



LAKE WINDEMERE
B-7 SCHOOL
The nature of learning.

Teamwork

Fun

Learning

Respect

LAKE WINDEMERE B-7 SCHOOL

Site Improvement Plan

2016-2019

Our Vision:

To develop positive and powerful learners who possess personal qualities that support their academic success and social and emotional learning and wellbeing.

Our Mission:

To co-construct relevant, rigorous and engaging programs that connects to students' lives and maximises their participation, learning and wellbeing.

Targets Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate	Strategies The major actions that staff -teachers, SSOs, leaders - commit to do to support learners at classroom level to achieve the targets	Resources Who, what, where	Timelines-Measure of Success
<p>LITERACY TARGETS</p> <p>Writing: All students will increase language and literacy levels by December 2016</p> <p>This needs to be more specific when baseline data available.</p> <p>All students will reach DECD Standard Educational Achievement year level proficiency bands by May 2017</p> <p>Green + Feedback from Staff Meeting Review: As initial baseline data, maybe use report grade for English? (SEA says 'achievement at C' or above in each learning area)</p> <p>EALD scaling would help identify writing targets/improvement, but would be a large undertaking for teachers and require extra release – a commitment we are going to make?</p>	<p>Implement whole school planning, teaching and assessment based on 'Whole School Literacy (writing) Agreements' (eg. process/timeline for teaching, collecting, levelling and moderating whole school writing samples)</p> <p>Implement moderation processes to inform practice</p> <p>Explicitly teach text types as outlined on the Genre Map</p>	<p>Working parties review 'Whole School Literacy (Writing) Agreements' (may be in relation to Genre Map/Literacy Block/ Uninterrupted times/ Guided Writing/ Scaffolded Literacy/Levelling of all students/Planning Design, Pedagogy and Assessment)</p> <p>Staff meeting time to support consistency in teacher assessment and moderation practices (ie to support the implementation of whole school agreements)</p> <p>Pupil free day/staff meetings allocated for levelling, analysing and moderating students' writing</p> <p>Pupil free day (term 1) and 8 staff meetings allocated to 'Literacy for Learning Course'</p> <p>'Literacy team' (depending on allocated funding) support the teaching of text types?</p> <p>SL Coordinator organises scaffolded literacy PD and observations</p>	<p>Term 2 2016 <i>Reviewed Genre Map distributed to staff for feedback</i> Ongoing <i>Staff embedding whole school 'Literacy agreements in everyday practice</i></p> <p><i>Teachers have a clear understanding of how we track and monitor students</i></p> <p>2016 <i>Less students in lower NAPLAN (writing) bands/more in upper</i> <i>Staff review comments: SEA progress toward AC achievement standards indicated by NAPLAN results</i> <i>AC Literacy (and Numeracy) General Capability learning continua</i></p> <p>Term 1-3 <i>All teachers participate in the 'Literacy for Learning Course'</i> <i>Teachers confidently teach different text types</i> <i>Students achieving appropriate levels</i></p> <p><i>SL trained teachers using SL approach to explicitly teach literacy</i></p>

