Site Improvement Actions 2018

Learning for life

Literacy & Numeracy Improvement
Tracking, monitoring and responding to every learner's growth

Improving Pedagogy
Innovating, Personalising and Empowering Learning

Learner Wellbeing
Building & Embracing Confident, Inclusive & Diverse Learners

RESPECT   RESPONSIBILITY   ACHIEVEMENT   HONESTY

DATA
Use NAPLAN, SEA & PAT data to identify the needs of all learners in numeracy & literacy

DATA
Know each students data, design learning that challenges every student

DATA
Staff and students use Daymap to track and monitor each students data in relation to attendance and behaviour.

MAKING LEARNING VISIBLE
Professional Development designed to improve confidence of staff to use data and differentiate instruction

MAKE LEARNING VISIBLE
Further develop staff capacity to identify and provide clear learning intentions both for the specific discipline and for Critical & Creative Thinking

MAKE LEARNING VISIBLE
Use data with students to co-design responses to wellbeing at class, cohort and school level

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REPORTING & ASSESSMENT
Learning conversations with parents include discussions regarding progress and goals related to literacy and numeracy

REPORTING & ASSESSMENT
Developing assessment to identify evidence and measure growth against the Critical and Creative Thinking Continuum

REPORTING & ASSESSMENT
Students conduct an audit of classroom climate and design and deliver findings and suggestions to staff each term

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Every teacher has access to the tracking, monitoring data and more than 30% of staff report that they strongly agree that they use data to plan for teaching and learning.
Students in Year 9 with high NAPLAN achievement in Year 7 maintain high band achievement and all students in Years 9-11 maintain or improve achievement in Maths & Literacy.
Learning conversations in the Middle School include the use of data to set goals for growth.
Students report that teachers share and discuss data with them.
Senior students have learning conversations mid term to track and monitor progress in relation to interim reports.

Increasing numbers of students report that they strongly agree (14%) or agree (35%) that they are challenged in their learning.
Learning walks, professional practice processes and classroom observations demonstrate teachers using learning intentions with students.
Learning walks demonstrate that students can identify the skills and/or understandings they are developing in the learning block.
Every student report in Year 8-10 includes Critical Thinking in Semester 1 and Critical and Creative Thinking in Semester 2

Home group walkthroughs and cohort surveys demonstrate students use Daymap to check attendance.
Students work alongside staff to analyse and design responses to cohort learner wellbeing needs at least once per term.
Year Level Teams design and deliver cohort specific programs in response to data each term.
Staff and students report that suggested actions have been implemented as a result of the audit.

Literacy & Numeracy Improvement

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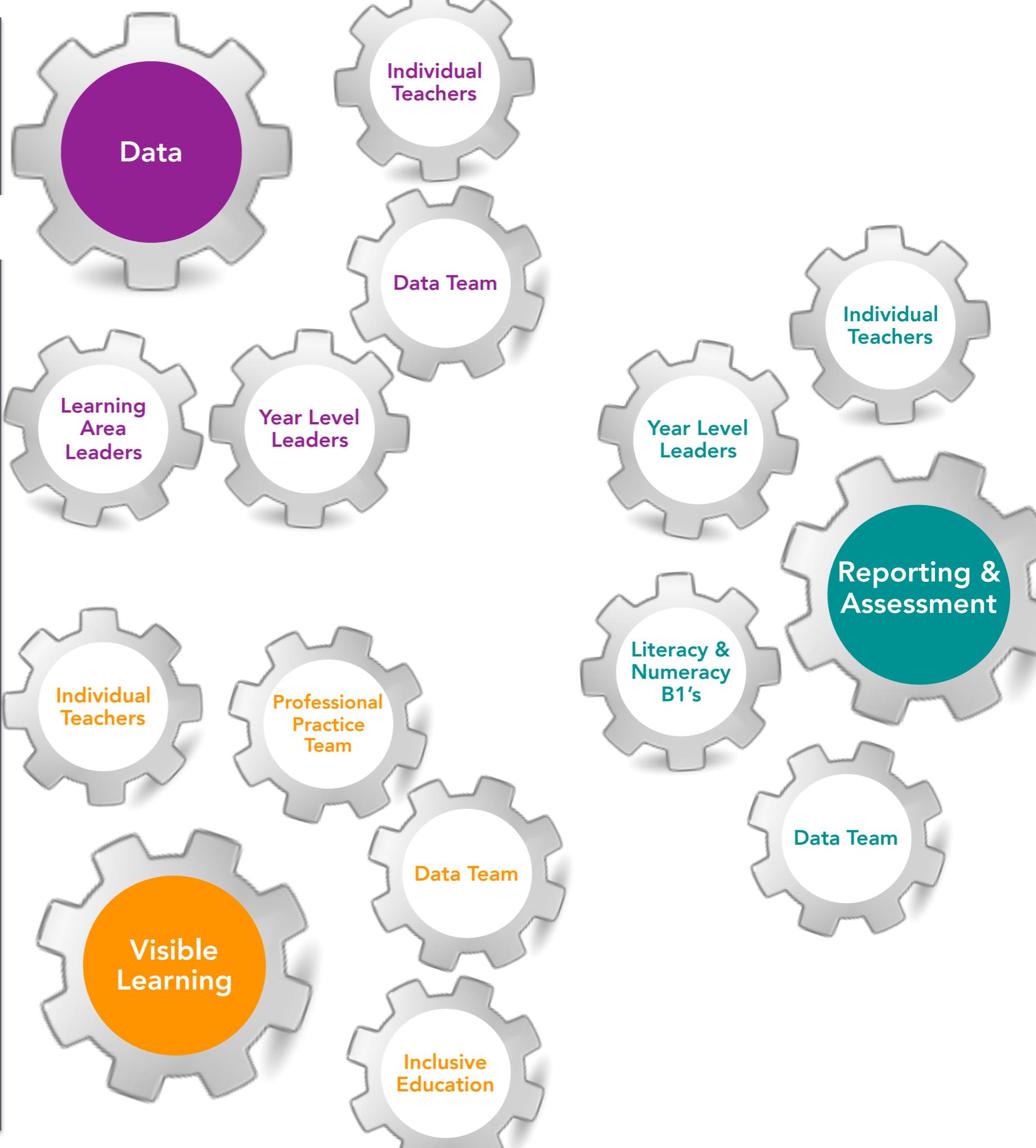
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Data

