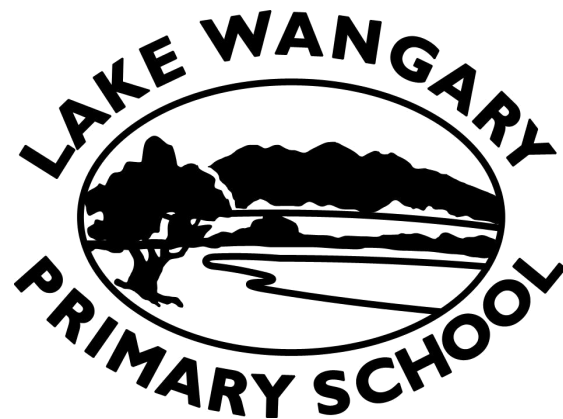


Priority: Technologies	
Current State	<ul style="list-style-type: none"> • Technology (ICT) is used as a tool for learning across curriculum areas • Teachers have accessed training in coding and unplugged • Teachers are implementing the Digital Technologies curriculum
Targets	<ul style="list-style-type: none"> • Improve the use of technology to create teaching and learning • All students are engaged in the design and digital technologies curriculum • Students using the creative and critical thinking General Capability to be powerful uses of technology • All students achieving 'C' or better in Digital Technologies
Strategies	<p>Ensure professional learning with a specific focus on development of a scope and sequence by:</p> <ul style="list-style-type: none"> • Implementing the Technologies Learning area of the A/C • Training for staff in Technologies and sharing of skills • Creating online learning environments; Blog, Edmodo, Webex
Evidence	<ul style="list-style-type: none"> • Students creating with technology for learning • Staff implementing Technologies learning area • Development of a scope and sequence

Priority: Wellbeing—Increase student engagement and wellbeing	
Current State	<ul style="list-style-type: none"> • KidsMatter Component 1, Positive School Community has been achieved • 93.2% Attendance rate below the 95% DECD target • Behaviour incidents reported in 2016, 42% Timeout in class/Admin, 7% Take home, 13% apology, 38% warning/spoken to/counselling
Targets	<ul style="list-style-type: none"> • A school community that promotes mental health and wellbeing & Outside learning areas; Vegetable garden, Bush Tucker Trail, Nature Play Area • Respectful relationships, belong and inclusion • Meeting the 95% Attendance DECD target • Reduction of behaviour incidents
Strategies	<p>Strengthen partnerships with community through:</p> <ul style="list-style-type: none"> • Implementation of KidsMatter component 2 and Promotion of the school values and vision • Working with support agencies and communicating regularly ensuring we are informed of any additional factors that may impact students • Promoting and facilitating whole school dialogue with staff, students and the school community about student wellbeing for learning • Continued appointment of the Pastoral Care Worker and Implementation of the Mentoring Program and student voice strategies • Staff meetings sharing of TfEL • Implementation of an aspired pedagogy; design oriented & responsive, low floor high ceiling, peer teaching/collaboration, growth mindset, constructed understanding, problem solving and reasoning
Evidence	<ul style="list-style-type: none"> • Kids Matter survey at the end of 2016 showing improvement in positive school community, TfEL compass survey term 1 and 3 • Established Vegetable garden, Bush Tucker Trail, Natural Play Area and Classes learning outside • School Values/Vision visible

Site Improvement Plan

2017/18



School Vision:
Nurturing Leadership and Achievement
Through Effort and Respect

Leadership Effort Achieve Respect Nurture

Priority: Mathematics - Improve mathematics achievement of all students

Current State	<ul style="list-style-type: none"> •2016 NAPLAN results at or above the National Standard Band: Year 3, 100% , Year 5, 100% & Year 7, 71% •2016 PAT M results at or above the DECD SEA: Year 3, 90%, Year 4, 83.3%, Year 5, 100%, Year 6, 90% & Year 7, 100% •Staff are implementing the Natural Maths & YuMi Deadly Maths strategies 	
Targets	<ul style="list-style-type: none"> •All students making appropriate growth in the PAT M, year 3-7 •All students meeting the DECD Standard of Educational Achievement in PAT M •100% of students achieving at or above the NAPLAN DECD SEA 	
Strategies	<p>Embed authentic student influence using data and feedback to stretch students to strengthen the emerging work on task design and professional learning and embed performance development across Maths with a specific focus on development of a scope and sequence by:</p> <ul style="list-style-type: none"> •Staff members participating in ongoing training in Maths through the Lincoln Partnership, YuMi Deadly Maths, Literacy and Numeracy Plus, PAT training •Developing consistency and coherence across the school through a whole school approach •Whole school agreements, Maths Block, Natural Maths sequence, 2 week cycle •Using Learning Design to plan Maths •Working deeply in TfEL Domains 2, 3 and 4 to improve pedagogy in Maths •Utilising the PAT resources to informing teaching direction •Further developing a common understanding of quality teaching practises and whole school processes to support the teaching and learning •Build teacher capacity through moderation and deprivatisation with another like school and the support of the SLLIP •Implementation of the Quicksmart Maths •Formative Assessment: Teachers annotate students work samples to provide feedback and inform students of their data to demonstrate growth and set termly goals 	
Evidence	<ul style="list-style-type: none"> •NAPLAN Data •PAT M Data •Achievement Standards teacher checklist •Work Samples 	<ul style="list-style-type: none"> •A to E Assessments •Individual Data Sheets •Anecdotal notes

Priority: English - Improve English achievement of all students

Current State	<ul style="list-style-type: none"> •2016 Running Records results, students below the DECD Standard of Educational Achievement (SEA): Reception, 50%, Year 1, 26%, Year 2, 43% •2016 NAPLAN results: Reading scored at or above the National Standard Band; - Year 3, 86% , Year 5, 83% , Year 7, 86% Writing scored at or above the National Standard Band; - Year 3, 100% , Year 5, 83% , Year 7, 100% 	
Targets	<ul style="list-style-type: none"> •All students meeting the DECD Standard of Educational Achievement in Running Records and PAT R •All students making appropriate growth in the Owl sight words, PAT Spelling and Punctuation and Grammar years 3-7 •100% of students achieving at or above the NAPLAN DECD SEA 	
Strategies	<p>Embed authentic student influence using data and feedback to stretch students to strengthen the emerging work on task design and professional learning and embed performance development across English with a specific focus on development of a scope and sequence by:</p> <ul style="list-style-type: none"> •Staff members participating in ongoing training in English through the Lincoln Partnership, Collaborative Moderation—annotation •Developing consistency and coherence across the school through the whole school approach, English Block •Continuing to implement whole school English agreements, waving, disciplined dialogue conversations and individual student goal setting •Collecting analyse and use data to inform programming and planning •SLLIP supporting all teachers in the implementation of the Australian Curriculum •Principal to conduct teacher observations and feedback is aligned with Performance Development planning goals in teaching English •Using the PAT resources to guide and support teaching •Targeted intervention and support processes to ensure best practices are implemented •Build teacher capacity through moderation and deprivatisation with another like school and the support of the SLLIP •Reviewing all student NEPs and ILPs each term •Reviewing support time each term for the following term •Formative Assessment: Teachers annotate students work samples to provide feedback and inform students of their data to demonstrate growth and set termly goals 	
Evidence	<ul style="list-style-type: none"> • NAPLAN, PAT R, Spelling and Punctuation and Grammar Data • Literacy Pro, OWL, Running Records, PASM data 	<ul style="list-style-type: none"> • A to E Assessments • Individual Data Sheets • Student Portfolios