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<p>Reading: All year 3-7 (extended?) students will increase PAT-R scores by 3-10 points by December 2016</p> <p>Blue =Discussion From AR Webex/Hajnalika : All students achieve an average of 85% accuracy in their Accelerated Reading (Comprehension of both fiction/non-fiction texts) score (90% Of students participating in AR are achieving their point’s target?)</p> <p>All students will reach Running Record Benchmarks by December 2016</p> <p>Staff review comments: An expectation that all students will reach RR Benchmarks by December? – that’s a lot of intervention</p> <p>ATSI students’ literacy outcomes are extended (Years 1-3) Baseline data available?</p>	<p>Use data intentionally to differentiate and explicitly teach reading</p> <p>Teachers work with students to negotiate individual goals Teachers regularly conference students (based on Individual ‘reading logs’) to monitor/support individual growth and inform planning. Daily support finding appropriate books is provided by Teacher Librarian</p> <p>Maintain a consistent approach to running records to ensure data is reliable and valid</p> <p>Use the analysis of running record to improve students’ achievement in reading</p> <p>Support ‘identified students’ reach running record benchmarks by providing appropriate reading intervention resources and strategies</p> <p>Continue Mini-lit intervention program for identified ATSI students (reading, writing, spelling and oral language), and investigate extension of the program to other at risk students not on track.</p>	<p>Working parties review ‘Literacy (Reading) Agreements’ (eg. benchmarks (which have changed), Assessment, Accelerated Reading, guided reading, daily five, SL)</p> <p>Teachers using AR access Webex Training for 2017</p> <p>Teachers access Running Record training/Refresher Course as needed</p> <p>‘Literacy team’ works with teachers to identify students, intervention resources and track and monitor students’ progress</p> <p>‘Literacy team’ provides PD for teachers and SSOs (and parents) to support reading intervention</p> <p>Aboriginal Ed team/Mini-lit teachers coordinate program</p> <p>AET trained in MiniLit provision</p>	<p>Ongoing 2016 Staff are using data to track and monitor reading An improvement in PAT-R data Less students in lower NAPLAN (reading) bands/more in upper</p> <p>All Year (3-7/5-7?) Students who reach RR level 30+ enter the AR program?</p> <p>Staff confident in using reading intervention strategies</p> <p>Targets for running record benchmarks are achieved</p> <p>Ongoing 2016 ATSI students’ literacy outcomes have improved How many? By what? Term 2 2016 Identified ‘at risk’ students are supported by the Mini-Lit program There is a correlation between RR data and Mini-lit progress</p>

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<p>WELLBEING AND ENGAGEMENT TARGETS</p> <p>Positive Psychology: All 3-7? students will increase their levels of wellbeing, resilience and optimism based on EPOCH and MDI data each year? (Green = Staff review feedback)</p> <p>Powerful Learners: Students develop a wide range of skills in problem solving, creativity, communication and collaboration How do we measure this? SMART target?</p> <p>Attendance: Students' attendance meets or exceeds DECD target of 95% (up from 93% Incentives?) Historically @ 88% - already massive improvement \$5.00 vouchers 95-100%? AB ED publish attend. each term?</p>	<p>Explicitly teach the 24 V.I.A. Character Strengths as described by the University of Pennsylvania</p> <p>Implement a whole school approach to Positive Psychology Conduct Hope Scale and Character Strength surveys at the beginning of each year</p> <p>Focus years ('Choosing Hope' in 2016) and term days (eg Harmony Day in term 1) are promoted across the school</p> <p>Volunteer staff run Children's University activities</p> <p>The powerful learner definition is used to drive classroom pedagogy/practice and student learning</p> <p>Investigate a 'school learner management system' so weekly attendance data is tracked and monitored</p>	<p>Positive Psychology teacher coordinates program across the school</p> <p>Working committee review 'Pos Ed Programme' (eg Growth Mindsets, Mind Platters, Mindfulness, Daily Fitness, data collection (student surveys) and induction processes for new staff)</p> <p>Staff attend PD based on the 'Geelong Model of Positive Education' All staff trained in mindfulness Pre –school explicitly introduced to Mindfulness</p> <p>AP leads students' involvement in the Children's University.</p> <p>Staff meeting time allocated to support teachers' 'age appropriate common understandings of the dispositions, skills and capabilities necessary for powerful learners' and pedagogy that supports powerful learners</p> <p>Develop an 'Attendance Action Plan'. Regular dissemination of information to parents is included in school newsletters. Recognition processes are implemented for students with 100% attendance & growth in class attendance rates.</p>	<p>Ongoing 2016 <i>Students and staff are familiar with, and articulating and demonstrating, Character Strengths</i></p> <p><i>Positive Ed language and behaviours are embedded in all we do</i></p> <p>Term 1 <i>All students are aware of, know how they use, and understand the value of, their top 5 Character Strengths</i></p> <p><i>Ongoing</i> <i>Students have access to Children's University activities (both in-school and externally)</i> <i>Staff are able to discuss how students become powerful learners</i> <i>Opportunities for student collaboration are implemented in all classrooms</i> <i>Students have a voice in their classroom activities and school community</i></p> <p>Term 4 2016 <i>Leadership monitors and tracks all students' attendance</i> <i>'Attendance improvement data' is emailed to classes weekly</i> <i>Attendance data is included in newsletters</i></p>

