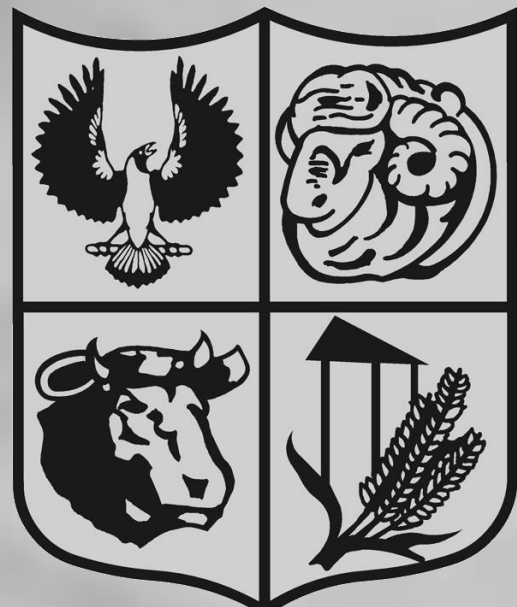


2015 - 2018

SITE IMPROVEMENT PRIORITIES



KEITH AREA SCHOOL



# 2015-2018 Site Improvement Priorities



**Objectives**

- Growth data for students is reviewed and informs practise and planning at the classroom level, cohort and whole school level
- Best practise identified and shared
- Using data to identify trends and patterns from class to class and over time (year to year)
- Continuous review processes in place (plan and act, review and respond) at classroom level, cohort and faculty levels

**Strategies**

- Collect and analyse data as evidence that programs are effective
- Keep abreast of current trends and research to ensure we offer programs shown to make a difference
- Train teachers and leaders in using evidence to inform practice at individual classroom level, across year levels and whole school level
- Using data to track and monitor learners growth (individually and at cohort and class level)
- Using eDiaf tool to review areas for improvement and identify areas of strength
- Analyse NAPLAN/PAT-RC/PAT-M/Minute Maths, phonemic awareness, (and others) to triangulate learners' progress and
- Continue to develop our data management systems and internal processes to collect, analyse and share data in an efficient and timely manner

**Disciplined Dialogue Questions**

- What does the data telling us
- What isn't the data telling us
- What does the research say
- What (if anything) will we do now / next?

**DIFFERENTIATION**

**Objectives**

- Common language used by staff to highlight the waves of differentiation and the implications on the way they assess and deliver a teaching and learning program
- Teachers using waves of differentiation in their programs to cater for the needs of each learner

**Strategies**

- Introduce 4 waves of differentiation as a concept and common language to identify the levels of differentiation
- Reviewing a range of data sets and tools in order to be deliberate about when, how and what to differentiate
- access professional development to increase awareness of and range of strategies to support differentiation

**TEACHER / TEAM DEVELOPMENT**

**Outcomes**

- Teachers seeking feedback from students and peers regularly
- Teachers using feedback as a tool to reflect on their own performance and setting goals for aspects or elements to improve
- Students feel that their voice matters and is being listened to
- Growth in teacher capacity and performance
- Teachers sharing practise and resources
- Agreements which make processes and practices clear to existing and new staff
- Everyone operating from the 'same page'
- Consistency in expectations / application
- Continue to develop a culture of continuous improvement to ensure teaching and learning programs are as effective

**Strategies**

- Teachers engaging in the use of TfEL though their work in PLCs and as part of their professional development goals
- Using PLCs to work individually and in groups to unpack, experiment with and review own teaching practice
- Regular PLC meetings with a focus on performance improvement and student learning
- Structured time for PLCs to meet
- All teaching staff participate in PLCs
- Non-teaching staff to participate in PLCs
- Developing shared agreements and being accountable to the team
- Encourage, mentor and develop staff skills in keeping each other to account (positive conflict)

**INTELLECTUAL STRETCH/GROWTH MINDSET**

**Outcomes**

- Common language -growth vs fixed mindset
- Learners have a growth mindset
- Learning tasks have 'high challenge' to extend students thinking and provide opportunities to engage a range of 21st century learning skills

**Objectives**

- All teachers have a clear understanding of the role of numeracy in their learning area, and are able to reiterate this clearly to other staff, students and wider community.
- All teachers will seek to increase all students' mathematical knowledge and fluency. This could occur at any time and in any learning area.
- All teachers will explicitly plan purposeful and engaging numeracy tasks in authentic contexts within their learning area.
- All teachers will explicitly model the thinking required to successfully solve an unfamiliar numeracy problem in their learning area.

