

## Black Forest Primary School - Site Improvement Plan 2018

Priorities	Outcomes	Actions	Indicators
<p><b>Improvement of learner progress and achievement in Mathematics, Reading and Writing with a focus on high band achievement and retention</b></p> <p><b>Improvement of teaching and learning for intellectual stretch and engagement</b></p>	<p><b>High Band Achievement and Retention</b> Each student is challenged and supported to make 12 months or more progress each year and achieve high standards in Mathematics, Reading and Writing</p> <p><b>Whole School Professional Learning Community</b> The moral purpose for ‘raising the bar and closing the gap’ is embedded in a culture of shared responsibility for learner progress and a guarantee that each student receives the time and support needed to learn at high levels</p> <p><b>Powerful Learning</b> Focus and collaboration is directed to strengthening pedagogical practices linked to 21C learning outcomes</p> <p><b>Targeted Teaching in every classroom</b> Each teacher improves capacity to target teaching through explicit teaching and learning cycles that assess, teach, track and adapt to the learning needs of individuals and groups</p> <p><b>School wide use of teaching strategies with large effect size</b> Learning Teams pursue teaching strategies that amplify learning over the school year, i.e. formative assessment and feedback</p>	<p><b>Distributed Leadership will</b></p> <ul style="list-style-type: none"> <li>- Ensure that professional development is focussed on three core actions: Targeted Teaching, PLCs and large effect size instruction. E.g. Feedback</li> <li>- Allocate resources based on core actions to the work of collaborative teaching teams and the explicit teaching cycles of analysing data and determining the specific learning needs of each student</li> <li>- Provide support for developing PDPs and feedback on practice</li> <li>- Work with R-7 Priority Groups to develop whole school approaches to Reading, Maths and 21C competencies</li> <li>- Refine and embed a whole school approach to student support and intervention based on the three-wave model</li> <li>- Ensure each teacher has access to the time, tools and new learning needed to differentiate learning for stretch and engagement with a focus on tracking high band learners in NAPLAN</li> <li>- Deploy Sentral Modules to develop an efficient student data base</li> </ul> <p><b>Teaching Staff will</b></p> <ul style="list-style-type: none"> <li>- Play an active role in personal professional improvement the linking of Personal Development Plans to the Site Improvement Plan</li> <li>- Participate in Learning Design, Assessment and Moderation (LDAM) processes in writing (internal) and mathematics (external)</li> <li>- Collaborate in learning teams with a focus on inquiry and reflection on teaching and assessment plans that promote agreed to core actions, i.e. Targeted Teaching, PLCs and large effect size (Feedback)</li> <li>- Support consistent application of whole school curriculum and pedagogical agreements (Reading, numeracy and 21C)</li> <li>- Access support from leaders, coaches and R-7 Priority Groups                             <ul style="list-style-type: none"> <li>✚ Mathematics/ Numeracy in the Real World (Brianna &amp; Steph)</li> <li>✚ Reading and Writing (Joy and Brianna)</li> <li>✚ 21C Inquiry and the deep learning competencies (Joel):</li> </ul> </li> </ul> <p><b>Support Staff will</b></p> <ul style="list-style-type: none"> <li>- Implement evidence-based intervention, e.g. LLI, Too Smart and Quick Smart</li> <li>- Work with teachers and students to support differentiated small group learning in Reading and Mathematics</li> <li>- Participate in professional development opportunities made available through the partnership</li> </ul>	<p><b>Target</b> <i>The progress and achievement of each learner will be tracked and monitored through a case by case management approach to support and intervention based on the Three Wave Model with a target of ensuring 12 months or more progress for each learner 2017 - 2018</i></p> <p><b>Early Years Reading &amp; Numeracy</b> Year 1 students achieving Reading Levels 1 - 3 in Term 3, 2017 will be identified as Wave 3 learners for intensive reading support in Year 2, 2018. Individual needs will be diagnosed and responded to with a documented plan for 1:1 targeted teaching and frequent progress checks.</p> <p>Year 1 students achieving at or below Reading Level 13 in Term 3, 2017 will be identified, planned for as potential Wave 2 learners and supported through small group targeted teaching and tracked to ensure achievement of DECD SEA in reading in Year 3.</p> <p><b>Reading and Numeracy</b> Year 3 and 5 students achieving in low NAPLAN Reading and Numeracy Bands, 2017 will be identified for Wave 2 or Wave 3 reading support in Years 4 &amp; 6, 2018. Individual needs will be diagnosed and responded to with a documented plan for 1:1 or small group targeted teaching and frequent progress checks. Intervention will include access to evidence based programs, e.g. Quick Smart, Too Smart, LLI and Project X</p> <p>Students achieving in Year 3 and 5 NAPLAN Reading and Numeracy High Bands, 2017 will be profiled ‘line of sight’ from the time of starting school to identify failure trajectories/ students at risk of not retaining NAPLAN High Band 3-5 and 3-7, i.e. students who were Reading Level 13 or below at Year 1 or close to band cut scores in NAPLAN, PATR and PATM, A-E learning history and/ or students with attendance, behaviour or social and emotional issues. Learning plans for individuals and groups will be tailored to secure instruction linked to assessment and learning design based on high expectation and high challenge pedagogy.</p>