

VISION:

Our students will be successful, confident citizens who will be resilient, life-long learners able to determine their own futures.

Salisbury North R-7 School SITE IMPROVEMENT PLAN AND REVIEW PROCESSES 2015 – 2017



VALUES:

RESPECT HONESTY FAIRNESS
FRIENDSHIP TEAMWORK

WELLBEING, ENGAGEMENT AND ACHIEVEMENT

Our whole school approaches to wellbeing, engagement and achievement enable us to build a culture of learning supported by our school values where children feel safe, have a sense of belonging, identity and independence

Through all staff working collaboratively to:

- implement agreed policy and practices in regard to behaviour / attendance / engagement and achievement

BELIEFS about LEARNING:

- Powerful learning is enhanced when students have opportunities to experience a variety of learning processes that actively engage them in deep creative thinking, skill development and situation solving.
- Learning is enhanced when the curriculum is differentiated through providing a variety of learning options to meet the individual needs of students.
- Students are engaged in their own learning when curriculum is innovative, challenging, rigorous and connects them to the world beyond school
- Learning is strengthened when students form positive relationships with peers, staff and families.

PROFESSIONAL LEARNING

Our whole school approaches to professional learning deliver improved skill development and achievement for staff and students in Literacy and Numeracy.

Through all staff working collaboratively to:

- developing their knowledge, skills and understandings in Literacy and Numeracy by utilising pedagogies that support differentiation to meet the range of individual student needs.

CURRICULUM AND PEDAGOGIES FOR ENGAGEMENT AND ACHIEVEMENT

Our commonly agreed school values and beliefs about learning revitalise curriculum and pedagogy across the school.

Through all staff working collaboratively to:

- implement ACARA by designing learning experiences that meet the range of student individual needs/skills.
- design individual learning plans differentiated tasks and assessment approaches.
- moderate the differentiated units/tasks to monitor standards, achieve consistency of judgment and share strategies for effective support of learners.

Priorities:	Targets: Specific targets that indicate whole school learner achievement	Key Strategies: Key actions that staff commit to do so that learners are supported at classroom level to achieve the targets and key strategies identified	Evaluation and Review Processes Processes, data and timelines used to monitor, measure & evaluate progress
<p>Professional Learning</p> <p>Curriculum and Pedagogies for Engagement and Achievement</p>	<p>Annual 10% improvement in the number of non NEP students achieving national standards in NAPLAN Literacy and Numeracy by 2017</p> <p>All non NEP students achieve State Running Records levels by 2017</p>	<p>Staff actively participate in Professional Learning and incorporate it into their practice over time:</p> <ul style="list-style-type: none"> • Rigor and consistency R-7 • Assessment, programming and teaching cycles • Data analysis • Programmed, targeted activities to meet the range of abilities • Set targets for individuals/groups reviewed in teams each term • Staff collaboratively explore approaches to student learning • Stretching all students <p>Assessment for Learning - Staff use Running Records, Faces on the data, Lexiles, Rainbow Reading data, Read, Write Inc data, Mini Lit, Quicksmart Maths, Whole School Writing Assessment, Language and Processes of Counting, NAPLAN, Monster Spelling, Oxford Spelling and Reading, Val Hunter, PAT-M and PAT-R data to</p> <ul style="list-style-type: none"> • track individual student progress • identify strategies students are using • set targets for individual/groups of students • plan and teach to meet the range of learners' needs <p>Staff collaboratively develop whole school agreements and implement balanced programs to promote a consistent approach R-7.</p> <p>Staff are supported by Kym Brown in developing Powerful Learners – coaching model</p> <p>Staff are supported by Lisa Jane O'Connor in building teacher capacity in Maths. – coaching model</p> <p>PD opportunities will be provided for SSO's to develop their skills to effectively support students in the context of the classroom and intervention programs</p> <p>Oral Language Program developed and implemented R-7</p>	<p>- Assessment Timelines established T1 – T4 with ongoing analysis of data shared at staff and curriculum meetings.</p> <p>- Recording data in individual student folders – include each child's assessment sheets – T4</p> <p>- Staff using the above data to plan differentiated learning activities for students – Ongoing</p> <p>- Performance and Development Planning and Review process to track teacher growth against the AITSL standards - Tracked T2 to T2 the following year.</p> <p>- Team meetings used for teachers PL and reporting on their differentiated classroom practices – Release Twice per term</p> <p>- Review number of staff accessing Coaches and after school PL – Termly</p> <p>- Curriculum Team Meetings used to seek feedback from staff to support future professional learning directions – Ongoing and annually</p> <p>- Powerful Learners surveys for staff and students – Annually</p> <p>- Review individual students on intervention programs – Termly</p> <p>- Oral Language program reviewed each term</p>
<p>Wellbeing Focus</p> <ul style="list-style-type: none"> • Building a culture of learning supported by our school values where children feel safe, have a sense of belonging, identity and independence 	<p>100% of staff embed Pos. Ed and our school values across the school</p> <p>5% improvement in attendance</p>	<ul style="list-style-type: none"> • Attendance, Student Leadership, Transition, Peer Mediation • Embedding current practices by ensuring whole school agreements - Lift Off, Anti-bullying, Play is the Way • Staff collaboratively develop and implement a whole school approaches • Positive Education Program • Children's University • In School Psychology • Occupational Therapy Program 	<ul style="list-style-type: none"> • Weekly analysis of of behaviour data collected on EDSAS for both classroom and yard issues – Parents informed as required • Attendance monitored daily with phone calls home • Middle Development Index data analysed to identify focus areas. • Evaluation of OT program