**Strategies**

- Promote mathematics to students and the wider community as an integral part of everyday life both verbally and visually. Highlight careers, jobs, hobbies, events, financial planning etc. that have essential numeracy components.
- Ensure that all F-10 mathematics teaching includes unfamiliar problems; modelling how to unpack and eventually solve.
- Use the NAPLAN "Misconceptions Tool" to target specific areas for improvement.
- Continue to promote Ann Baker's "Natural Maths" approach and develop common understandings and agreements F-6, and beyond.
- Ensure Numeracy is on the performance development agenda for all staff and promote professional development and the sharing of ideas and resources.
- Audit maths resources including games, artefacts, textbooks or e-books and expand on the range of resources available to students and staff.
- Collect and analyse "Minute Tests" data from F-10 (F-1 modified) twice a term.
- Develop common agreements and approaches to "Mental Maths" across F-10 as an embedded part of mathematics lessons with the aim to increase student accuracy and fluency around "Fast Facts".
- Conduct regular audits to gather information regarding attitudes (growth/fixed mindset), numeracy experiences, needs, engagement with AC etc. of staff, students and community.

**NAPLAN Targets**

Year 3 – Band 3 or above  
 Year 5 – Band 5 or above  
 Year 7 – Band 6 or above  
 Year 9 – Band 7 or above

**Increasing Higher Achievement**

Increase the number of students to 40% of each cohort per year achieving a Band that is two or more above the SEA minimum.

**PAT-M Targets**

Year	Test	SEA Scale Score
3	3	110 or above
4	4	115 or above
5	5	120 or above
6	6	124 or above
7	7	125 or above
8	8	128 or above
9	9	130 or above
10	10	132 or above

Note that an improvement from one year to the next is expected to be between 3-10 scale score points.

**Objectives**

- All teachers embed literacy within their teaching practice, recognising it as an essential skill that students must develop to become successful learners and effective members in the wider community.
- All teachers understand the literacy demands on learners within their area. They use varied teaching methodologies to provide opportunities to develop each individuals' literacy learning, showing a clear approach to differentiated learning.
- All teachers will seek to expand the literacy knowledge and understanding of all students, through the planning and implementation of literacy tasks relevant to their learning area/s.
- All teachers will administer and analyse literacy data regularly, adapting their teaching approach to monitor each students' progress of learning. The overarching expectation that all students will develop their literacy skills and experience success.
- Increase in the number of students reading at or above school targets.
- Improvements in reading and comprehension noted in PAT-RC and NAPLAN results.

**Strategies**

- Develop common agreements, frameworks and shared resources to improve consistency across all Primary and Secondary classes
- Continue to review reading targets and school benchmarks which are inline or higher than the DECD standards.
- Use class newsletters, parent interviews, Assemblies and involvement in literacy activities and awards to promote literacy in the community.
- Teachers accessing professional development to further understandings around teaching reading and comprehension.

**KAS Reading Targets**

Year Level	Reading Level	Oxford Sight Words
Foundation	7-10	50-100
Year 1	17-20	75-200
Year 2	23-26	175-300
Year 3-8	30-35	275-424

**NAPLAN Targets**

Year 3 – Band 3 or above  
 Year 5 – Band 5 or above  
 Year 7 – Band 6 or above  
 Year 9 – Band 7 or above

**Increasing Higher Achievement**

Increase the number of students to 40% of each cohort per year achieving a Band that is two or more above the SEA minimum.

**PAT-RC Targets**

Year	Test	SEA Scale Score
3	3	100 or above
4	4	110 or above
5	5	115 or above
6	6	120 or above
7	7	124 or above
8	8	127 or above
9	9	130 or above
10	10	135 or above

Note that an improvement from one year to the next is expected to be between 3-10 scale score points.