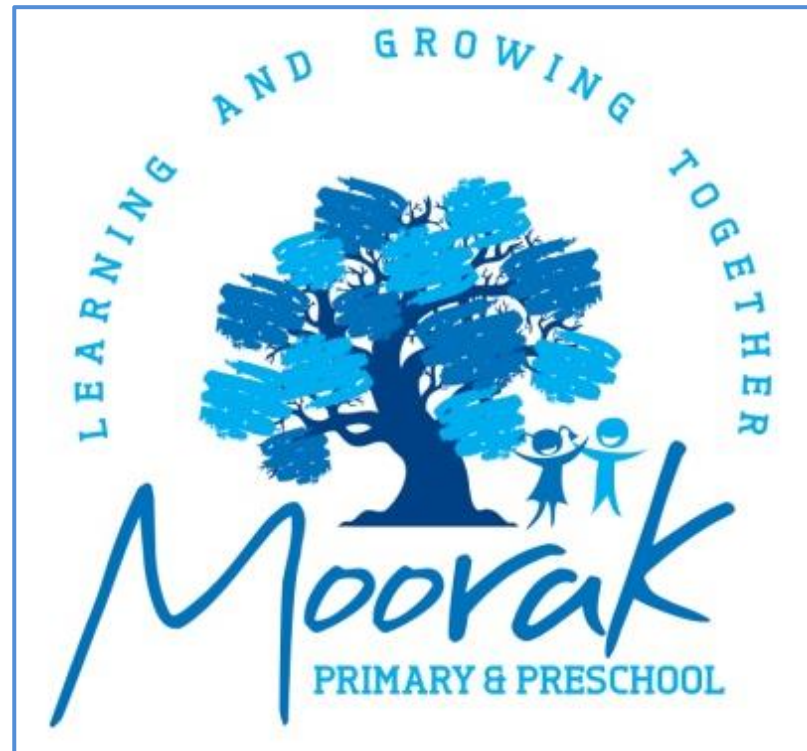


# Site Improvement Plan 2014

Respect Community Growth Individuality

Learning and growing together.



<p><b>Priorities:</b> The <i>two</i> or <i>three</i> key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes</p>	<p><b>Targets:</b> Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</p>	<p><b>Strategies:</b> The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets</p>	<p><b>Evaluation Measures:</b> The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</p>
<p><b>FOCUS ON LEARNING</b></p> <p><b>Effective teaching &amp; learning in Literacy</b></p>	<p>NAPLAN Year 3 – 7 80% of students achieve the National Mean Standard</p> <p>90% of Moorak Primary students to reach chronological age in reading using PM bench marks and aligned with the Limestone Coast Reading Standards.</p> <p>100% of teaching staff literacy practice to reflect state, regional and site literacy policy standards.</p> <p>Teachers will align achievement standards to assessment tasks.</p> <p>Consistent data collection entered &amp; maintained throughout the school</p> <p>All teachers develop strategies to plan and program in multi-age classes using the Australian Curriculum and TfEL.</p> <p>Teachers using Learning design to research and plan.</p> <p>All teachers to investigate &amp; develop effective literacy block for multi age classes.</p>	<p>Detailed analysis of NAPLAN data to improve future directions</p> <p>Continue to monitor and review intervention support with targeted students. Maintain Multi-Lit program.</p> <p>Ensure that SSOs work closely with teachers in the classrooms focusing on improving literacy skills.</p> <p>Moderation of students' literacy samples.</p> <p>Moderation of assessment samples.</p> <p>Peer &amp; principal observations/feedback Timely and ongoing feedback is given to students.</p> <p>Continue to develop teachers' knowledge and understanding of the Big 6 in reading. Leadership support for teachers to develop effective literacy blocks including the Big 6.</p> <p><i>Professional Standards for Teachers</i> 'Know the content &amp; how to teach it' Staff to focus on standard 2.5 (Literacy &amp; Numeracy)</p> <p>Data entered on J drive each term: spelling, reading levels</p> <p>Investigate PatR reading assessment.</p>	<p>NAPLAN results reflect individual student growth in Year 5: 1 ½ bands &amp; in Year 7: 1 band.</p> <p>PM Benchmarking in alignment with the Limestone coast reading standards.</p> <p>Running records state requirements &amp; analysis of findings. Students achieving at or above the state average.</p> <p>Multi-lit students' progress closely monitored. Data kept in a central location. Students to remain on the program for a short timeframe 1 – 2 terms maximum.</p> <p>Assessment tasks aligned to the achievement &amp; assessment standards.</p> <p>Analysis of spelling tests from a diagnostic view point to enhance student learning and teacher planning.</p> <p>All teachers running effective literacy blocks that show growth in student learning.</p> <p>Student learning easily tracked with the data entered on the J drive</p> <p>Evidence of all staff using TfEL to plan &amp; guide student learning. Staff differentiating their teaching to cater for</p>

