed to inform the development of a Whole School Literacy agreement which is documented by June 1st 2016.

100% of Teachers implement the Literacy Agreements by 1st September 2016.

100% Teachers participate in the documentation of Numeracy practices.

A draft Numeracy agreement is developed by the end of term 4.

STRATEGIES

- Information regarding current literacy practices across the school in 2015 and 2016 is collated and analysed.
- Staff will work collaboratively to explore best practice and consistent approaches in JP, MP and UP and how these connect to enhance student learning.
- Staff will work collaboratively to develop an assessment schedule for site based and standardised testing of students at specific points in the year.
- Consistent assessment tools will be used to track and monitor student growth providing the ability to compare achievement.
- A system to collect and collate data is developed to inform teacher practice and for whole school analysis and planning for intervention and support.
- Staff will show commitment to the literacy agreements by building rich conceptual knowledge and mastery of skills in students at all ability levels.
- The leadership team will offer support to staff to ensure the effective implementation of the agreements by the 1st September 2016.
- Professional development opportunities will be provided to staff to support the implementation of the agreements.
- A review of the agreements will be offered to staff to discuss implementation strategies and successes.
- Staff will work collaboratively to identify current practices in Numeracy and Maths in PLTs for discussion and documentation.
- Staff will review current and best practice to focus our work.

PROGRESS

Staff:

- Ensure literacy information collected from staff in 2015 is reflected in planning drafts of the Literacy Agreements.
- Participate in the final drafts of the Literacy Agreements and implement the recommendations into their practice.
- Attend Literacy PD opportunities, share their work in PLTs and present at staff meetings.
- Access and utilise data collected by staff and can support students according to the information collected.
- Articulate the elements of the literacy agreements and how that is demonstrated at their year level.
- Demonstrate the use of effective and engaging literacy program.
- Engage in rigorous discourse regarding current Numeracy practices.

Whole school:

- A consistent approach to Literacy is evident across the school.
- Consistent data collection processes are in place and staff meet scheduled time frames.
- Whole site processes are in place to analyse the data and to track and monitor student growth.
- Conversations with staff and leadership team members indicate recognition of 'faces on the data'.
- Agreements and their purpose is communicated to the school community via the newsletter and other forums.
- A review of the literacy agreements will be documented and amendments implemented.
- Documentation of current practices is used to inform the development of Numeracy agreements.
- A draft document is available for distribution to staff.

Priority 3: Learning with Digital Technologies

TARGETS

100% students engage in learning experiences to develop skills in the Digital Technologies Curriculum.

100% Teachers attend PD on the Digital Technologies curriculum.

75% Teachers implement Digital Technologies activities into classroom program.

100% Teachers offer opportunities for students to demonstrate their learning in multiple modes.

STRATEGIES

- Digital Technology lessons will be programmed and implemented as a NIT subject.
- Teachers will program learning experiences in the classroom to develop Digital Technology skills.
- Strategies for low tech based environments
- Opportunities to increase student engagement in digital technology tasks will be explored and shared.
- Professional development will be provided to staff to increase knowledge and confidence in the use of technology and the implementation of the Digital technologies curriculum.
- PLTs include IT in their curriculum planning.
- Strategies are implemented to maintain consistent provision of effective digital equipment, including a streamlined process for recording technical issues and resolutions.
- An IT audit is undertaken to plan future goals for purchasing and developing current infrastructure providing for learning in multiple modes.

PROGRESS

Students:

- Attend and participate in lessons with Dana implementing the Digital Technologies curriculum.
- Have opportunities to develop the skills required to achieve year level standard in Digital Technologies.
- Demonstrate their work in a variety of forums.

Teachers:

- Readily identify elements of their classroom program that link to the curriculum documents for ICT general capabilities and Digital Technologies.
- Develop confidence in the ability to program and offer digital technology learning experiences.
- Expand on their digital and technology lessons offering differentiated programs.
- Work collaboratively to develop tasks to assess digital skills and understandings to monitor progress and report to families.