



Poonindie Community Learning Centre R-7 Site Improvement Plan 2018-19

Vision

Our students show a high level of independence and interdependence in their learning, with strong personal resilience.

Values

Respect
Responsibility
Relationships

Motto

Fly High See Far

Priority 1: Raising student achievement	Priority 2: Pedagogical Improvement.	Priority 3: Increasing student voice
<p>Raise achievement and growth in learning through <i>formative assessment approaches</i> that guide, support, challenge and refine 'next steps' for students. <i>Improve the percentages of students achieving in the Higher Bands of literacy</i> learning through the design of tasks that personalises and connects learning for all students in authentic ways.</p> <ul style="list-style-type: none"> ✚ DECD LADM project ✚ Continue EALD Moderation of writing samples ✚ Continue SMART target setting/reviewing with individual students each term ✚ Continue WAVE Intervention Strategies ✚ Increase collaborative inquiry around Literacy/Numeracy achievement ✚ Further Embedding of: <ul style="list-style-type: none"> -Sheena Cameron Writing/Reading/Oral Language/ Vocabulary Strategies R-7 -Nelson Cengage Writing Strategies R-7 	<p>Support collective action for evidence-based <i>pedagogical improvement</i> through expanding the opportunities for staff to give and receive feedback on agreed approaches to achieve consistency.</p> <ul style="list-style-type: none"> ✚ DECD LADM project in collaboration with Lake Wangary staff ✚ YUMI Maths project implementation ✚ Shared Staff meetings in Partnership ✚ Continue Peer observations of each other in PDP process for YUMI math lessons ✚ Use of latest DECD PDP pro-forma for all staff 	<p>Raise levels of student engagement in learning by <i>eliciting genuine student voice</i> within the classroom to positively influence teaching pedagogy and learning design</p> <ul style="list-style-type: none"> ✚ Further embed Formative Assessment practices across the school ✚ Continue to use student surveys/Learner Dispositions surveys to inform practice ✚ Continue Attendance Intervention Strategies ✚ Some students attend the "Say No to Racism" training

PRIORITIES	Strategies	2018 Targets	Evaluation/Outcomes	Review- End of year
<p>HOW CAN WE.....</p> <p>Improve the percentages of students achieving in the higher bands of literacy learning through the design of tasks that personalise and connect learning for students in authentic ways.</p> <p>Raise achievement and growth in learning through formative assessment approaches that guide, support, challenge and refine 'next steps' for students.</p>	<p>Site Literacy Agreement Consistent whole site use of our Literacy Agreement is verified through teacher observations and published teaching and learning programs</p> <p>Quality Teaching evidenced by:</p> <ul style="list-style-type: none"> • Phonological Awareness embedded in teaching practice R-2 • Sheena Cameron and Carmel Small teaching strategies used for reading, writing and oral language R-7. • Increased emphasis on building Vocabulary R-7 (Tier 2 &3 words) • Reading Comprehension strategies within Guided Reading programs • NAPLAN Writing Marking guide used for moderating writing samples with all students in Year 3-7. • Individual conferencing/planning and target setting with every child • The WAVING of students • The researched Intervention program Maqlit used for 2018 students who did not meet the SEA in RR and PAT R in 2017. • Use of Yarning Strong reading materials to increase vocabulary, 	<p>Every child improves their achievement in writing in 2018 to show 12 months growth for 12 months learning measured through the moderation process.</p> <p>100% EALD students improve by a minimum of 1 Literacy level, preferably 2 levels by September collection date.</p> <p>100% of Year 5's & 7's achieve medium or high growth in NAPLAN Reading and Numeracy.</p> <p>At least 50% of Year 3's, Year 5's & 7's achieve in HB's in NAPLAN Reading and Numeracy</p> <p>95% of Reception students show acceptable growth in the PASM test in September.</p> <p>100% of students with ILP's, IEP's & NEP's achieve 1 years growth for 12 months of learning for the stated targets in their plans.</p>	<p>Improvement will be measured by:</p> <p>Regular use of Formative assessment tasks and diagnostic testing for student/teacher conferencing</p> <p>NAPLAN scores in Reading and Numeracy for Yr 3,5,7</p> <p>Moderated EALD Literacy and Language scales.</p> <p>PASM scores for Receptions</p> <p>And we are seeing.....</p> <p>Performance tasks in Literacy and Numeracy that are cognitively demanding and represent 1 years growth for 1 years learning.</p> <p>Teachers using formative assessment as well as summative assessment to differentiate instruction and for students to receive meaningful, timely and actionable feedback about their work and progress for next steps on a regular basis in their classrooms</p> <p>Teachers moderating student work samples collaboratively at staff meetings with Partnership SLLIP and at SFD's with Lake Wangary staff.</p>	

<p>Raise levels of student engagement in learning by eliciting genuine student voice within the classroom to positively influence teaching pedagogy and learning design</p> <p>Support collective action for evidence-based pedagogical improvement through expanding the opportunities for staff to give and receive feedback on agreed approaches to achieve consistency.</p>	<p>comprehension skills and cultural understandings</p> <p>Initiating Student Learning Rounds inquiring about our teaching and learning in Writing and use of Intellectual Stretch/Growth Mindset as the PoP..</p> <p>Learning Intentions and Success criteria for writing are being openly and regularly discussed by students and their teachers are posting them in their classroom for students to see and use.</p> <p><i>Professional Learning for staff</i></p> <p><u>Partnership T&D opportunities:</u> LDAM project with Lake Wangary YUMI Maths project Common Staff meeting Sheena Cameron-Oral Language</p> <p>Structure Staff meetings for EALD Moderation of writing and 5 week learning sprints around POP.</p> <p>Resource opportunities for teachers to meet during school day for learning design/formative assessment conversations for writing and YUMI maths trials</p> <p>Regular observations and feedback for staff on pedagogy, planning and programming.</p>	<p>During term 2, Student Learning Rounds have been started initially facilitated with selected students and Principal as a trial.</p> <p>Students are articulating what they are learning, how they are doing and how they can improve in a 3 way conference between student/teacher and parent in term 3.</p> <p>100% of staff participate in the T&D opportunities of 2018.</p> <p>Teaching staff visit schools in QLD in October school holidays as part of Clint's award win, to observe YuMi classes.</p>	<p>Teachers deconstructing and then co-constructing Curriculum expectations-Teachers and students are sharing their understanding of quality learning with each other to acknowledge students changing needs and are beginning to involve students in negotiating the learning.</p> <p>Teachers are implementing effective, challenging and high quality teaching and learning programs using Learning Design,</p> <p>Collaborative practices are effectively supporting the professional learning and well being of staff and learners.</p> <p>Staff are investigating researched teaching practices in a site PLC as ongoing professional development in staff meetings.</p>	
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