



SITE IMPROVEMENT PLAN 2017

Building strong foundations for lifelong learning.

Values

Respect: Responsibility: Excellence: Honesty: Resilience.

Guiding Principles:

- We are committed to responding to the current and future needs of individual learners and will work together in striving for excellence and the highest levels of achievement for all students, through personalised student learning and improving student engagement.
- We support our staff through effective performance development to deliver the quality teaching that is critical to powerful learning.
- We value the rights of students and teachers to work in an environment that ensures safety, engagement and wellbeing for learning and endorses the values of respect, responsibility, honesty, excellence and resilience.
- We believe that parents and carers are integral to the learning process and develop strong and personalised communication that supports successful family-school partnerships.
- We build a school culture based on our values and will embrace the history, traditions, cultural diversity, community interests, goals and strengths that are brought to the learning environment by all students and families.
- We foster leadership capacity at all levels; staff, students and community, and develop lifelong learners.

Site Strategic Goals. 2015-18

Our overarching goal is for every student at West Lakes Shore to become a powerful and engaged learner through:

- Striving for the highest levels of student achievement and the development of critical and creative thinking for all students.
- Improving students' active participation and engagement in learning.
- Improving student health and wellbeing for active engagement with learning and school.
- Building positive partnerships with parents, families, other education institutions, local businesses and community organisations to enable all students to reach their potential.

This Site Improvement Plan is part of a commitment to continual Improvement through ongoing self-review, analysis and use of data, strategic planning and resourcing and continual monitoring and evaluation shared with the school community.

Priority 1 - Striving for the highest levels of achievement and the development of critical and creative thinking in all students.

Priority 2 Developing wellbeing for powerful and engaged learning and living.

Outcomes:

- Improved student abilities in understanding and applying comprehension skills.
- Increased student achievement in transferring learning in grammar, spelling, formalities and punctuation into all writing across every learning area.
- Improved ability of all teachers to design learning which will create powerful and engaged learners of mathematics, science, engineering and technology.
- Improved student automaticity in understanding and applying basic number facts.
- Improved personal and social skills for all learners.
- Improved student capability to apply critical and creative thinking to their learning and life activities.
- Better partnerships by improved engagement and communication between home and school.

Targets

- 85% students reach the DECD S.E.A. in NAPLAN reading and 90 % in numeracy
- 90% meet the DECD S.E.A. in PAT R, Running Records and PAT Maths
- 90% students achieve Australian Curriculum (A.C.) levels at C or better, 10% students achieve A level in A.C. & 20% students achieve B level in A.C. in English, Maths, Science and Technology.
- We aim for students to achievement in the top 2 bands at a rate of 60 % (Yr 3) 40% (Yr 5) 40% (Yr 7) in Reading and 40% (Yr 3) 30% (Yr 5) and 30% (Yr 7) in Numeracy.
- High performing students (achieving in the top 2 band levels) maintain these levels in subsequent NAPLAN tests between year 3 and 7.
- 90% students demonstrate expected improvement in Naplan between years 3-5 and 7.
- 90% of students demonstrate in equal or greater than the standard improvement between year levels in PAT Reading and Maths tests.
- 90% students receive a “usually” or “consistently” rating in the mid and end of year reports against the critical and creative thinking and personal and social capability indicators.
- Student engagement as measured in the MYDI , TFEL engagement tool and student perception surveys improve on 2016 figures.
- Student attendance increases at all levels to 95%
- The documents described in the strategies are developed and published.

Strategies/Actions

- We will explicitly teach all the elements of comprehension at every year level using a common language across the school.
- We will Implement frequent un-scaffolded writing and student editing practice in all classes with regular/daily writing activities across all levels and curriculum areas.
- Teachers will plan together common assessment tasks and undertake moderation across year levels especially in comprehension and writing.
- W.L.S.S. Powerful learning in number standards will be used as a basis for teaching basic number skills including through daily/regular practice in every year level.
- Professional development opportunities for staff in teaching S.T.E.M. subjects will be provided.
- Collaborative moderation using developed portfolios of work samples demonstrating ranges of levels of achievement including high challenge and reviewed for quality and consistency, will be undertaken at each year level within the school and across the partnership in Maths or STEM and writing.
- All teachers will be supported to develop deep pedagogical and content knowledge to improve their skills in differentiating curriculum to provide intellectual challenge at every level.
- We will work towards developing common understandings of powerful learners and a consistent language in S.T.E.M.
- Lead teachers will be identified to model and lead the effective teaching of STEM.
- Teaching programs will be monitored to ensure they include at least the mandated time allocations for Mathematics and Science.
- Staff will continue to improve their understanding and skills in all levels of assessment.
- Students will develop their capacity to identify their individual learning goals, set targets based on data and track and give feedback on their own and others' performance.
- Staff will engage in professional learning on the wellbeing framework
- Students and leaders will engage in developing a more extensive and inclusive student voice and leadership process
- Leaders will convene and support professional learning communities to develop the priorities in the S.I.P and Review Directions.
- Staff will use the A.C capabilities as a foundation for building students' engagement and skills in participating in quality conversations about their personal learning and being to develop a continuum of R-7 examples and standards for each year level.
- We will develop and implement programs at each year level with strategies, examples and resources to support the implementation of the personal learning continuum across the school
- As part of a school wide agreement ,standards describing the skills, capacities and expectations for empowered, personalised learners who embrace intellectual challenge for each year level will be developed and published
- A working party of staff, parents and students will guide implementation of the DECD Parent engagement strategy, particularly the understanding, planning and ongoing monitoring of effective engagement and communication strategies between home and school