

FINAL: Aberfoyle Hub R- 7 Site Improvement Plan: Operational Plan 2017

(On-going reflection and review will occur as needed during 2017)

Priority: IMPROVING 21ST CENTURY LEARNING AND TECHNOLOGIES OUTCOMES ACROSS R-7 Focus on Learning



BUILDING INSTRUCTIONAL CAPACITY (WHOLE SCHOOL)	ENHANCING LEARNING ENVIRONMENTS AND INSTRUCTIONAL PRACTICES	EVIDENCE	TARGETS																																								
<p><i>Teachers and Leaders will</i></p> <ul style="list-style-type: none"> Collect and use ongoing data to analyse and plan for effective classroom practices Collaboratively plan common, high quality assessment tasks and engage in moderation with like year levels and meet timelines set Create and explicitly teach and assess to learning goals and scales Engage in coaching and observations as part of reflective practices. Use interoception activities Involve EY students in nature play experiences <p>Target their Professional Learning to support 21st Century Learning and work in PLCs</p> <ul style="list-style-type: none"> Access T&D opportunities Utilise colleagues expertise and engage in Peer observation Be an active member of a PLC <p>Focus on the Australian Professional Standards for Teachers</p> <p>Standard 3: Plan for and implement effective teaching and learning</p> <p>Standard 5: Assess, provide feedback and report on student learning.</p> <p>Focus on Teaching for Effective Learning Framework</p> <ul style="list-style-type: none"> 1.2 Develop deep pedagogical and content knowledge. 2.4 Challenge students to achieve high standards with appropriate support 3.4 Promote dialogues as a means of learning 4.4 Communicate learning in multiple modes <p>Focus on Art and Science of Teaching</p> <ul style="list-style-type: none"> DQ1: What will I do to establish and communicate learning goals, track student progress and celebrate success? DQ2: What will do to help students effectively interact with new knowledge? DQ9: What will I do to communicate high expectations for all students? 	<p><i>In classrooms we will see</i></p> <ul style="list-style-type: none"> ALL students using Higher Order Thinking Skills Shared/common vocabulary walls to support learning in Maths and English in all classrooms Teaching comprehension of Mathematical language. English and Mathematic agreements to be evident in all classrooms. Assessment for/as/of learning – Students knowing how to be successful and know when they are successful. Learning goals displayed and explicitly taught for Maths and English. Scales being used with students (ASOT) Evidence of Summative and Formative Assessment and Reporting across all learning areas. Students transferring their knowledge and skills into new and authentic contexts Explicit teaching and opportunities to transfer understanding across learning areas. Explicit Student Voice in learning Sharing ideas and strategies with other teachers and coach/mentors. Evaluate personal performance through informal and formal reflective practice structures. Interoception activities used by students both with support and independently. Engagement with curriculum through nature play with strong focus in EY. 	<p>Ongoing collaborative planning and moderation in PLCs and Levels of Schooling with particular focus on -</p> <ul style="list-style-type: none"> Collaborative planning of learning goals and scales. Improved development of high quality assessment tasks and making balanced judgements Mathematics – collection of assessment tasks covering achievement standards. English: Writing samples – (min. of 2/year in Levels of Schooling/PLCs) (low, mid and high achievers) Common end of Unit Assessment tasks transferred to other learning areas. Tracking student progress. Achievement and wellbeing data used to meet student needs. Record of observations about their practice. Creation and use of a vocabulary continuum in Mathematics <p>Student Feedback</p> <ul style="list-style-type: none"> Conduct student surveys R-7 <p>Tracking</p> <ul style="list-style-type: none"> Staff to assess and complete tracking sheets in Maths and English each term <p>Teacher Feedback</p> <ul style="list-style-type: none"> Student survey- class Performance feedback Reflective practice Learning walks <p>Staff Development</p> <ul style="list-style-type: none"> Performance Development meetings, PLCs and instructional rounds <p>Satisfaction Survey- responses</p> <p>Interoception- Reduced behaviour management incidents and increased self management and wellbeing.</p> <p>Nature Play- student surveys and increased engagement.</p>	<p>NAPLAN - Y3/5/7</p> <ul style="list-style-type: none"> All students to achieve Proficiency bands in all areas as follows; <ul style="list-style-type: none"> Y3- band 3 and above Y5- band 5 and above Y7- band 6 and above Greater than 25% of students achieve in the upper growth band from Yr 3 to 5 and Yr 5 to Yr 7 in NAPLAN Reading and Numeracy <table border="0"> <tr> <td><i>Target - Reading</i></td> <td><i>Numeracy</i></td> </tr> <tr> <td>Y3-y5 – 25%+</td> <td>25%+</td> </tr> <tr> <td>Y5-y7 – 25%+</td> <td>25%+</td> </tr> </table> <p>READING</p> <p>Running Records R-7 (by December)</p> <ul style="list-style-type: none"> Students to achieve as follows; <ul style="list-style-type: none"> R = level 5 Y1 = level 13 Y2 = level 21 <p>Lexiles – Year 3-7</p> <p>75% of students proficient and above</p> <table border="0"> <tr><td>Y3</td><td>500+</td></tr> <tr><td>Y4</td><td>600+</td></tr> <tr><td>Y5</td><td>700+</td></tr> <tr><td>Y6</td><td>800+</td></tr> <tr><td>Y7</td><td>850+</td></tr> </table> <p>IN SCHOOL TESTING (scale score)</p> <table border="0"> <tr> <td></td> <td><i>PATR</i></td> <td><i>PAT Maths</i></td> </tr> <tr><td>Y1</td><td>85</td><td>88</td></tr> <tr><td>Y2</td><td>93</td><td>98</td></tr> <tr><td>Y3</td><td>95</td><td>101</td></tr> <tr><td>Y4</td><td>106</td><td>110</td></tr> <tr><td>Y5</td><td>112</td><td>112</td></tr> <tr><td>Y6</td><td>118</td><td>120</td></tr> <tr><td>Y7</td><td>120</td><td>121</td></tr> </table> <p>ATTENDANCE</p> <p>All levels 95%</p> <p>Premier’s Reading Challenge –</p> <p>100% of R-7 students participating</p>	<i>Target - Reading</i>	<i>Numeracy</i>	Y3-y5 – 25%+	25%+	Y5-y7 – 25%+	25%+	Y3	500+	Y4	600+	Y5	700+	Y6	800+	Y7	850+		<i>PATR</i>	<i>PAT Maths</i>	Y1	85	88	Y2	93	98	Y3	95	101	Y4	106	110	Y5	112	112	Y6	118	120	Y7	120	121
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