

SITE IMPROVEMENT PLAN 2017



Literacy, Numeracy, Student Wellbeing and Community Engagement

CRAFERS PRIMARY SCHOOL

Driving positive learning experiences and engagement

DIRECTION					
To have students articulate and demonstrate the attributes of successful literacy learners.	Long term goals	Students demonstrate continuous improvement in literacy understandings. Teachers continue their development of high level skills to teach, track and monitor a successful program. Leaders manage and provide resources to support literacy improvement cycle. Teachers fully engage in the Visible Learning program.			
	12 month targets	100% of students who achieve high bands in NAPLAN remain in the high levels. Increase the number of year 3 & 5 students in the higher level bands by 5% in 2017 NAPLAN Reading (Year 3: 49% to 59% and Year 5: 50% to 60%). PAT Reading testing indicates 100% of students demonstrate growth of 12 months or more. 2018 NAPLAN writing indicates a 10% increase in the number of students achieving in the higher bands from 2017			
ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour and progress	
Implement pedagogical practices that engage intellectual stretch.	<ul style="list-style-type: none"> Teachers engage in Visible Program through Professional Development Visible Learning Coaches identified and released .2 and .1 leadership Visible Learning Coaches collect and analyse baseline data. Professional Learning of Learning Intentions & Success Criteria and strategies embedded in teachers practice Common definition of a successful learner developed and skills explicitly taught and common language used across the school. 	Visible Learning Impact Coaches Leadership All teachers	All year Term 1 Term 1 &2 Term 2-4 Term 3&4	Differentiated literacy program evident. Focus areas identified by Visible Learning program evident in classrooms Common Language about Successful Learners used across the school Learning Intentions and Success Criteria visible across the site. Students articulate what they are learning and why	
Professional Learning Communities design Action Research to improve literacy as part of Visible Learning involvement.	All teachers involved in Action Research with a focus on <ul style="list-style-type: none"> Learning Intentions and Success Criteria Successful Learners –dispositions, skills and behaviours Students understanding of Assessment Tasks Effective Feedback 	Led by Impact Coaches All Teachers	Term 3&4	Teachers engaged in effective Professional Learning Communities Effective Action research occurring Outcomes of research shared with staff	

Track, monitor and respond to students' reading progress.	<ul style="list-style-type: none"> • Embed Scorelink recording common data sets according to agreed timelines, measuring student growth, tracking progress and actioning next steps for future learning. • Support teacher learning by providing release time for year level groups. • Teachers develop an understanding of effect size and its use in measuring student progress 	John, Stuart, Siobhan and rest of staff.		Successful use of Scorelink , with teachers confidently tracking and responding to students' progress. Teachers provide evidence of effective use of data.
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	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour and progress
Embed the literacy agreements into literacy teaching.	<ul style="list-style-type: none"> • Reading support teacher continues to ensure implementation of program and development of resources. • Building and reviewing of existing agreements and updating to reflect current expectations and practice. • All staff members agree implement programs as per agreements 	Felicity All staff members		Classroom reading programs include explicit teaching through guided reading. High engagement of staff in Professional Learning Communities and Visible Learning training. Evidence of whole school agreements being visible and used in classrooms. Observed engagement of students in literacy programs supported by expressions of student satisfaction through surveys.

TEACHER REVIEW AND EVALUATION

Teacher ongoing comments

DIRECTION						
To have students articulate and demonstrate the attributes of successful Numeracy learners.	Long term goals	Students demonstrate improvement in their numeracy understandings. Teachers demonstrate high level skills, to teach, track and monitor a successful numeracy program. High level resources in place to support the numeracy improvement cycle.				
	12 month targets	Maintain 100% of students in top bands of NAPLAN across years 5 and 7. Improve the top bands from current 45% (Yr. 3), 32% (Yr. 5) and 100% (Yr. 7) to 50%, 37% and maintenance of 100% respectively. Increase the percentage of students who demonstrate expected achievement with DECD SEA by at least 3 percentage points.				
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Use data to inform planning, target setting and teaching.	Easier means of recording and transferring data. From Visible Learning understand how data can inform planning and pedagogical change especially through understanding methods used against effect size.	All teachers		Student survey indicates improved engagement and understanding.		

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Ensure all numeracy resources are accessible and updated for all numeracy learners	Appropriate budget and time to organise	Kathy Smith	Term 1	A variety of resources are being accessed to support successful teaching in numeracy.
Develop and Numeracy improvement cycle and Numeracy Agreement	A small committee is convened and agreement developed Consultation with all staff Acceptance for implementation in 2018	John Nielsen All teachers	Term 3 &4	Numeracy and improvement cycle accepted by all staff.

