

We believe that student progress is underpinned by the development of a positive approach to learning and a high level of well-being

Improvement Agenda

All children in every class will demonstrate **progress** and **achievement** in their learning over the school year.

By the end of the year all students will achieve Australian Curriculum A-C grades, across subjects* (Satisfactory for Foundation level) *students on NEPs and ILPs will progress and achieve according to the goals of their plan

Focus on moving students into the **higher achievement bands in NAPLAN**

Students have a high level of social, emotional and physical well-being providing a strong foundation for learning



Priorities

Improvement in student achievement in Writing

Develop student social, emotional and physical well-being



Maintenance

Improved student outcomes in reading comprehension through use of the 'Big 6' of Reading

Maintain focus on student achievement in Mathematics – revisit whole school approach to Numeracy

Improvement in student achievement in Writing

Targets: 70% of student cohort will achieve middle or upper growth in Writing

	Strategies	Actions	Resources
<p>Tracking and Monitoring</p> <p><i>Teachers ask: How well are students achieving over time?</i></p>	<ul style="list-style-type: none"> ❑ Analysis of NAPLAN – Writing, Spelling and Conventions of Language with additional focus on students in the higher bands ❑ Use of moderated writing samples to determine next teaching points and intervention ❑ Use the Brightpath Writing Assessment tool to moderate student writing, track progress and determine next teaching steps 	<p>What: Moderation of student writing samples against AC Achievement Standards Who: Teaching Staff When: Staff meetings set aside for collaborative moderation in terms 1 and 4</p> <p>What: Whole school analysis of data sets – focus on writing, spelling and conventions of language Who: Teaching staff When: Staff meetings across the year</p>	Brightpath Writing Moderation tool
<p>Improvement Cycle</p> <p><i>Teachers ask : How well does the school (do I) make data informed judgements about student learning?</i></p>	<ul style="list-style-type: none"> ❑ Adherence to Performance Development and Professional Learning Policy <ul style="list-style-type: none"> ➢ Inclusion of literacy - writing focus area specific goals on staff PD Plan ➢ Inclusion of student specific actions in PD plan – higher band students, NEP/ILP, all students ➢ Classroom observation focusing on Questioning, and student feedback 	<p>What: Performance Development plans will contain goals linked to the school Site Improvement Plan Who: Teachers When: Term 1</p> <p>What: Classroom observations of writing lessons will demonstrate the use of questioning and feedback to develop writing skills in students Who: Teachers/principal When: Term 2</p>	
<p>Pedagogical Change</p> <p><i>Teachers ask ; How effectively am I using DECD pedagogical frameworks to guide learning design and teaching practice?</i></p>	<ul style="list-style-type: none"> ❑ Consistent approaches to teaching writing across year levels. Gradual Release of Responsibility model used to explicitly teach writing genres. This will include: <ul style="list-style-type: none"> ➢ Demonstration phase - teacher models the learning ➢ Shared demonstration phase - scaffolded learning ➢ Guided practice phase - guided writing ➢ Independent practice phase – independent writing ❑ Assessment for and as learning strategies evident in learning programs and classrooms which includes: <ul style="list-style-type: none"> ➢ Learning Intentions ➢ Success Criteria ➢ Descriptive feedback ➢ Peer and self-assessment ➢ Individual goal setting 	<p>What: All teachers will use the LPPS Writing Development Continuum and explicitly teach writing genres using the Gradual Release of Responsibility model Who: all teachers When: ongoing throughout the year</p> <p>What: Learning programs, classroom practice and displays demonstrate evidence of use of assessment for and as learning. Active student voice through peer and self-assessment and goal setting Who: All class teachers When: Ongoing throughout the year</p>	<p>Use of DECD Best Advice papers on Writing.</p> <p>Access to Lyn Sharratt's book 'Putting Faces on the Data'</p>

Intervention	Teachers ask : <i>to what extent do I cater for the varied needs of learners?</i>	<input type="checkbox"/> Increased use of assistive technologies and alternative means of demonstrating learning for students with identified difficulties to engage in writing tasks	What: ICT (Computers, iPad) and alternative means of demonstrating writing skills used with struggling students. Who: class teacher, support staff When: Ongoing throughout the year	
		<input type="checkbox"/> SSP program used with at risk students to develop phonics and phonological awareness <input type="checkbox"/> Additional SSO and teacher support for at risk students and stretch students with high achievement	What: Support is provided to Wave 2 and 3 students to develop phonics and phonemic awareness to aid spelling Who: class teacher, focused support time across year levels When: Ongoing throughout the year	

Develop student social, emotional and physical well-being

Targets:

- Student health and wellbeing will be enhanced through the development of self-regulation, personal challenge and resilience
- Students will actively participate in democratic relationships through SRC and class meetings

	Strategies	Actions	Resources
Tracking and Monitoring Teachers ask: <i>How well are students achieving over time? Against the SEA?</i>	<input type="checkbox"/> Through observation and class notes, teachers monitor the engagement of students in learning and individuals' abilities to self-regulate emotions and behaviours <input type="checkbox"/> Monitor student behaviour notices to identify and track cohorts of students requiring additional support	What: Monitor and discuss student behaviour and engagement in learning Who: Principal and all staff When: ongoing – staff meeting reviews What: Monitor behaviour data – Office time out, Take Home and suspension records Who: Principal When: Mid and end term, throughout the year	Time set aside at staff meetings three times a term Perception and MDI surveys
Improvement Cycle Teachers ask : <i>How well does the school (do I) make data informed judgements about student learning?</i>	<input type="checkbox"/> Create a learning environment where every child feels driven by challenge <ul style="list-style-type: none"> ➢ Scaffold students' efforts in developing targets for their own learning ➢ Teach students explicit skills in questioning to develop their own inquiry processes ➢ Scaffold student progress with guidance, modelling, demonstrations and targeted feedback <input type="checkbox"/> All staff familiarisation with the Executive Functioning elements of inhibition, working memory, cognitive flexibility, and planning and the impact on successful learning	What: Challenging learning programs are evident in all classes Who: teachers When: Ongoing throughout the year What: Professional reading of articles related to Executive Functioning and links to self-regulation and learning provided Who: Principal/teachers When: staff meeting term 1	

	<p>Pedagogical Change</p> <p><i>Teachers ask : How effectively am I using DECD pedagogical frameworks to guide learning design and teaching practice?</i></p>	<ul style="list-style-type: none"> ❑ Interoception and the 5 Point Scale visuals, activities and strategies used in all classes with a focus on self, emotions, feelings and actions ❑ Active student voice through the use of SRC and subgroups in Grounds, Contribution to newsletter and school publicity, Fundraising, Culture, Sports Shed, Community Events – shared ownership of school routines and systems ❑ Regular class meetings to discuss issues/solutions 	<p>What: Class teachers to use Interoception/ 5 Point Scale strategies with all students in class Who: all class teachers When: start of day, after recess, after lunch and when required</p> <p>What: SRC Who: all class teachers, student reps, Debbie (PCW – facilitator) When: fortnightly</p>	
	<p>Intervention</p> <p><i>Teachers ask : to what extent do I cater for the varied needs of learners?</i></p>	<ul style="list-style-type: none"> ❑ LAIR (Learning and Interoception Room) available to students requiring additional support to regulate emotions and behaviour 	<p>What: LAIR is available 3 x week – staff use Interoception activities to support students requiring additional support Who: Allocated staff When: Monday, Thursday, Friday</p>	Staffing for LAIR