

LITERACY OPERATIONAL ONE YEAR PLAN 2018 - LPS

This is what the Data is telling us...	Teachers will...	Leadership will...
<p>Through analysis of multiple sets of data the following areas were identified as areas for improvement:</p> <p>Reading comprehension to include interpreting explicit information, making inferences, retrieving information and reflecting on texts.</p> <p>Reading for different purposes</p> <p>Reading fluency needs to improve</p> <p><u>LITERACY GOALS</u></p> <ul style="list-style-type: none"> <li>Students develop higher order comprehension skills for reading a variety of genres and texts</li> <li>Students develop oral language skills to enable them to communicate confidently about texts with others</li> <li>Improve reading achievement</li> </ul> <p>TARGETS: All learners to achieve one year's growth in literacy Students who did not reach SEA standard will be targeted with intervention strategies using MacqLit with a trained teacher (money from Literacy first to support this programme)</p>	<p>Use Learning Intentions and Success Criteria and Visible Learning Strategies</p> <p>Follow Literacy Agreement and teach higher order comprehension skills Staff to use the Best Advice Papers series for Literacy and intervention strategies Use the Three Waves of Intervention within the classroom</p> <p>Encourage students to participate in Premier's Reading Challenge and to read regularly at home</p> <p>Participate in analysis of Running Records, PAT R, NAPLAN and reading level data to inform programming and planning</p> <p>Use Education Dashboard + Scorelink to track the progress of all students in their classes</p> <p>At the School Information sessions, in newsletters and interviews, share the importance of hearing children read at home</p> <p>JP teachers will work towards setting up an Oral Language Agreement for 2018 to include:</p> <p>Explicitly teach</p> <ul style="list-style-type: none"> <li>oral language skills</li> <li>listening skills</li> <li>oral scaffolding</li> <li>oral presentation skills</li> </ul> <p>so students will confidently express themselves in written and oral form during lessons and in a variety of contexts</p> <p><b>Partnerships will</b></p> <p>Provide RESULTS+ support through 0.2 leadership role within Partnership – Kirralee Baldock Allocate funding to support partnership Improvement plan</p>	<p>Support professional learning to strengthen implementation of agreed teaching strategies</p> <p>Provide support for staff to collaboratively share teacher practice and programming within a PLC structure</p> <p>Have clear processes, working with teachers, to identify students for support and intervention for Literacy Intervention– Multi-Lit, Mini-Lit</p> <p>Embed clear and consistent data collection and analysis processes across site and partnership - NAPLAN, PAT R, PASM, Moderation in writing for reports</p> <p>Provide Human resources</p> <ul style="list-style-type: none"> <li>Visible Learning</li> <li>SSO time</li> <li>Planned NIT for like year levels</li> <li>PLC's Built into Staff Meeting Time to share successes and also what goals need to be achieved and how</li> <li>RE-visit Running Records with facilitator</li> </ul> <p>Provide resources to support teaching and learning programs</p> <ul style="list-style-type: none"> <li>Guided reading resources</li> <li>Literature Circle Resources</li> </ul> <p>Engage with the community through</p> <ul style="list-style-type: none"> <li>Parent reading tips and information in newsletters/blogs/ICT</li> <li>Scholastic book fair</li> <li>School newsletter information</li> <li>Promote reading through kindy packs and parent session</li> </ul> <p>Adhere to Partnership agreements</p>

**NUMERACY OPERATIONAL ONE YEAR PLAN 2018 - LPS**

This is what the data is telling us ...	Teachers will...	Leadership will...
<p>Through analysis of multiple sets of data the following areas were identified as areas for improvement:</p> <ul style="list-style-type: none"> <li>• Big Ideas in Number</li> <li>• Place Value</li> <li>• Geometry</li> <li>• Understanding the questions</li> </ul> <p><u>NUMERACY GOALS</u></p> <ul style="list-style-type: none"> <li>• Students understand and apply problem solving strategies</li> <li>• Students understand and use and apply mathematical skills</li> <li>• Improve numeracy achievement growth</li> </ul> <p>TARGETS: All learners to achieve one year's growth in numeracy Students who did not reach SEA standard will be targeted with intervention strategies based on Di Seimens work with a trained teacher (money from Literacy first to support this programme)</p>	<p>Follow <u>Maths Agreement</u> and embed in classroom practice the Natural Maths pedagogy so students can show their learning in multiple ways</p> <p>Engage in Professional learning Big Ideas in Numbers</p> <p>Focus on teaching the mathematical proficiencies of fluency, understanding, problem-solving and reasoning</p> <p>Explicitly teach problem solving skills</p> <p>Participate in analysis of PAT M , NAPLaN data to inform programming and planning</p> <p>Use of Education Dashboard and Scorelink to track the progress of individual students in numeracy</p> <p>Confer with colleagues about results on the data wall</p> <p>Share the Maths strategies being used at School Information session and in class newsletters</p> <p>Engage in collaborative moderation in Maths with support of SLIP personnel Persuasive</p> <p><b>Partnership will...</b></p> <p>Will provide support for Results + through the Partnership Coordinator Kirralee Baldock (Position to be refilled)</p>	<p>Support professional learning to strengthen the implementation of agreed teaching strategies</p> <p>Provide support for staff to collaboratively share teacher practice and Professional Learning in Big Ideas in Number</p> <p>Embed clear and consistent data collection and analysis processes across site and partnership - NAPLAN, PAT M</p> <p>Have clear processes, working with teachers, to identify students for support and intervention in Numeracy</p> <p>Provide human resources</p> <ul style="list-style-type: none"> <li>• TRT release</li> <li>• LDAM, support in maths moderation and task design in conjunction with Partnership (Cheryl Broughton)</li> </ul> <p>Provide resources to support teaching and learning programs</p> <ul style="list-style-type: none"> <li>• Natural Maths books</li> <li>• Maths strategies posters</li> <li>• Problem boxes</li> </ul> <p>Engage with the community through</p> <ul style="list-style-type: none"> <li>• Natural Maths Parent books</li> <li>• Parent workshops</li> <li>• School newsletter information</li> </ul> <p>Adhere to Partnership agreements</p>

