

# Seacliff Primary School



## School Improvement Plan 2018

Developed in Term 1, 2018

Welcome to the Seacliff Primary School Improvement Plan for 2018. At Seacliff we aim to develop creative confident learners who can adapt to and participate effectively in a rapidly changing world. Our vision is of a community where staff members, parents and students work collaboratively towards achieving the best possible learning environment and educational outcomes.

**Goal 1: To improve student learning outcomes and attitudes through deeper and common understanding and consistent implementation of effective pedagogy (Numeracy/Literacy).**

**Goal 2: To build on authentic student voice in learning.**

**Goal 3: To build teacher capacity through strategically led and regular Professional Learning.**

**Goal 1: To improve student learning outcomes and attitudes through deeper and common understanding and consistent implementation of effective pedagogy (Numeracy/Literacy).**

Objective	Strategy	Indicators
<p><b>1</b> To implement professional learning to support consistent approaches to pedagogy, learning design and assessment.</p>	Collaborate with site colleagues	Established release time PLT'S meeting
	Provide PD to teachers in Learning Design in PLT's	LDAM practice embedded
	Provide PD of TFEL identifying practical ideas	Tfel Compass Teachers conversant with Tfel domains
	Provide PD on Formative assessment through PD activities in school and at Partnership meetings/days.	Partnership day participation 13.03.18 Sharing of formative assessment strategies in PD Effective formative assessment strategies visible in classrooms
<p><b>2</b> Staff to identify and program for students not meeting the SEA.</p>	TOOSmart!	They meet the Standards
	QuickSmart!	They meet the Standards
	Bee Smart	They meet the Standards
	Weswood/ACER/ Benchmarks RR	They meet the Standards
<p><b>3</b> Staff to identify and program for students in the higher bands for their year level in order to maintain, challenge and motivate.</p>	Differentiated curriculums Student Voice Student Initiated Learning	They stay in top bands
	Open Ended Activities	They stay in top bands
	All staff (Year 4-7) have documented lists of students who have achieved a higher band result in NAPLAN testing	Teachers have documented evidence of higher band achievers Teachers program for specific learning needs of higher band achievers
<p><b>4</b> To use assessment and moderation to identify and support students at risk in the early years.</p>	NEP's Verified and Non Verified	Education plans accessible in student files Education plans reviewed annually
	ILP ATSI Students GOM Students	ILPs accessible in student files ILPs reviewed annually
	SMARTAR Goals Children with specific learning needs	Goals developed in consultation with families Goals reviewed regularly (each term)
	Teachers participate in LDAM professional development	LDAM practice embedded

**Goal 2: To build on authentic student voice in learning.**

Objective	Strategy	Indicators
<p><b>1</b> To develop a common understanding of 'What is student voice in learning?'</p>	<p>'Student Voice in Learning' Students will be trained and will interact with teachers and students to develop understanding</p>	<p>SVIL Student have interacted/ observed in classrooms and given feedback.</p>
	<p>Teachers who facilitate Community of Inquiry demonstrated with their students for others</p>	<p>'Community of Inquiry' sessions have been demonstrated in a number of classrooms.</p>
	<p>Presentations at Staff Meetings- Professional Learning Communities</p>	<p>Teams have presented at Staff Meeting.</p>
	<p>Students Communicating in different forums- at staff meetings, on blogs, to parents and newsletter</p>	<p>Student Voice evident on blogs, website in Newsletters and at parent and staff meetings</p>
	<p>Develop consistent 'shared language'</p>	<p>All students and staff use and understand the same language</p>
	<p>Student Voice Project in conjunction with Marion Coast Partnership</p>	<p>Students</p>
<p><b>2</b> To implement professional learning for staff to support consistent approaches to student voice in curriculum delivery.</p>	<p>Teams Planning action research together, putting into operation, collecting data and modify practice</p>	<p>Data Collected and analysed, practice modified</p>
	<p>Develop a scope in sequence of what 'student voice' looks like R-7</p>	<p>R- 7 Scope and sequence poster for all staff</p>
	<p>Develop a 'menu' of explicit formative assessment strategies</p>	<p>Menu available possibly in checklist format</p>
<p><b>3</b> To further develop authentic opportunities for student leadership.</p>	<p>Review and promote role of SRC representatives through formalising Class Meetings.</p>	<p>SRC reps from all classes provide minutes of class meetings at fortnightly SRC meetings</p>
	<p>Consciously focus on student leadership opportunities such as SRC, Sports Day captains, volunteering e.g. canteen duty,</p>	<p>Opportunities provided Leadership opportunities embraced by the students</p>
	<p>Deliberate action with Student Voice group and sharing this project with the community.</p>	<p>SVIL co-ordinator nominated SVIL team attends partnership workshops SVIL team shares learning with the school community SVIL learning visible in teacher practice</p>
	<p>Building and maintaining 'Buddy Classroom' opportunities</p>	<p>All classes have regular and effective buddy class programs Buddy class sharing embedded into assemblies</p>

**Goal 3: To build teacher capacity through strategically led and regular Professional Learning.**

Objective	Strategy	Indicators
<p><b>1</b> To implement professional learning for staff to support consistent approaches to student voice in curriculum delivery.</p>	Appoint a Professional Learning Coordinator	Completed (Murray Porter appointed)
	Appoint a SVIL Lead Teacher and Student Team	Teacher and Student team identified
	Teacher - Peer Observation and feedback	Observation completed feedback provided Reflection discussed
	Regular Meetings of PLT's- Action Research focus/ topics	Share research developed by PLT's
	Students and Teachers Teaching Teachers: Several classes run 'Community of Inquiry' sessions in different curriculum areas.	'Community of Inquiry' sessions demonstrated in classrooms.
	Development of PLTs	Achieved Term 1
	SVIL team Sharing with Staff	Members of team working with teachers and students
<p><b>2</b> Teachers in (PLT's) participate in Action Learning Project with Numeracy/Literacy / SVIL Focus</p>	Intentional planning time in staff meetings	Timetable to be established by leadership prior to term 2
	Release time to work on Action Learning	½ days release allocated to PLTs each term
	Presentation of process followed, data gathering techniques used and findings to colleagues	PLT – Present findings Late terms 2, 3 & 4
<p><b>3</b> To maintain teacher capacity build new staff up to speed with 'old people'</p>	New Teacher induction	All new staff participate in an induction program
	New groups PLTs	PLT's meet regularly New staff are aware of programs, agreements and expectations at Seacliff
<p><b>4</b> To provide opportunities for a balance between DECD, Partnership and site Priorities. *Personal Learning Goals</p>	Development of PDP's in line with whole school and personal goal plans	All Meetings Completed
	Each PLT has a nominated facilitator	Facilitator identified