

Black Forest Primary School - Site Improvement Plan 2017

Priority	Outcomes	Actions	Indicators														
<p>Improve learner achievement in Mathematics with a focus on high band achievement and retention</p>	<p>Increased teacher capacity to track, monitor and respond to the learning needs of individuals and groups using achievement data</p> <p>Increased teacher capacity to design learning for stretch and engagement</p> <p>Whole School Mathematics Agreements to support Learning Design, Assessment and Moderation</p>	<p>Leadership will</p> <ul style="list-style-type: none"> - build staff capacity to deliver engaging, challenging learning, including through performance development processes - target formal and informal Professional Development to identified areas for staff growth and student need, in line with SIP - coordinate programs (eg. Mathematics Challenge for Young Australians, Tech Girl Superhero, etc) to provide opportunities for stretch and engagement - strengthen a culture of continuous improvement in teaching and learning - Implement an IEP process for students with identified strengths in mathematics <p>Teaching Staff will</p> <ul style="list-style-type: none"> - participate in regular moderation of rich tasks to support assessment and reporting processes - work in teams to analyse class data, identify student achievement and apply targeted strategies to support their growth and challenge - develop understanding of and apply the Big Ideas in Number to their Learning Design and assessment, regularly sharing examples of successful practice - develop an understanding of Growth Mindsets research, with a focus on mathematics - Integrate and apply numeracy across learning areas - develop rich and challenging differentiated tasks, including targeting Proficiencies - work with Numeracy Coach to develop understanding and confidence in Learning Design, Assessment and Moderation processes. - cultivate consistency and strategic direction from R-7 through a Numeracy PLC <p>Support Staff will:</p> <ul style="list-style-type: none"> - implement TooSmart and QuickSmart for targeted intervention - collaborate with staff in delivering differentiated support 	<p>Each student is supported to meet the DECD SEA in both PAT-M and NAPLAN</p> <p>A greater number of students will achieve high band status in NAPLAN and PAT-M:</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: center; width: 50%;">NAPLAN</th> <th style="text-align: center; width: 50%;">PAT-M</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yr 3 Band 5+</td> <td style="text-align: center;">Yr 2 101 or above</td> </tr> <tr> <td style="text-align: center;">Yr 5 Band 7+</td> <td style="text-align: center;">Yr 3 110 or above</td> </tr> <tr> <td style="text-align: center;">Yr 7 Band 8+</td> <td style="text-align: center;">Yr 4 112 or above</td> </tr> <tr> <td></td> <td style="text-align: center;">Yr 5 120 or above</td> </tr> <tr> <td></td> <td style="text-align: center;">Yr 6 121 or above</td> </tr> <tr> <td></td> <td style="text-align: center;">Yr 7 122 or above</td> </tr> </tbody> </table> <p>The achievement of students at risk of not retaining High Band status will tracked, monitored and responded to in order to retain High Band.</p> <p>Teachers demonstrate evidence of mapping class achievement data, and a targeted program articulating strategies for supporting student growth.</p> <p>Teachers demonstrate evidence of the Learning Design process and planning for intellectual stretch.</p>	NAPLAN	PAT-M	Yr 3 Band 5+	Yr 2 101 or above	Yr 5 Band 7+	Yr 3 110 or above	Yr 7 Band 8+	Yr 4 112 or above		Yr 5 120 or above		Yr 6 121 or above		Yr 7 122 or above
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<p>Improve learner achievement in Reading and Writing with a focus on high band achievement and retention</p>	<p>Increased teacher capacity to track, monitor and respond to the learning needs of individuals and groups</p> <p>Increased teacher capacity to design learning for stretch and engagement</p> <p>Whole School Literacy Agreements and Framework to support Learning Design, Assessment and Moderation</p> <p>Consistent implementation and analysis of Reading and Writing Assessment tools, including Running Records</p>	<p>Leadership will</p> <ul style="list-style-type: none"> - build staff capacity, including through performance development processes identifying goals, timelines and success criteria - target formal and informal Professional Development to identified areas for staff growth in line with SIP - strengthen a culture of continuous improvement in teaching and learning <p>Teaching Staff will</p> <ul style="list-style-type: none"> - participate in regular moderation of rich tasks to support assessment and reporting processes - work in teams to analyse class data, identify student achievement and apply targeted strategies to support their growth and challenge - Integrate and apply literacy across learning areas - develop rich and challenging differentiated tasks - develop understanding and confidence in Learning Design, Assessment and Moderation processes. - cultivate consistency and strategic direction from R-7 through a Literacy PLC <p>Support Staff will:</p> <ul style="list-style-type: none"> - implement targeted interventions - collaborate with staff in delivering differentiated support 	<p>Each student is supported to meet the DECD SEA in both PAT-R and NAPLAN</p> <p>A greater number of students will achieve high band status in NAPLAN and PAT-R:</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: center; width: 50%;">NAPLAN</th> <th style="text-align: center; width: 50%;">PAT-R</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yr 3 Band 5+</td> <td style="text-align: center;">Yr 2 95 or above</td> </tr> <tr> <td style="text-align: center;">Yr 5 Band 7+</td> <td style="text-align: center;">Yr 3 106 or above</td> </tr> <tr> <td style="text-align: center;">Yr 7 Band 8+</td> <td style="text-align: center;">Yr 4 112 or above</td> </tr> <tr> <td></td> <td style="text-align: center;">Yr 5 118 or above</td> </tr> <tr> <td></td> <td style="text-align: center;">Yr 6 120 or above</td> </tr> <tr> <td></td> <td style="text-align: center;">Yr 7 121 or above</td> </tr> </tbody> </table> <p>Running Records Levels (September) Reception: 5 or above Year 1: 13 or above Year 2: 21 or above</p> <p>The achievement of students at risk of not retaining High Band status will tracked, monitored and responded to in order to retain High Band.</p>	NAPLAN	PAT-R	Yr 3 Band 5+	Yr 2 95 or above	Yr 5 Band 7+	Yr 3 106 or above	Yr 7 Band 8+	Yr 4 112 or above		Yr 5 118 or above		Yr 6 120 or above		Yr 7 121 or above
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