

MANOORA PRIMARY SCHOOL

SITE IMPROVEMENT PLAN



PRIORITY 1

Embed aspects of Visible Learning programmes to improve student learning outcomes

Targets

- 1 Students can articulate learning intentions and success criteria and they are displayed visually
- 2 Effective feedback is evident from both students and teachers
- 3 Teachers/students will be able to identify and use the four different levels of feedback

Strategies

Build the capacity of staff and students to develop clear learning intentions, success criteria and learning goals in numeracy.

Teachers and students to provide multiple sources of feedback to guide and inform students towards success criteria

Implement student morning teas to gain feedback on site priorities

Visible Learning strategies and examples of teaching and learning strategies/initiatives will be shared at staff meetings

Performance Development will focus on teacher/student feedback, including classroom observations

Timelines/Responsibility

Term 1

- >Trish to Refer to AITSL website for PD on Visible Learning feedback, shared at staff meetings
- >Term 1 staff meetings focussed on Visible Learning Strategies

Ongoing

- >PD meetings once per term
- >Attend relevant Visual Learning training

Outcomes/Monitoring

Classroom observations will focus on feedback and PD will address Visible Learning goals
Document student morning tea feedback and share with staff - Note the changes in feedback over time
Use of the TfEL compass student survey

Resourcing

AITSL website
Visible Learning Resources
Partnership Visible Learning Training

PRIORITY 2

Developing student's number sense

Targets

- 1 95% of students achieve DECD SEA in NAPLAN and PAT M
- 2 90% of students will achieve the expected growth (0.4) in PAT M
- 3 95% of students will Trust the Count by the end of term 3

Strategies

Staff trained in BliN and will use this in their daily practice

All students will be screened for trusting the count. All teaching programs will include 2 x 1 hour lessons per week using BliN, appropriate to the individual needs

Learning goals based on number achievement are set for individual students

Quicksmart continues to be used as an intervention for students who trust the count, but are still not achieving SEA.

Staff engage in PLC structures for professional development and collaborative learning in number

Develop and implement a whole school Numeracy Agreement

Timelines/Responsibility

Term 1 & 2

- >BliN Diagnostic testing to be completed in term 1 by teachers
- >Individual Learning goals in number known for each student
- >Identify students needing QuickSmart

Term 3 & 4

- >Whole School Numeracy Agreement completed

Ongoing

- >Support from SLLIP
- >Monitoring Learning Goals

Outcomes/Monitoring

Classroom observations indicate the use of BliN methodology in classes
Results of diagnostic testing and teacher judgement
Learning goals are displayed and reviewed twice per term by teachers
Staff will be able to articulate their learning in PD meetings
Numeracy agreement developed and implemented

Resourcing

DECD resources on the website
SLIPP support

PRIORITY 3

Wellbeing Growth Mindset

Targets

- 1 Students and staff demonstrate using growth mindsets
- 2 The language of growth mindsets is clearly evident in both students and staff
- 3 Introduce and learn new school values

Strategies

Staff to continue professional development in growth mindset. Staff will read the Jo Boaler “Mathematical Mindsets” book at staff meeting and commit to making a change in their classroom practice.

Explicit teaching and development of growth mindsets occurs in all classrooms.

Nominate Students Growth Mindset Ambassadors to help train and model to other students ‘Growth Mindset”

Class Discussions, Community Surveys and SRC led

Timelines/Responsibility

Term 1

>Week 5 – List of possible School Values ready for discussion and voting

Term 2

>Staff read “Mathematical Mindsets’ and discuss chapter and relevance in the classroom

>All students assessed with the Growth Mindset Quiz

Terms 3 & 4

>Growth Mindset Ambassadors Program

Outcomes/Monitoring

Growth Mindset Ambassadors to monitor and report to the school community

Engagement & Well-being Survey

Attendance Data

Acceptance of New Values

Use Value on communication materials, such as Letterheads and Newsletters

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