	<p>Staff to review the literacy policy to maintain consistency across the school. Ensuring that it is in alignment with DECD Numeracy and Literacy strategy and Limestone Coast regional policy.</p>	<p>Review assessment policy with regard to English.</p> <p>T&amp;D in Literacy. Staff meeting focus on Literacy policy. Glenburnie Cluster PLC's inquiry questions focus on literacy.</p> <p>Purchase Single Word Spelling Test to replace Westwood.</p>	<p>and extend all students. Literacy skills and strategies transferred successfully into all areas of the curriculum and beyond.</p> <p>Literacy policy reflects teaching &amp; learning within all classes.</p> <p>Teachers using the <i>Professional Standards for Teachers</i> to develop their knowledge &amp; expertise.</p>
<p><b>FOCUS ON LEARNING</b></p> <p><b>Effective teaching &amp; learning in Numeracy</b></p>	<p>Improve the numeracy outcomes of all students by 15%.</p> <p>Improve teacher knowledge of the Australian Curriculum and pedagogy (TfEL) in numeracy.</p> <p>Teachers using Learning design to research and plan.</p> <p>All teachers to investigate &amp; develop effective numeracy blocks for multi-age classes.</p> <p>All teachers developing strategies to plan and program in multi-age classes by focusing on the commonalities of the big ideas, achievement standards, rationale, proficiencies and general capabilities.</p> <p>Consistent data collection entered &amp; maintained throughout the school</p> <p>All teachers to align achievement standards to assessment tasks.</p>	<p>Analysis of NAPLAN for future directions in planning</p> <p>Staff meetings focusing on Standards, Assessment and Reporting related to the Australian Curriculum.</p> <p>PLCs T&amp;D in Numeracy. Staff meeting focus on Numeracy policy. Glenburnie Cluster PLC's inquiry questions focus on numeracy.</p> <p>Peer &amp; principal observations/feedback Timely and ongoing feedback is given to students.</p> <p>Aligning Natural Maths strategies within the Australian Curriculum, mental routines &amp; problem solving.</p> <p>Natural Maths strategies implemented effectively into all classes.</p> <p>Development of a numeracy policy incorporating the Australian Curriculum, the learning design model and TfEL ensuring consistency throughout the school.</p>	<p>90% of students to achieve National Minimum standards in numeracy.</p> <p>Consistent collection of data results entered each term on J drive each term</p> <p>PATM entered Terms 1 &amp; 3 Analysis to direct teachers with their planning</p> <p>R- 2 George Booker number test to track students number knowledge Terms 2 &amp; Term 4</p> <p>Natural Maths assessment years 1 - 4 Terms 1 &amp; 4 ( Maths project)</p> <p>Moderation of students' numeracy samples.</p> <p>Moderation of teachers' assessment samples.</p> <p>Problem solving tasks are used for diagnostic purposes to give focus to future planning.</p>

		<p>Problem solving activities and strategies are an integral part of the Maths program.</p> <p>All teachers to have a Maths word wall relevant to the topic being taught.</p> <p>Time allowed at the end of lessons for reflection. Introduction of reflective journals.</p> <p>Purchase of teacher texts: Van de Walle &amp; Shelley Dole.</p>	<p>Class reflection journal to review daily to track students' skills and knowledge &amp; to assist with future planning.</p> <p>Continuous and immediate feedback to students.</p> <p>Evidence of staff using new knowledge from the Maths texts in their teaching practice.</p> <p>Numeracy skills and strategies transferred successfully into all areas of the curriculum and beyond.</p>
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<p><b>FOCUS ON LEARNING</b></p> <p><b>Australian Curriculum</b></p> <p><b>TfEL</b></p> <p><b>Learning Design</b></p>	<p>100% of teachers using the Australian curriculum.</p> <p>100% of teachers investigating Phase 2 of the Australian curriculum: Geography The Arts &amp; Languages</p> <p>Improved expertise in planning and delivery of Science lessons.</p> <p>100% of staff using TfEL &amp; learning design when planning and programming.</p> <p>100% of staff incorporating Cultural Competencies into the teaching and learning.</p>	<p>Staff meetings examining the A.C. big ideas, achievement standards, rationale, proficiencies and general capabilities and learning design.</p> <p>Training &amp; Development Workshops: Geography-Term 2</p> <p>Italian taught in classes by the NIT teacher using the Australian Curriculum to guide.</p> <p>Science workshops with Glenburnie Cluster: evaluating teacher's current planning focussing on 'Human Endeavour'.</p> <p>Spotlight in staff meeting to share how TfEL is being implemented into planning &amp; programming.</p>	<p>Professional development meetings to clearly demonstrate what (A.C) and how (TfEL) of planning for all students.</p> <p>Delivery of the teaching and learning to demonstrate evidence of rigour and higher levels of engagement from students.</p> <p>Teachers integrating subject areas and Cultural Competencies.</p> <p>Rigorous assessment tasks related to the achievement standards.</p> <p>Students achieving higher levels of achievement.</p> <p>Students speaking Italian.</p>
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**ATTEND TO CULTURE**

**Development of a positive school culture**

Improve learner engagement

Consistent behaviour management

Develop resilient, independent and tolerant students

All students to verbalise, values, school code of conduct.

Reduction in Behaviour Management issues

Reduction in suspensions

**NO BULLYING**

All staff linking the general capabilities into their teaching: Understanding self, Ethical behaviour, Cultural diversity

Prompt feedback to students

No tolerance of unacceptable behaviour

Review of policies Behaviour Management

100% of teachers following the policy

Focus on Better Buddy program

Leadership program for 5/6/7 students

Active SRC

Regular assemblies

Learning Journeys involving the community

Community events

Middle & Upper Primary classes organising lunch time activities.

Regular leadership meetings.

Child Protection Training & Development

Introduction of a behaviour incident spreadsheet to develop consistency in yard behaviour

Student bullying survey

Less behaviour issues within the class & in the yard

Engaged students with higher attendance rates.

Improvement in student learning outcomes.

Students becoming more resilient at solving problems

Less acts of violence and intolerance towards peers.

Student following appropriate safety procedures when confronted with an undesirable situation.

No bullying

Students taking a stand against bullies.

Same approach and language for Behaviour Management processes in each class and the yard.

Diagnose areas of concern from the survey and act upon the data.