<p>Targets</p> <p>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</p>	<p>Strategies</p> <p>The major actions that staff – teachers, SSO’s, leaders-commit to in order to support students to achieve targets</p>	<p>Resources</p> <p>Who, what, where</p>	<p>Timelines - Measures of Success</p>
<p>NUMERACY TARGETS</p> <p>Students reach proficiency in automaticity and fluency using the 4 processes (addition, subtraction, multiplication and division)</p> <p>Appropriate to year level curriculum Standard Educational Achievement?</p> <p>In 2016 growth should be measured between term 1 and term 4 results.</p> <p>Our targets will be to;</p> <ul style="list-style-type: none"> • Reduce the number of critically low students (in each category) by 50% in each class. • Yellow to blue Move students who begin in the low bands to the within range band • Blue to green Increase the number of above range students (in each category) in each class. • Individual measurement Achieve improvement in each student’s raw score (in each category) in each class. <p>In future years, growth should be</p>	<p>Develop whole school planning, teaching and assessment based on Numeracy Agreements</p> <p>Teach numeracy using the ‘3 part lesson’ (outlined in the Numeracy Agreements)</p> <p>Use data intentionally to differentiate learning for students developing automaticity of number facts/applying the number facts in problematised situations Graphs etc</p> <p>Conduct Westwood’s ‘One Minute Tests’ at the start of each term to track all students: Years 2-7: test all 4 processes Year 1: addition and subtraction Reception: addition (R-7)</p> <p>Implement intervention strategies/programs for identified students</p>	<p>Math committee develop Numeracy Agreements (Continuum/Levels of Proficiency using the 4 processes/ 3 part lesson/Australian Curriculum minimum teaching times/intervention/natural math resources/assessment)</p> <p>Support teacher funded one day a week to provide leadership in teaching and planning</p> <p>Math committee to organise professional learning opportunities with Mike Chartres with the focus being on building teachers’ capacity to utilise effective pedagogies to improve students’ automaticity & fluency in number.</p> <p>Staff meeting time allocated to facilitate professional learning</p> <p>Teachers coordinate and SSOs administer at the beginning of each term</p> <p>Teachers coordinate appropriate support (support staff team teaching/working with groups of students within a class)</p> <p>SSOs implement the QuickSmart</p>	<p>Term 1 2016 <i>Numeracy Agreements developed and implemented started?</i></p> <p>Term 1 2016 and ongoing <i>Staff implement ‘3 part lessons’, differentiated tasks and problematising situations in their everyday practice</i></p> <p><i>Not manageable or shown to all staff -</i> Beginning Term 1 2016 <i>Teachers tracking all students on an individual continuum sheet (electronic and hard copy) using the growing triangle as a formative assessment tool and overall results as summative assessment</i> <i>Westwood minute test norm tables are used to identify students requiring intervention/SSO support to increase their automaticity and fluency skills using data to inform/differentiate</i></p> <p>2016-2017 <i>QuickSmart program funded</i> <i>Improvement in NAPLAN results identified below:</i></p>

measured from year to year.

Problematized Situations

NAPLAN Numeracy

Average scores in NAPLAN expected.

	2016
Year 3	350
Year 5	440
year 7	510

All would be the best results for 3 years at Lake Windemere.

Target for student growth in NAPLAN 2016.

	Year 5	Year 7
low	33%	28%
medium	50%	50%
upper	17%	22%

PAT m Data - *****

Numeracy Concepts testing Pre-school-Year 2

Too much focus on minute maths tests – not powerful learners of maths

Testing situation would need to become more serious to avoid copying etc.

intervention program years 6-7

NAPLAN Numeracy
Average result for Lake Windemere students.

	2013	2014	2015
Year 3	346.6	347	341
Year 5	430.4	435	422
Year 7	486.9	506	487.7

2015 growth in NAPLAN for Lake Windemere Students.

	Year 5	Year 7
low	50%	34%
medium	37%	49%
upper	13%	17%