



SITE IMPROVEMENT PLAN 2018 - 2020

Quality Teaching – Quality Schooling

Respect – Honesty - Responsibility



Quality teaching – quality schooling

Vision: Create a community of life-long powerful learners

Goal: We will improve the impact of educator pedagogy to increase learner achievement and growth

External Review Directions:

1. Develop the use of data at all levels of schooling to inform cycles of teaching, learning and assessment to support improvement and progress in students' learning achievements
2. Create lasting improvement in student learning through collective commitment and effort to agreed, evidence-based aspirational targets
3. Activate student agency in their own and each other's learning

Improvement Priority: NUMERACY & LITERACY

Learning growth in *Number* and *Writing*

Improvement Priority: WELLBEING & CULTURE

Build positive culture and increase engagement to improve wellbeing for all

Focus Areas:

1. Tracking learning - 2018
2. Data to inform assessment - 2018
3. Explicit feedback – 2019/20
4. Success criteria – 2019/20
5. Rigorous intervention - 2019

Focus Areas:

1. Inspiring spaces – 2019/20
2. Social & emotional resilience – 2019/20
3. Collaboration and relationships - 2018
4. Behaviour development - 2018
5. Attendance - 2018

2018 - 2020 Action Plan: NUMERACY & LITERACY

<i>Learning growth in Number and Writing</i>			
Aspirational Goals	Improvement Strategies	Targets	Evidence/Evaluation Measures
To build consistent collection of R-12 learning data, that is capable of tracking learning	Review and refine R-12 agreement of what learning data to collect, and when	Clear schedule of data agreed upon by R-12 staff	Beginning T3
	Use data schedule to track individual student progress		
	Create an R-12 data record for each student	Draft template created T3	Implementation by end T3
To intentionally use data to inform assessment	Build staff skills to strengthen analysis of data	Teachers have a clear understanding of student achievement data including students below SEA; students in high bands	
	Use recent, relevant and succinct data to inform a range of assessment, including prior knowledge, mid-unit assessment, and future directions	Share practice across R-12, faculties, subschools, partnership	2018
To explicitly develop self-analysis and the ability to initiate learning change and growth	Students use R-12 curriculum rubrics as baseline data for change and growth	Embed common practice of ACARA and TfEL resources	
	Explicitly teach how to offer constructive peer feedback	Access PD and personnel	2019/20
To understand the need for, and power in, aspiring for success	Create a culture of positive and powerful learners		

<p>To ensure intervention approaches are targeted and rigorous across the school</p>	<p>Differentiation of curriculum, expectations and goals targeting improvement for every student</p> <p>Clearly identify learners at risk</p> <p>Determine and implement best fit intervention programs; resources and personnel</p> <p>Initiate use of One Plan for NEP, ILP students</p>	<p>All students show growth in their learning</p> <p>Align with Mid North Partnership timeline</p>	<p>Continued improvement at all levels including top two bands 2019/20</p> <p>Wave model of intervention R-12</p> <p>End 2019</p>
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2018 - 2020 Action Plan: WELLBEING & CULTURE

<i>Build positive culture and increase engagement to improve wellbeing for all</i>			
Aspirational Goals	Improvement Strategies	Targets	Evidence/Evaluation Measures
To create inspiring, flexible and outdoor learning spaces	<p>Brighten, open and encourage curiosity in all learning spaces</p> <p>Prioritise funding and resources to create shared outdoor learning spaces and indoor flexible seating</p> <p>Build on school values through regular focus events</p>		2019/20
To deepen social and emotional resilience	<p>Adopt R-12 approach to build social and emotional resilience</p> <p>Use visual tools in the classroom to promote social and emotional regulation</p> <p>Embed processes and solutions outlined in BCS Bullying and Harassment Policy</p>		2019/20
To understand the importance and impact of collaboration, communication and relationships	<p>Increase open communication across all levels, including students, staff and community</p>		2018

To develop responses to behaviours that lead to self-regulation and good choices

To strengthen attendance rates across all year levels

Review, develop and embed Behaviour Code Flowchart

Staff to commit to and maintain consistent practices of behaviour development

Access Departmental personnel to support persistent non-attendees; and support with planning for chronic and habitual non-attendees

Actively acknowledge high and consistent attendance

Flexible and realistic planning to maximise attendance

Clearer and more consistent understanding of responses to behaviour

Habitual and chronic absentees identified and actioned; eg Behaviour Coach re trauma PD

Assembly celebrations and Friday afternoon 'success' electives

Staff and leadership to work in collaboration with teachers, families and support services to develop individual behaviour plans for at-risk students

Visible and articulated 2018

Attendance rates increase across all year levels, and to 95% for BCS

2018