

SITE IMPROVEMENT PLAN 2016-2018 - Pennington School R-7

Priority 1- Hope Isn't a Strategy

KEY PRINCIPLES	Leaders will....	Teachers will....	Students will....	
<p>Clear learning intention and purpose</p> <p>Each lesson will need a stated learning intention on display in every classroom beginning with mathematics</p> <p>Establish learning goals to focus learning</p> <p>Task Predicts Performance</p> <p>All Year Levels will develop shared Units of Work in Mathematics in 2016 based on rich tasks which include content, assessment and practices</p> <p>Implement rich tasks that promote reasoning and problem solving</p> <p>Behaviour needs to be explicitly taught</p> <p>A whole school approach using Play is the way will be implemented from 2016 and embedded by 2018</p>	<p>Provide a series of workshops to help teachers in Clarifying, Sharing and Understanding (Establishing) Learning Intentions and Success Criteria <i>Provide a series of workshops for teachers to develop an understanding of formative assessment and use strategies of formative assessment</i></p> <p>Regularly visit each classroom to support teachers to reflect, challenge practices, guide/model lessons and discuss with students their understanding of the stated learning intention</p> <p>Provide opportunities through school structures including release days for teachers and support teachers to plan together develop common tasks, implement agreed plans, share practices, and review assessments and outcomes.</p> <p>Provide teachers with Professional Learning Opportunities in Mathematics to develop and understanding of rich learning tasks</p> <p>Provide support for the performance and development plans of teachers to identify professional personal learning goals for growth in teaching and learning by discussing the feedback from classroom observations.</p> <p>Provide professional learning opportunities in Play is the Way and follow up with regular focus/reflection/direction? as a whole school, in staff meetings</p> <p>Provide support through school structures to develop a whole school approach to the teaching of behaviour education</p>	<ul style="list-style-type: none"> - Ensure the learning intention for each lesson (beginning in mathematics and moving into all subject areas) is clearly displayed and understood by all students - Establish and clearly display clear goals/intentions that articulate the mathematics that students are learning as a result of instruction in a lesson - Explicitly explain the learning intention at the start of each lesson and review and discuss children's learning at the conclusion of each lesson - Discuss and refer to the mathematical purpose and goal/intention of a lesson during instruction and at the conclusion to ensure that students understand how the current work contributes to their learning - Improve their effectiveness by applying formative assessment techniques in their teaching to elicit evidence of student learning. - Provide students with feedback that moves their learning forward. - Be actively engaged in all whole staff professional learning activities with the intention of changing current mathematical practices by following a maths teaching sequence - Collaboratively develop units of work, assessment tasks and share practices in Mathematics - Develop consistency in the use of appropriate language and strategies to describe mathematical learning across the school - Be actively engaged in all whole staff professional learning activities with the intention of using new knowledge to change current practices - Monitor and assess children's progress in the development of their social and emotional skills using a General Capabilities rubric - Be involved in the development and implementation of a whole school ethos and pedagogy for behaviour education 	<p>Be able to name/ articulate the strategies they are using in mathematics</p> <p>Engage in discussions of the mathematical purpose and goals/intentions related to their current work in the mathematics (e.g. What are we learning? Why are we learning it?)</p> <p>Be able to articulate their learning to peers and to adults using mathematical language, identify their learning progress, articulate what they have learnt and what they are striving to learn</p> <p>Use the learning goals/intentions to stay focused on their progress in improving their understanding of mathematics content and proficiency in using mathematics practices</p> <p>Be actively engaged in the mathematical learning experiences provided by teachers</p> <p>Be able to use common language and terminology in Phonics R-2, Words Their Way, Reading Comprehension strategies, Genre Writing and Mathematics when discussing learning</p> <p>Be able to discuss their behaviour using the language of Play is the Way</p> <p>Demonstrate an understanding of their individual responsibility to self- control and self -manage</p>	

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Priority 2- Never Blame the Kids (Cultural Change)

KEY PRINCIPLES	Leaders will....	Teachers will....	Students will....	
<p>Learning Habits Habits matter as they have a strong effect on Educational Attainment and Life Success</p> <p>Engagement – Need to answer “Why should I bother?” for students</p> <p>Targets and benchmarks need to be known by students – failure to achieve targets and benchmarks lies in the actions of teachers</p> <p>Teachers’ Beliefs about children limit their success</p> <p>Students with low and medium socio economic status (SES) profit most from having high levels of cognitive activation in mathematics YET lower achieving students report undertaking such activities less often BECAUSE their teachers may not believe lower ability students are able to cope with the cognitive demand.</p>	<p>Provide professional learning opportunities that will create a positive culture of change within in the newly amalgamated school by developing a systematic focus on student learning.</p> <p>Create systems of support for new graduates and contract teachers through inductions and regular curriculum meetings with line managers to help them understand the school's philosophy and practises.</p> <p>Visit classrooms regularly to observe student engagement</p> <p>Release teachers to reflect and interpret their data with the guidance of leadership eg maths coach, curriculum leader.</p> <p>Work collaboratively with all staff to develop a collective commitment to the culture of success and a common belief in the capacity of all children to succeed given adequate time and support</p>	<p>Establish learning routines / expectations that are realistic and fair and clearly understood by all students</p> <p>Demonstrate and practice positive habits of the mind and develop a growth mindset about children's capacity to be successful</p> <p>Ensure that students understand the learning process and how they can impact on their achievement of the set targets</p> <p>Provide students with rubrics/assessment criteria for summative assessments by which students can monitor their achievements and progress</p> <p>Create a classroom culture where all students can be successful and work daily to encourage all children to understand and accept this belief</p>	<p>Develop positive learning habits</p> <p>Be able to articulate the purpose, the why and what they are learning and where to next and what they need to do to reach their identified target / goal</p> <p>Commit to their learning once teachers have explained the purpose and what is expected of them</p> <p>Receive formative feedback both oral and written and necessary time and support to achieve</p>	

