



Site improvement plan 2018

| Focus Areas | Our priorities | Strategies to achieve our priorities | How will we measure our impact |
|---|--|---|--|
| Student Learning - Numeracy | Teaching trusting the count skills in number through sequential learning with clear learning goals | <ul style="list-style-type: none"> ▪ All staff including SSO's will be involved in big ideas in number training and targeted teachers attending STEM500 maths ▪ Real life math and problem solving activities encouraged through PMA challenges ▪ Visible learning number learning ladders for goal and target setting ▪ Small group intervention for children below level using BIIN materials | <ul style="list-style-type: none"> ▪ All Year 3, 5, 7 students achieve above national minimum standards for numeracy and a 1.2 effect size NAPLAN 2016-2018. ▪ All students achieve above DECD expectations for PAT-M and a 0.6 effect size 2017-2018. ▪ All students will know and explain their current learning goals in number using the visible learning ladders. |
| Student Learning - Literacy | Develop comprehension through reciprocal teaching | <ul style="list-style-type: none"> ▪ All staff using a reciprocal teaching model and the 9 strategies for reading comprehension ▪ All staff involved in training from DECD speech pathologist and Sheena Cameron's strategies ▪ Purchasing of targeted explicit decodable texts and guided reading materials ▪ All testing using PM benchmarking or PROBE ▪ Small group intervention with SSO support using Hi-Lo readers and Multilit program | <ul style="list-style-type: none"> ▪ All Year 3,5, 7 students achieve above national minimum standards for reading and a 1.2 effect size NAPLAN 2016-2018. ▪ All students achieve above DECD expectations for PAT-R and a 0.6 effect size 2017-2018. ▪ All year 1 students will exceed DECD running records standards. ▪ All students will know and explain their current reading goals |
| Creative and Critical Thinking | Provide engaging and differentiated teaching and learning connected across contexts. | <ul style="list-style-type: none"> ▪ All teaching staff visit to Inquiry and visible leaning focused school sites ▪ All teaching staff involved in inquiry based training ▪ Teacher planning focus on visible learning strategies, backwards planning, describing the learning (including SOLO) to develop support and challenge (differentiation) and feedback ▪ Regular walkthroughs and discussions in coaching sessions | <ul style="list-style-type: none"> ▪ 80% of teacher programs have evidence of differentiation planned and evident using learning intentions and success criteria ▪ 90% of student feedback is instructional ▪ 90% of students can explain what they are learning and how they will know if they are successful ▪ 100% of students will have completed one of Hattie's student perception surveys |