

Woodville Primary Site Improvement Plan 2017-20

Our Vision ... Where do we want to be?

"As a school community we work to develop students who are confident thinkers, creators and inventors of their futures"

Our Mission ... Where do we want to be?

"Challenging every student to learn, achieve and

flourish"

Our Values: ... How will we operate to ensure we successfully progress our vision & priorities?

Respect, Trust, Cooperation, Fairness, Empathy, Patience, Integrity, Responsibility, Belief, Excellence

Our Target: ... How will we know we got there?

To improve students' skills in what they make, say, do or write: as measured by 80% of learners will achieve or exceed the DECD year level standard (WTW, Oxford Word List, Running Records, PAT, NAPLAN, MDI etc.)

Our Outcomes: ... How will we know we got there?

Improved Attendance, Increased Wellbeing, Lower Behaviour Issues, Feedback/Surveys, English Maths, Science

Our Priorities ... How will we get there?



Priority 1:
High Quality
Pedagogy in
Writing
(LEAD)



Priority 2:
High Quality
Pedagogy in
Mathematics
(CONNECT)

Through the whole site Pedagogical Agreement Leaders/Teachers/Staff will:

Build the capacity of teachers to *lead*:

- Research and evidence-based approaches to quality pedagogy in writing with a focus on **explicit teaching of language features** (e.g. the continuum/levels of sentences) and **consistency of the teaching and learning cycle** in writing.
- **Provide effective feedback** to learners including *student-student, teacher-student and student-teacher* based on agreed **formative assessment**, monitoring and moderation of learner achievement & growth in Writing (*i.e. the analysis and use of Language & Literacy Levels, as well as class based assessment and recording*), and specifically:
 - Intentionally designing learning tasks with clear learning intentions, success criteria, worked examples and assessment rubrics
 - respond to learner needs based on waves of intervention and support
- Implement higher levels of intellectual challenge and stretch through the integration of *Critical and Creative Thinking* skills in Writing
- Continue to grow a collaborative culture of learning and support precision in Writing pedagogy through:
 - the implementation of **targeted cycles of improvement** (e.g. *Learning Sprints/Sand Process, Early Years, Primary Years, Middle Years PLCs*), and
 - coaching, mentoring, professional learning and support for staff

Build the capacity of teachers to *connect* to:

- Research and evidence-based approaches to quality pedagogy in Mathematics with a focus on **explicit teaching of Number and Place Value**, and consistency of agreed teaching and learning practices (*e.g. mental routines, problematised situations and reflection*)
- Responding to learners needs based on **formative assessment**, understanding of misconceptions, student mathematical mindsets, and the monitoring and tracking of achievement and growth in Number and Place Value
- Continue to engage in collaborative cultures of learning and precision in Mathematics pedagogy through the implementation of **targeted cycles of improvement** (e.g. *Learning Sprints, Early Years, Primary Years, Middle Years PLCs* at the site and partnership level)

PRIORITY AREA 1: Quality Pedagogy - Writing

STRATEGIES	KEY TASKS What needs to be done?	WHO? What roles/persons or teams will be responsible?	PROGRESS? By when and current status? <i>(e.g. 1-achieved 2- on-track 3- issues impeding progress 4-off track needing support)</i>	EVALUATION? How will we evaluate our efforts? <i>(e.g. multiple measures - sources of feedback, student achievement data, focus group, pre/post-test)</i> Based on the evidence, classify the strategy as either at the clarify (c), incubate (i), amplification (a) stage (use highlighting of rows, if preferable)?	TARGETED SUPPORT/ FUNDING <i>(e.g. Lit/Num First Funding, Better Schools, Learning Improvement Division or Partnership support, St. Support Services)</i>
Leaders/Teachers/Staff will:					
<p>Research and evidence-based approaches to quality pedagogy in writing with a focus on explicit teaching of language features (e.g. the continuum/levels of sentences) and consistency of the teaching and learning cycle in writing</p>	<ul style="list-style-type: none"> • <i>Daily explicit teaching of</i> →Language Features, including: →Expanding noun groups →knowledge of sentence and components of a sentence →different sentence levels: simple, compound and complex sentences →Extending vocabulary <p>This will be implemented and supported through:</p> <ul style="list-style-type: none"> • Ongoing cycles of 'Clarification' and 'Incubation' of language features • Professional learning with all staff -Anna Korab • Professional learning with all staff – Staff from Learning Improvement Division • Coaching and mentoring with EALD support personnel 	<ul style="list-style-type: none"> • All teachers • Lead PLC members • EALD support personnel 	<ul style="list-style-type: none"> • Term 2 & 3 (On Track) • Week 5 & 10 Leadership team and teaching team - student monitoring meetings • Performance Development Meeting bi-annually • Gantt Chart – Review process termly (week TBA) 	<p>Writing skills starting with the ability to respond and move from simple sentences, through to complex sentences and paragraphs:</p> <p>Process Measure: Teacher based rubric assessments, 4 out of 5 samples of student writing, or as provided in PDP sessions)</p> <p>Achievement Measure: By the end of 2018 60% of targeted group of students (Data Wall) will achieve their year level standard of achievement in Language & Literacy levels</p> <p>Perception Measure: 90% - 15 of 17 staff reporting in PDP sessions that their confidence to explicitly teach language features has improved</p>	<ul style="list-style-type: none"> • APAS funding – SSO support to identified students • Better Schools Funding – TRT release for Teachers to work with SLLIP and release time to meet in PLC teams • SSS – supporting students with learning needs and behaviour needs • Literacy & Numeracy First Funding – a) Increase contract teacher time to release staff for planning, team teaching, peer observation, developing student learning profiles, releasing staff to train SSOs etc. b) employing a Writing coach/mentor and a maths coach/mentor c) extra resources/SSO hours