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Priority 3- It's All About the Learning

KEY PRINCIPLES	Leaders will....	Teachers will....	Students will....	School Targets																								
<p>Teachers need to become learners about their own teaching Teachers will improve their knowledge and skills through a process of developing, implementing, reviewing and implementing shared units of work</p> <p>PLCs Teachers will work with colleagues to identify and implement effective practices in mathematics in 2016 and then in all other curriculum areas by 2018</p> <p>Data Analysis and Feedback Data will be collected, collated and analyzed to inform teacher planning Children will receive formative assessment about their progress towards the benchmarks and standards - Use CLAPS (Current level of achievement) not Ability Interventions will be responsive to the "gaps " in children's learning as evidenced by the data</p>	<p>Remove the walls of isolation and develop a culture of collaboration through PLC</p> <p>Regularly visit each classroom and conduct observations that provide feedback on aspects of teacher's work</p> <p>Establish structures that support the development of shared agreements regarding effective practices in Mathematics</p> <p>Develop team structures that support sharing of teacher practice and knowledge</p> <p>Provide release time for planning and review</p> <p>Work with teachers to analyse data and its implications for teaching practice and review intervention programs to establish effectiveness of the intervention</p> <p>Develop whole school structures to provide intervention support in a timely and responsive process</p>	<p>Work collaboratively in PLC to.....</p> <ul style="list-style-type: none"> Develop units of work with their colleagues and teach and assess them within the agreed timeline Identify articulate and share effective practices that improve student learning outcomes and use these approaches when working collaboratively on developing units of work Use expertise of people in PLC to moderate and analyse data from common assessments used in year levels across classes <p>Be actively engaged in all whole staff professional learning activities with the intention of improving current practices</p> <p>Attend student review meetings each term to investigate the data discuss student achievement and progress and decide on a plan of action for those students requiring additional time and support to grasp concepts</p> <p>Determine how support will be utilised effectively to address the identified needs of different children</p>	<p>Be able to identify their learning progress- articulate what they have learnt and what they are striving to learn</p> <p>Develop confidence in their teacher's teaching and in their learning processes due to a consistent approach by teachers at all year levels</p> <p>Be able to name / articulate the strategies they and their teachers are using</p> <p>Receive explicit teaching in the agreed pedagogies and practices</p> <p>Receive ongoing feedback about their performance in Mathematics</p> <p>Have specific information about their progress towards individual or school targets</p> <p>Have individual learning targets linked to whole school targets in Mathematics and be clear about the steps required to achieve them</p> <p>Be regularly monitored for progress against the benchmarks and timely interventions will be put into place</p>	<p>READING YEAR LEVEL TARGETS 70% of students will attain DECD SEA standard</p> <p>Reception = 9 Year 1 = 17 Year 2 = 21 Year 3 = 24 Year 4 = 26 Year 5 = 28 Year 6 = 30 Year 7 = 30+</p> <p>LITERACY LEVEL Year Level Targets 70% of students will attain DECD SEA Reception = 4 Year1 = 5 Year2 = 6 Year 3 = 7 Year 4 = 8 Year 5 = 9 Year 6 = 10 Year 7 = 11</p> <p>PAT R 60% of students will attain the DECD Standard of Educational Achievement for Pat-R which is</p> <table border="1"> <tr><td>Test 2</td><td>90</td></tr> <tr><td>Test 3</td><td>100</td></tr> <tr><td>Test 4</td><td>110</td></tr> <tr><td>Test 5</td><td>115</td></tr> <tr><td>Test 6</td><td>120</td></tr> <tr><td>Test 7</td><td>124</td></tr> </table> <p>PAT Maths+ 60% of students will attain the DECD Standard of Educational Achievement for Pat-Maths+ which is</p> <table border="1"> <tr><td>Test 2</td><td>100</td></tr> <tr><td>Test 3</td><td>110</td></tr> <tr><td>Test 4</td><td>115</td></tr> <tr><td>Test 5</td><td>120</td></tr> <tr><td>Test 6</td><td>124</td></tr> <tr><td>Test 7</td><td>125</td></tr> </table>	Test 2	90	Test 3	100	Test 4	110	Test 5	115	Test 6	120	Test 7	124	Test 2	100	Test 3	110	Test 4	115	Test 5	120	Test 6	124	Test 7	125
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