



Dernancourt School R-7

Site Improvement Plan 2015-2018



**“Embedding a culture of continuous improvement
and high achievement for all students.”**

Strengthening Pedagogy

TfEL
Intellectual Stretch
Executive Function
Curriculum Differentiation

Literacy

Writing Genre focus
Whole school agreements
Literacy Plan R-7
Comprehension - vocab. & inferencing
Literature Studies PLC collaboration



Curriculum

Australian Curriculum

The Arts
Health and Phys Ed
Technologies
Languages

Child Protection

R-7 curriculum
Staff T&D

Numeracy

Ann Baker - Natural Maths
Partnership Maths focus group
Common focus - PLC collaboration

Dernancourt School R-7 - Improvement Plan 2015 - 2018

Strategic Improvement Focus: Improving Student Learning Achievement

Strengthening Pedagogy

TfEL framework and Learning Design embedded as basis for planning in PLC's and individual programs and delivering high quality teaching and learning programs

National Standards for Teachers

Teaching Focus

Curriculum differentiation

Intellectual Stretch,

Executive Function

Transition to school/middle schooling

Curriculum

Implementation of the Arts and Humanities and Social Sciences. (HASS) - **2015**

Familiarisation Technology, and Physical Education **2015** and implementation **2016**, Languages

Moderation of student work across all year levels as regular assessment strategy

Formative assessments as part of the assessment process.

Reporting formats reflecting the Australian curriculum reporting requirements

Child protection re-training for staff. R-7 Child Protection curriculum agreements - **2015**

Improving achievement in Literacy

Comprehension focus on deconstruction of text, and inferential questioning, vocabulary and fluency

Writing focus on agreed genre each year – determined by Naplan

Scope and Sequence of the Big 6 R-7

R-7 spelling continuum and agreements

Improving achievement in Numeracy

Partnership Mathematician in Residence - Ann Baker **2015**

Year level planning in PLC's on common focus to be identified each year

Modbury Partnership Maths group

Common agreements in teaching of mathematics across R-7 re-defined

This Improvement Plan for Dernancourt School incorporates the following elements identified through the site self review process, and parent, students and staff feedback.

- Planned assessment timeline, regular analysis of data and monitoring of student achievement by all staff, targets set for all students, common agreements of practice and assessments across year levels, planned opportunities for sharing practice and collaborative planning, T&D focus areas for all staff in The Arts, Technology, and Health and Phys. Education.
- TfEL is used as the pedagogical framework across the school with all staff using the Learning Design Tool for planning.
- Professional Learning Community strategy continued across the whole school with regular planned release time for teachers, with planning, assessment and moderation of student work in PLC's and staff meetings to increase consistency and continuity of teaching and learning across all year levels.
- Common agreements regarding teaching practices across R-7 in Mathematics and Child Protection Curriculum.
- Improved communication to and involvement of parents through regular class newsletters, parent information evenings, increased feedback opportunities and regular Governing council reports in the newsletters.
- Increased access for parents through online and digital media (eg Facebook Page)
- Parent workshops in Mathematics, and English
- Volunteer induction process implemented

Operational Plan - 2015

Priority: Numeracy

Improved growth of numeracy achievement for all students R-7 through ongoing use of pedagogical practices aligned to Australian curriculum and targeted support for identified students.

Targets	Actions	Outcomes
<p>5% improvement in growth in achievement of students Yrs 3-5, and Years 5-7 in Naplan:</p> <p>5% increase in Year 3, 5, 7 students meeting national standards for Naplan</p> <p>-55% Y3 in Band 4 and above</p> <p>-42% Yr 5 in Band 6 and above</p> <p>-40% Year 7 in Band 7 and above</p>	<p>Regular moderation of student work to develop consistency of reporting student achievement</p> <p>Areas of improvement identified through Naplan and PAT-M and improvement strategies and common focus planned through PLC's</p> <p>Identification and inclusion of students in Quicksmart Program 4x per week.</p> <p>All staff involved in Mathematician in Residence program– Ann Baker Natural Maths as part of Partnership focus</p> <p>Staff involvement in Partnership maths focus group.</p> <p>R-7 Common agreements in Maths redefined.</p>	<p>Moderation sessions will occur before the reporting in each term. Common expectations and understandings developed</p> <p>Data will reflect improvement of students in top two bands.</p> <p>Maths focus identified and programs planned which target identified improvement areas.</p> <p>Strengthened partnership collaboration and expertise is shared across the partnership</p> <p>Evidence of consistency in teaching across year levels.</p>

Operational Plan - 2015

Priority: Literacy

To improve the achievement and growth of student learning in English through embedding a learning culture that encompasses consistency of teaching practice and continuity of learning across R7

