2017 Woodcroft Primary School Site Improvement Plan

Vision

Our learners are engaged, creative, challenged, resilient and successful… driven by authentic student voice.

Values

Respect: We believe all individuals can learn and make a meaningful contribution to community and environment.
Caring: We treat others, as we want to be treated and work to provide a safe learning environment for all.
Responsibility: We are committed to on-going improvement and the use of data to inform quality teaching and learning.
Cooperation: We work collaboratively to improve the learning and wellbeing of all students in our school.
Excellence: We celebrate the success of self and others and take pride in our school and community.

Context

Quality Teaching and Learning

- Collection and analysis of standardized and teacher judgment achievement and growth data F-7 is supported by the use of Sentral, Scorelink and data walls. Putting faces on the data and mapping growth trends inform SMARTAR Goal development and greater personalisation of teaching and learning programs.
- A variety of approaches to teaching/learning Literacy and Numeracy are applied in classrooms. Whilst many common elements exist between classes/teachers, particularly in Literacy, greater consistency is required.
- Collecting diagnostic student learning data F-7 and using it to inform teaching is promoted as an element of best practice. Targeted Numeracy and Literacy intervention processes are embedded across the school with an early years focus.
- STEM subjects have historically had a relatively low profile in our school. The increasing need for ICT and critical and creative thinking capabilities in the global labor market demands a more comprehensive approach to supporting student learning in this area, as per DECD policy and priorities.
- As a member of the Panalatinga Schools’ Partnership, maintaining focus on improving student performance, closing the gap between achievement and retention in higher bands for numeracy and reading, and continued transfer and sharing of effective practice (task design, assessment and moderation).

Wellbeing for Learning

- Suspension/exclusion data is overrepresented by a minority of students, with multiple repeat suspensions again issued to individuals in 2016.
- Chronic non-attendance of individuals does not represent a significant issue for our. Overall attendance in 2016 was 92.7%, down from 93.3% in 2015. The attendance of our ATSI population was 91.4% in 2016, down from 91.7% in 2015. We remain aspirational and vigilant with regard to achieving and exceeding the DECD target of 95%.
- 99% R-2 students report feeling happy and safe in the classroom most or all of the time; 80% of 3-7 students report they either like or love school.
- Play is the Way forms the foundation of our whole school approach to pro-social behavior development and Personal and Social Capabilities learning, with regular game play and consistent use of positive language critical to the efficacy of the program.
- Student perceptions of themselves as learners and sense of influence over their learning are fundamental to creating safe learning environments and improving outcomes.
- Transition processes are based on clear communication with all stakeholders and strong relationships with feeder/destination sites and between year levels. Internal information sharing mechanisms are being developed on-going, in alignment with our whole-school improvement cycle.
## Improvement priorities

### High Quality Teaching and Learning

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<thead>
<tr>
<th>Strategies</th>
<th>Whole School Commitments to Action</th>
<th>Lead Responsibility</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Provide planned and regular opportunities for staff to work within and across year level groups to develop common understanding and greater consistency in the allocation of A-E grades through regular and collaborative moderation of students’ work. PD3 RP1/RP2</td>
<td>Sharing of effective practice, assessment judgements and task design processes, within and beyond PLCs. Professional in-service focussing on consistent and effective processes for assessing and moderating student achievement and task design in Mathematics. Actively involve students in understanding their reports and the resulting implications for their future learning. This includes explaining to students what A-E grades mean and talking through their reports with them.</td>
<td>Josh</td>
<td>All students Year 1 and 2 make middle or upper growth in Running Records, as per DECD Term 3 instructional data. All ATSI students in Years 1-3 to increase Running Records level by 10 per year, as per DECD Term 3 instructional data. All students make at least 12 months growth in PAT-R and Pat-M, and middle or upper growth in NAPLAN Reading and Numeracy. 100% of students in HB in Year 3 and Year 5, across all NAPLAN areas, remain in HB in Year 5 and 7 respectively. EALD students improve their demonstrated Language and Literacy achievement by two scale levels.</td>
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<td>Embed regular and strategic use of self-review processes to determine, and act upon, the impact school strategies and practices are having on both teacher practice and student learning outcomes. PD1/PD2 RP1/RP2/RP4</td>
<td>Adhere to self-review cycle and related processes. Continual updating of permanent data walls for Reading (RR and Pat-R) and Mathematics (Pat-M) to ensure they can be accessed and utilized by teachers in an efficient manner to track and monitor student growth. Class teachers will engage in SMARTAR improvement cycle to plan, implement and review targeted teaching and learning for the full range of ability and achievement levels.</td>
<td>Josh</td>
<td>Matt Jason</td>
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## Wellbeing for learning

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<td>Strengthen the capacity of students to have greater influence over their learning through a specific focus on feedback and intellectual stretch. PD3 RP3</td>
<td>Increase communication of attendance data to staff and school community, with explicit reference to site and DECD targets.</td>
<td>Jason</td>
<td><strong>TfEL Compass results indicate improvement in relevant student growth domains.</strong></td>
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<td>All classes engaged in Play is the Way, with a focus on developing personal and social capabilities through purposeful play, inquiry, consistent language and ‘Life Raft’ resources.</td>
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<td>See Teaching and Learning outcomes.</td>
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<td>Exceed 95% attendance rate across whole-school, all year levels and ATSI &amp; EALD cohorts.</td>
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<td>100% students report feeling safe at school “most” or “all of the time”.</td>
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Work closely with leaders to align professional learning with SIP priorities and embed resulting whole-school pedagogical practices. PD1/PD2 RP2/RP3

Reconfiguration of section teams into professional learning communities, with focus on professional inquiry aligned with site and partnership priorities and student learning outcomes. Performance conversations focused on agreed pedagogies and actions linked to site improvement priorities and whole school policies and agreements. Support increased leadership time in classrooms to improve common understandings with teaching and support staff, specifically in relation to student needs, targeted teaching and effective pedagogies.

Kristian/Josh/Sue

All staff have electronic PDP aligned with SIP and Partnership Priorities, with written feedback from line managers provided twice annually.

Leadership Team log total of 200hrs in classes supporting teaching and learning in non-interrupted times (9.00-10.20am Mondays and Wednesdays).