

Seacliff Primary School



School Improvement Plan 2018

Developed in Term 1, 2018

Reviewed: 08 June 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
1 To implement professional learning to support consistent approaches to pedagogy, learning design and assessment.	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
2 Staff to identify and program for students not meeting the SEA.	TOOSmart, QuickSmart, Bee Smart	Students are identified and timetabled for these programs
	Appropriately trained teachers & SSOs deliver intervention programs	Training completed
	Equitable approach to early intervention programs in literacy and numeracy across the school	Students identified and timetabled for across all year levels
	Westwood/ACER/ Benchmarks RR	Students are identified and timetabled for this program
3 Staff to identify and program for students in the higher bands for their year level in order to maintain, challenge and motivate.	Consistent, in-class pedagogies with differentiation strategies in place Student Voice Student Initiated Learning	Student awareness of negotiated assignment criteria and assessment rubrics
	Open ended, stretch thinking learning opportunities imbedded into classroom practice	Raised student awareness of negotiated assignment criteria and assessment rubrics
	Involvement in competitions (e.g. ICAS) with facilitation of whole school strategies to encourage this (e.g. newsletters, notes home)	Students participate
	Review and raise awareness of students in the higher bands	Lists of student SEA available to teachers on the internal school drive
	Development of a staff proforma for consistent programming for the higher band students	Proforma available for use with: standard, goal, strategies, indicators
	Increased opportunities for student lead learning e.g. kids teaching kids, peer conferencing and assessment	KtK Sessions are happening Strategies used routinely in classwork and formative assessment

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	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
4 To use assessment and moderation to identify and support students at risk in the early years.	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
	Earlier identification of students at risk and work with families and specialist support agencies	Timetabled into 2019 Term 1 planning
	Closer working relationship with feeder kindergartens to consider early years approaches, transition to school and orientation to Seacliff PS	Focussed review of transition and orientation practices taken place

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

Objective	Strategy	Indicators
1 To develop a common understanding of 'What is student voice in learning?'	'Student Voice in Learning' Students will receive training and will interact with teachers and students to develop understanding	SVIL Student have interacted / observed in classrooms and given feedback.
	Teachers who facilitate Community of Inquiry demonstrated with their students for others	'Community of Inquiry' sessions have been demonstrated in a number of classrooms.
	Presentations at Staff Meetings - Professional Learning Communities	Teams have presented at Staff Meeting.
	Students Communicating in different forums - at staff meetings, on blogs, to parents and newsletter	Student Voice evident on blogs, website in Newsletters and at parent and staff meetings and at assemblies
	Develop consistent and common 'shared language'	All students and staff use and understand the same language
	Student Voice Project in conjunction with Marion Coast Partnership	Students attend and participate
	Develop Early Childhood 'Student Voice in Learning' in JP classrooms	JP students capable of contributing to S.R.C. meetings (PLT focus of a JP group)
	Teachers collaborate on the development of rubrics in conjunction with students	Rubrics being developed and used
	Increased development and use of self-assessment strategies in classrooms	Self-assessment occurring more consistently throughout the school and across the curriculum
	Staff PD to better understand the philosophy behind 'student voice' and the way this is expressed in classroom & school context	Staff meeting discussion given to this topic
2 To implement professional learning for staff to support consistent approaches to student voice in curriculum delivery.	Teams Planning action research together, putting into operation, collecting data and modify practice	Data Collected and analysed, practice modified
	Develop a scope and sequence of what 'student voice' looks like R-7	R- 7 Scope and sequence poster for all staff
	Develop a 'menu' of explicit formative assessment strategies	Menu available possibly in checklist format
3 To further develop authentic opportunities for student leadership.	Review and promote role of SRC representatives through formalising Class Meetings.	SRC reps from all classes provide minutes of class meetings at fortnightly SRC meetings
	Consciously focus on student leadership opportunities such as SRC, Sports Day captains, volunteering e.g. canteen duty,	Opportunities provided Leadership opportunities embraced by the students

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	<p>Deliberate action and greater involvement with Numeracy & Student Voice groups and sharing this Partnership project with the community.</p>	<p>SVIL & Numeracy co-ordinators nominated SVIL team and Numeracy teachers attend partnership workshops SVIL team and Numeracy teachers share 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>
	<p>Membership from each class as representatives on committees related to specific curriculum areas or interest groups</p>	<p>Committees & groups formed and functioning</p>

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

Objective	Strategy	Indicators
1 To implement professional learning for staff to support consistent approaches to student voice in curriculum delivery.	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
	Intentional time to investigate student voice in class meetings	Greater ownership at Meetings
2 Teachers in (PLT's) participate in Action Learning Project with Numeracy/Literacy / SVIL Focus	Each PLT has a nominated facilitator	Facilitator identified
	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
3 Familiarize new staff with current agreements, policies, procedures and educational strategies	Presentation of process followed, data gathering techniques used and findings to colleagues	PLT – Present findings Late terms 2, 3 & 4
	New staff induction (new staff identified)	All new staff participate in an induction program (see induction procedure)
4 To provide opportunities for a balance between DECD, Partnership and site Priorities. *Personal Learning Goals	Professional Learning Teams (PLTs)	PLT's meet regularly New staff are aware of programs, agreements and expectations at Seacliff
	Development of PDPs in line with whole school and personal goal plans	All meetings completed
	Partnership / site meetings and shared staff meetings used to ensure balance between priorities	A common understanding and acceptance of priorities is achieved to ensure balance