

MNEC Site Improvement Plan 2015-17

SIP

- Telling Our Stories: Building student voice capacity and confidence in communicating choices and simple story telling.
- This Place Our Space: affirming a sense of identity, engagement and connection with learning spaces at school.

Other influences

- From DECD Strategic directions alignment with : Higher standards of learner achievement - maximise learning, successful learners, confident individuals and raising standards of achievement & Engaging children in planning and decision making processes.
- DECD –Using Results + approaches especially with Numeracy.
- **CIP – Hatties Research – Collective teacher efficacy and Response to intervention.**
- Partnerships– learning about and **incorporating Growth Mind Sets.**
- Integrating Teacher standards into SIP.
- Using Early Years Learning to further support understandings and student outcomes.

Support Structures & Self Review

- Curriculum team inquiry & release 2015 /2016. Curriculum Coordinator 2017.
- Performance Management Processes- integrating teacher standards.
- Data and Review schedules.

Site Improvement Plan 2017 Strategies

Strategies	Telling Our Stories Literacy and Wellbeing	Common Thread	This Place Our Space Numeracy, STEM, Outdoor Learning	Review Schedule
Data Strategy	<p>Literacy Assessment Tools, reframed, to collect individual student data in term 1 & collate as class.</p> <p>TROLL data, tracking, starting conversations, communicating personal experiences, asking questions, reading & attending to books- story line & characters, writing</p> <p>PAT- R 2nd year, focus on vocab & comprehension</p> <p>To review data and decide directions, Behaviour incident records and Data Dashboard for attendance.</p> <p>Engagement Matrix – tracking empathy & confidence scores- comparative data. Tracking curiosity, resilience for problem solving & managing challenges</p>	<p>Data entry of MNEC Student- Data Profile – each student to have a Profile for ongoing data entry.</p> <p>To work collaboratively with staff to collect and analyse data for curriculum development and decide directions.</p>	<p>Continue using Numeracy Assessment Tools.</p> <p>PAT-M 1st year.</p>	
Student Goal Strategy	<p>Target of <i>80% Pre reading/reading</i> with review mid year.</p> <p>Individual student Attendance goals.</p> <p>Individual student Pre Reading and Reading goals, 1 with reference to student data, sharing data with parents in One Child/One Plan meetings ,</p> <p>Target of <i>75%</i> student wellbeing with review mid-year.</p>	<p>Identifying long term student goal and monitor with shorter goals (SMARTER)</p> <p>Each student having a data profile to track one years growth / share with parents and students as possible</p> <p>A stronger student voice focus/ choice or noting of students interests to influence goals. <i>2016 format to articulate the goal in student language and parent input?</i></p>	<p>Individual student Numeracy & Problem solving goals, <i>Target of 70%</i></p> <p>Individual student goal in Engagement & Wellbeing related to Qualities for Learning.</p>	

		<p>Initial Goals to be set by end of term 1 with reference to student data, sharing data with parents in meetings , incorporating student voice/ choice, using One Child One Plan</p>		
<p>Curriculum</p>	<p>Strong focus on personalising meaning of qualities for learning and Growth mindset (“Play is the Way”).</p> <p>Greater scripting for students (language) – strength based & growth mind sets. (“Play is the way”) session in Whole school fitness session and in an afternoon group)</p> <p>Student leaders have active roles within our site.</p> <p>Utilities the Middle years (yr. 6,7,8,9) “Survey of Wellbeing and Student Engagement” Data to target areas for growth</p> <p>Utilities services of the “Child Wellbeing Practitioner” & NDIS service providers.</p> <p>Build on interventions - SHINE, Protective Practices, Hygiene focus for student wellbeing.</p>	<p>Developing strategies for student voice/ choice with explicit teaching opportunities for student to collect data to make decisions.</p> <p>Exploring The TfEL Student Voice Audit tiles for example learning design, research in Literacy and Numeracy. Opportunities for students to co-design their learning.</p> <p>To work within the Partnership on Priority areas of “to maximise SACE achievement for all learners”, “most effective and high impact approaches to improving the engagement and achievement of children and students by building student persistence”, “Address decline in Attendance and build a culture of regular attendance”, “Explore AEDC and literacy and numeracy data to understand the implications the results have on the work of the partnerships”</p>	<p>Use the language of the Early Years Indicators - to develop student understanding for instructions in daily life.</p> <p>Investigate STEM Learning Design and Assessment to help stretch our students.</p>	

<p>Strategies</p>	<p>Consolidating Jane Farrell strategies e.g. sign in book, shopping scripting, guided questions, literacy multi-level activities and shared reading.</p> <p>Reading approaches to develop empathy, understanding of feelings, scripting opportunities to depersonalise.</p> <p>Using questions in story telling what happened? & for re-call.</p> <p>Noticing and building on student interests with range of texts/media.</p> <p>Developing opportunities to write and simple publishing/ sharing of student poems & stories. Making simple books.</p>	<p>Significant Student Voice Classroom Projects to develop process for decision making and celebrate outcomes more systematically. Celebrating student voice/ choice in the Arts. Celebrating student effort at Assemblies and KidsMatter sessions</p> <p>Consolidating Auslan Key Word signing with regular staff refreshers.</p> <p>Integrating Dreamtime stories; <i>ACEO support planned</i></p>	<p>Utilise student learning opportunities in the Quarry, Observe student interactions to develop further.</p> <p>Gazebo installed and exploring greater use of Gazebo but also outside learning space, explore.</p> <p>Consolidating re-cycling ideas- class processes to recycle paper- developing responsibility & sustainability. Consider water sustainability</p> <p>Incorporating Play is the way and Yoga into whole school fitness. All classes weekly Gymnastics sessions. Basketball Carnival – incorporating some student voice decisions.</p> <p>Engaging wider community in the use of faculties.</p>	
<p>Professional Development Strategy</p>		<p>Component 4 of KidsMatter training with intention for accreditation in 2017</p> <p>Student voice audit tiles- staff learning and trialling</p> <p>CIP – Hatties researching – effective strategies – Collective Teacher Efficacy and Response to intervention</p> <p>One Plan/ One Child</p> <p>PMD Triads for Teachers</p>	<p>Protective Practices</p> <p>WHS induction – audits and maintain safe play spaces</p>	