**VISIBLE LEARNING OPERATIONAL ONE YEAR PLAN - 2018**

This is what the data is telling us.....	Teachers will.....	Leaders will.....
<p>That the language of Learning Intentions and success criteria was not suitable for all levels and therefore not being embraced by all staff.</p> <p>Ongoing feedback has not been a priority:            Teacher to student            Student to teacher            Student to student            Feedback to self</p> <p>Expert learner strategies were not being used and were too wordy</p> <p><u>VISIBLE LEARNING GOALS</u></p> <ul style="list-style-type: none"> <li>Teachers consistently design and deliver quality learning that engages and intellectually stretches students through Visible Learning to achieve a 0.4 or more growth.</li> <li>Teacher expectation is that students will cultivate a positive mindset towards learning through the use of dispositions (Super Learner)</li> <li>Teachers engage in collaborative moderation to inform the design of quality learning tasks. Teachers refer to the Australian Curriculum, Teaching for Effective Learning framework and Australian Professional Standards for Teachers for continual improvement of professional knowledge and practices</li> <li>Design a vision for the school through consultation process</li> </ul>	<p>Consistently use the language of learning intentions and success criteria</p> <p>R-6 will use the words <u>Goals and Success</u>            Y7 will use the words <u>Learning Intentions and Success Criteria</u></p> <p>Work towards utilising ongoing feedback to empower students to take control of their learning</p> <p>Reinforce the language of the Super Learner and the strategies for strengths (dispositions)</p> <p>Work 1:1 with the Impact Coach to reflect on their practice and be open to learning conversations</p> <p><b>Partnerships will.....</b></p> <p>Provide two professional development days for moderation</p> <p>Expect staff to attend two days of Corwin training and Impact Coaches to attend a further two days training</p>	<p>Provide ongoing training and support for Visible Learning by building money into the budget for the next two years</p> <p>Support planning days for moderation in Partnership Groupings</p> <p>Provide staff meeting times for designing quality learning tasks and build on our collective efficacy in the way we</p> <p>Will visit classes regularly to support the Visible Learning Programme</p> <p>Support the LDAM work by leading moderation groups Across the Partnership</p> <p>Use data to produce size of growth effect for students in mathematics</p>

**WELLBEING OPERATIONAL ONE YEAR PLAN 2018- LPS**

This is what the data is telling us...	Teachers will.....	Leadership will.....
<p>Through analysis of multiple sets of data the following areas have been identified for improvement.</p> <ul style="list-style-type: none"> <li>• Addressing Bullying Behaviour</li> <li>• Resilience</li> </ul> <p><u>WELLBEING GOALS</u></p> <p>Due to the amazing success of our Behaviour Education Practices there will be a continued focus of Behaviour Education through restorative justice processes</p> <p>There will be a consistent focus on wellbeing in particular in our wider community</p> <p>Child Protection Curriculum and the Kids Matter Framework</p> <p>Introduction of a programme to Year 6 students where there will be single sex groups. This is a per-cursor to Growth and Development for year 7 students -. The year 6 programme has arisen through a needs based survey.</p>	<p>Teach Social and Emotional Learning activities in class.</p> <p>Plan and implement the Child Protection Curriculum</p> <p>Strengthen Restorative Justice Practices at all levels of behaviour education</p> <p>Use our School Values consistently so that students will further demonstrate understanding of our values in all aspects of school life (academic learning, interactions with others and to be able to self-regulate)</p> <p>Year teachers will work with Liza Gibbs our Wellbeing Coordinator. Assisting her will be our Pastoral Support Worker.</p>	<p>Support the wellbeing learning programmes within classrooms.</p> <p>Learning discussions will be incorporated into PDP's on:</p> <ul style="list-style-type: none"> <li>• school values,</li> <li>• child protection curriculum</li> </ul> <p>Continuation of Well-Being Team and weekly meetings: (Members: Principal, Deputy Principal, Leader of Wellbeing, Pastoral Support Worker &amp; Aboriginal Education Teacher.</p> <p>Re-Establishment of Kids Matter team – led by Leader of Wellbeing, to meet at least once per term. (Members: Leader Of Wellbeing, AET, Teacher, SSO, ACEO)</p> <p>Well-being leader to work with our Pastoral Support Worker to implement a programme for Year 5 males and females (separately); The programme is " Wise Guys &amp;</p> <p>Planned parent/community workshops: 1 per term</p>