Targets	Actions	Outcomes
<p>Running record targets: 70% of Year 2 students 60% of year 1 students 70% of Reception students achieve sea standards in reading.</p> <p>5% increase in the upper and medium levels of growth</p> <p>Year 3—85% at Level 26 or more; 65% at Level 30+</p> <p>Year 4— 90% at Level 30+</p> <p>Naplan targets: 5% increase in targets in Naplan Reading :</p> <p>-70% Year 3's achieve Band 4 or more -60% of Year 5's achieve Band 6 or more -43% of Year 7's achieve Band 7 or more</p> <p>5% increase of growth of students from Years 3-5 & 5-7 in English in Naplan</p> <p>5% increase in students achieving the top 2 bands in Years 3, 5, 7.</p>	<p>Development of whole school spelling continuum</p> <p>Focus on phonological awareness and development of whole agreement in teaching strategies to assist students with reading difficulties</p> <p>Continue Literature studies with commonly agreed teaching focus across year levels</p> <p>PLC's collaboratively plan using learning design tool to plan reading and writing units of work</p> <p>Common writing genre focus across R-7</p> <p>Regular sharing in staff meetings - at least once term</p> <p>Continue T&D in curriculum differentiation and incorporate strategies in planning</p> <p>Staff T&D in Intellectual Stretch and incorporating strategies into planning within PLC's</p> <p>Regular moderation of student work to develop consistency of assessment and reporting achievement.</p> <p>Complete Literacy Plan Develop a Reception literacy program which meets the needs of 4.5-5.5 students</p> <p>All staff trained in EALD scales and assess students using these.</p>	<p>R-7 spelling continuum developed and used across the school</p> <p>School agreements reviewed and developed across R-7</p> <p>PLC's will plan and teach at least two literature studies per year.</p> <p>All units of work developed by PLC's recorded and planned using the Learning Design tool</p> <p>Staff agreement on writing genre focus and planning for this in evidence All staff will share student work based on collaborative planning in reading and writing Teaching programs will show increasing evidence of use of differentiated strategies.</p> <p>Evidence of student learning activities and programs incorporating Intellectual Stretch strategies</p> <p>Planned times within staff meetings for moderation of EALD scales and writing samples</p> <p>Literacy Plan presented to staff for ratification end of term 1 Reception teachers finalise agreements on the teaching of literacy.</p> <p>T&D for all teaching staff on using EALD scales-Term 2 Moderation sessions planned end of Term 2.</p>

Operational Plan - 2015

Curriculum and Pedagogy:

Australian Curriculum: Students will be taught HASS and the Arts. Teachers will become familiar with Health and Phys Ed in the AC. Child Protection curriculum

Pedagogy: Improvement in student achievement in learning through differentiation of the curriculum and use of intellectual Stretch to meet the needs of all students

Targets	Actions	Outcomes
<p>All Teachers plan, implement and assess HASS and the Arts Whole school approach to teaching HASS and The Arts</p> <p>All teachers have participated in familiarisation with Health and Phys Ed curriculum and planned and delivered a unit of work.</p> <p>Child Protection Curriculum implemented across R-7</p> <p>Teachers programs and teaching show evidence of differentiation to meet the needs of learners. All students have learning goals set and reviewed each term.</p>	<p>Australian curriculum: Report format to be reviewed and adapted to meet the AC reporting requirements incorporating HASS and The Arts HASS and The Arts planning, implementing and reporting across all year levels. Whole school approach to teaching HASS determined</p> <p>Planning to show evidence of higher order thinking strategies, Familiarisation with Health and Phys. Ed and Technology curriculum in the Australian Curriculum</p> <p>Child Protection Curriculum All staff participate in Responding to Abuse and Neglect training Staff have access to training in Child Protection curriculum Child Protection curriculum reviewed and R-7 program developed.</p> <p>Pedagogy: Focus on Intellectual Stretch, Executive function and Curriculum differentiation. One TfEL domain identified as a focus R-7 each year over 3 years. Develop opportunities for shared learning within site and across Partnership</p> <p>Students engage in learning that has high cognitive demand.</p> <p>T&D using outside expertise to support common knowledge base.</p>	<p>Reporting group to review and revise reporting format Reports used in Term 2&4 which reflect the AC current requirements.</p> <p>PLC's plan scope of teaching of HASS across year levels and show evidence of consistency in teaching.</p> <p>All teaching staff have participated in T&D in the Arts, Health and Technology</p> <p>All staff will be up to date with RAN-EC T&D and Child Protection curriculum</p> <p>Child Protection program across all year levels taught.</p> <p>Teachers have common understanding of IS, EF and differentiation Staff participate in cross site professional sharing Performance Development process reflects focus on IS,EF, and differentiation TfEL framework used as the vehicle for teaching across the school</p> <p>Planning and programs incorporate high order thinking and strategies. Consistent use of language across the site and local partnership</p>