TEACHER REVIEW AND EVALUATION

Teacher ongoing comments

SITE IMPROVEMENT PLAN 2017 STUDENT WELLBEING



DIRECTION				
<p>Students develop Growth Mindsets and Resilience skills.</p> <p>Students develop a love of learning and belief in self.</p> <p>Students demonstrate respectful and inclusive behaviours.</p>	<p>Long term goals</p>	<p>Students able to articulate and demonstrate understanding of respectful behaviour.</p> <p>Students demonstrate confidence in their learning as identified in student surveys.</p> <p>Teachers explicitly embed strategies to develop resilience in student learning in planning and teaching.</p>		
	<p>12 month targets</p>	<p>2016 MDI survey indicates an increase of pro social behaviour by 5% in the highest bands from 69% to 74%.</p> <p>2016 MDI survey indicates an increase of peer belonging by 5% in the highest band from 61% to 66%.</p> <p>2016 SEW survey questions of resilience reduce agreement by 5% (When someone teases me I think I'm stupid. My feelings are easily hurt. When I can't do something I think 'I can't do this'.)</p> <p>2016 MDI survey indicates an increase in the number of students with high perseverance by 5% from 45% to 50%.</p>		
ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour and progress
<p>Continue to develop teacher skills to promote the development of students Love of Learning and Belief in Myself (Student Qualities)</p>	<ul style="list-style-type: none"> • School Counsellor supports teachers to develop and implement strategies to promote Love of Learning and Belief in myself that reflect the behaviours and dispositions of Successful Learners. • School Counsellor to implement a focus for developing desirable characteristics e.g. Kindness • School counsellor to support classroom teachers in providing resources to support wellbeing programs including Play is the Way, Growth Mindsets etc.. • School counsellor to implement tailored programs for students requiring extra support. 	<p>Tracey and staff</p> <p>Tracey and Staff</p> <p>Tracey and Staff</p>	<p>Ongoing</p> <p>Term 2 – 4</p> <p>Term 1 – 4</p>	<p>Teachers actively planning to build resilience.</p> <p>Students indicating positive experiences in their learning.</p> <p>Students demonstrating capacity to deal with problems in an appropriate manner as demonstrated by entries into behaviour records and student survey.</p>

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Continue to review, refine and implement processes to improve behaviour and reduce the incidents of bullying.	<ul style="list-style-type: none"> All teachers actively teach the School Behaviour Policy and Anti-bullying policy. School participates in Harmony Day. Bullying survey conducted data analysed and shared with the school community. Counsellor Reviews process for data collection (behaviour and bullying) and parent communication/notifications. Teachers review behaviour management process and participate in PD to continually improve skill level. 	All staff All staff Tracey and Staff Tracey Tracey and all staff	Term 1 Term 1 Term 2 wk. 10 Term 4 wk. 3 Ongoing	All teachers' behaviour data gathered and analysed. Data used to drive the improvement cycle. Students articulate and demonstrate behaviours appropriate to concepts expressed on Harmony Day. Data reflects positive improvement in relation to Wellbeing programs.
Effectively inform parents of wellbeing strategies to promote engagement and understanding, which will enable them to support achievement of desired behavioural and learning outcomes.	Information sharing though website, newsletters and 3 way learning conversations.	Tracey, Leadership team Governing Council, parents and members of staff.	Ongoing	Student qualities are observed within classrooms.
Pro-actively implement programs to support students with high levels of anxiety.	Counsellor to investigate research projects School to engage in project	Tracey	Term 2 &3	Staff develops more skills to identify and support students with high anxiety.

TEACHER REVIEW AND EVALUATION

Teacher ongoing comments



DIRECTION				
<p>The community body works collaboratively to enhance all students' positive development.</p> <p>The voice of the school community is reflected in the school's culture.</p>	Long term goals	A school community that is engaged in and committed to the achievement of the school's objectives and the positive development of all students.		
	12 month targets	<p>Achieve an overall 10% increase in response to the school survey.</p> <p>Achieve a 10% increase in positive response to the 'sense of community' response in the school survey.</p> <p>Implementation of the Communications Plan with reviews as required, and a focus on support of Wellbeing and Visible Learning programs.</p> <p>Maximise school community involvement in planning and attending school and fundraising events..</p> <p>Promote parent/community contribution to Council, Committees and essential school services, e.g. canteen, uniform shop and classroom readers.</p>		
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A school communication plan is fully implemented and reviewed.	<p>All parts of the Communication Plan implemented.</p> <p>Data collected to identify the % of parents using Skoolbag, Website ,QKR,and See-saw</p> <p>Review effectiveness through school survey</p> <p>Plan for effective changes in response to survey</p>	SDC and Leadership	<p>Term 2</p> <p>Term 3</p> <p>Term 3 & \$</p>	An informed and engaged parent community.
Create a higher profile of the work of the Governing Council to the school Community	<p>Create a Governing Council page on School website and post minutes and agendas</p> <p>Write a quarterly update of GC highlights based on GC minutes</p>	<p>IT Staff</p> <p>Governing Council</p>	Term 2-3	Parents providing feedback to Governing Council and Website statistics indicate at least 20% of families are downloading information
Continue to promote broader engagement with the community in school activities	<p>Promote the importance of parent participation in Governing Council and Committees</p> <p>School community events broadly advertised and are made inclusive of all community members</p> <p>Fundraising events promoted and organised including Mother's and Father's Day stalls, Easter Raffle, End of Year celebration and Quiz night</p>	<p>Leadership Team and Governing Council</p> <p>Leadership Team and Governing Council</p> <p>Parents and Friends</p>	<p>Term 1</p> <p>Term 1-4</p> <p>Term 1-4</p>	<p>100% of Governing Council and committee positions filled</p> <p>Participation of the majority of Families in school events</p> <p>Achievement of fundraising objectives</p>

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Further progress consultation with the community about changes to the school logo	Survey conducted Results of survey reviewed and further steps developed	SDC and Leadership team SDC and Leadership team	Term 1 Term 2-4	School community has had a voice in the Crafers School Logo
Review School Induction Pack for new students.	A sub-committee of parents and staff established to review current processes and resources. Group to implement improvements.	Identified staff and parents	Term 3 -4	Updated resources developed
Parents develop an understanding of a 'Successful Learner' as developed through the Visible Learning program	Staff and Governing Council work collaboratively to develop parents' understandings of a successful learner including explicit learner dispositions. Staff and GC members support parents to talk to their children about learning rather than what they did at school through newsletters and conversations	Governing Council and staff	Term 3-4	A whole school understanding and common language used when describing a successful learner.

TEACHER REVIEW AND EVALUATION

Teacher ongoing comments