Individual Teachers

Data Team

Learning Area Leaders

Year Level Leaders

Individual Teachers

Year Level Leaders

Reporting & Assessment

Literacy & Numeracy B1's

Data Team

Individual Teachers

Professional Practice Team

Data Team

Visible Learning

Inclusive Education

Literacy & Numeracy Improvement
Tracking, monitoring and responding to every learner's growth

The use of **data** to **drive improvement** and **measure growth** and **impact** is core to our improvement and a key direction provided in the 2017 External Review. This is reliant upon the identification, organisation and distribution of meaningful data sets by the Data Team led by Senior Leader Shane Cunningham. The use of data needs to be embedded practice and scheduled during regular professional development, Learning Area and Huddle times.

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Individual Teachers

Year Level Leaders

Data

Data Team

Learning Area Leaders

Learning Area Leaders
- Using diagnostic data to identify readiness of students
- Using NAPLAN, PAT and GPA to identify students requiring additional support and stretch
- Using class A-E distribution to identify strengths and areas for improvement
- Using data provided by Inclusive Ed to support the development of differentiated programs
- Using attendance data to demonstrate correlation to achievement
- Using disposition data to identify areas of focus

Year Level Leaders
- Using NAPLAN, PAT and GPA to identify students requiring additional support and stretch
- Using GPA to identify student growth
- Using class A-E distribution to identify strengths and areas for improvement
- Using data provided by Inclusive Ed to support the development of differentiated approaches
- Use attendance data to track and monitor potential students art risk
- Using disposition data to identify areas of focus

Teachers
- Using NAPLAN, PAT and GPA to identify students requiring additional support and stretch
- Using class A-E distribution to identify strengths and areas for improvement
- Using data provided by Inclusive Ed to support the development of differentiated programs
- Using disposition data to identify areas of focus
- Identify opportunities to collect and analyse data for targeted use

Literacy & Numeracy Improvement
Tracking, monitoring and responding to every learner's growth

Making the Learning Visible occurs when teachers see learning through the eyes of students and help them become their own teachers. Critical to this is the learner understanding and being able to answer the following three questions: How am I going? Where am I going? Where to next?

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Data Team

Professional Practice Team

Visible Learning

Inclusive Education

Individual Teachers

The Data Team
- Providing ongoing updated data sets accessible by all staff
- Allocating PD and Huddle time to explore data sets to determine where students are in their learning and what next steps are required
- Providing PD to ensure all staff can access and utilise data

Professional Practice Team
- Coaching peers to use data to develop hunches utilising the spiral of inquiry
- Supporting the use of data to inform and design differentiated programs including appropriate challenge for students at risk
- Supporting staff to identify and stretch students in the top bands or with high GPA
- Supporting teachers to set learning intentions and success criteria

Inclusive Education
- Provide professional development to ensure teachers have strategies to support and differentiate for low level literacy and numeracy
- Support the development of in-class strategies through coaching and co-teaching approaches
- Students goals and strategies are clearly communicated to staff

Teachers using data to differentiate practice
- Using data in conversations with colleagues to explore effective approaches to meet the needs of students
- Access Professional Development and optional Huddles to increase skills in data and differentiated instruction
- Incorporate student data in conversations with the student and their family with a focus on goals and improvement
- Developing strategies and providing opportunities for students to develop understandings of how they are going, where they are going and what to do next.

Literacy & Numeracy Improvement
Tracking, monitoring and responding to every learner's growth

Reporting and Assessing for Learning provides critical opportunity, prior to, during and post learning to ensure students understand how they are going, where they are going and the next steps in their literacy and numeracy development.

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Gears diagram
- Data Team
- Year Level Leaders
- Reporting & Assessment
- Literacy & Numeracy B1's
- Individual Teachers

The Data Team
- Providing data sets that allow identification of growth.
- Ensuring all students are accounted for in NAPLAN, PAT and whole cohort assessment/surveys

Year Level Leader
- Reporting to Principal and Deputy in regards to data of cohorts and effectiveness and adjustments to strategies implemented

Literacy & Numeracy Leaders
- Working with Learning Area Leaders to ensure the assessments developed provide opportunity for student to demonstrate growth

Teachers using data to discuss learning
- Identify students who have demonstrated high achievement in Year 7 or 9 NAPLAN and ensure students are stretched and challenged achieve high (A bands)
- Utilising data in learning conversations with students and family
- Developing skills to communicate the strategies students should apply to support literacy and numeracy

Improving Pedagogy
Innovating, Personalising and Empowering Learning

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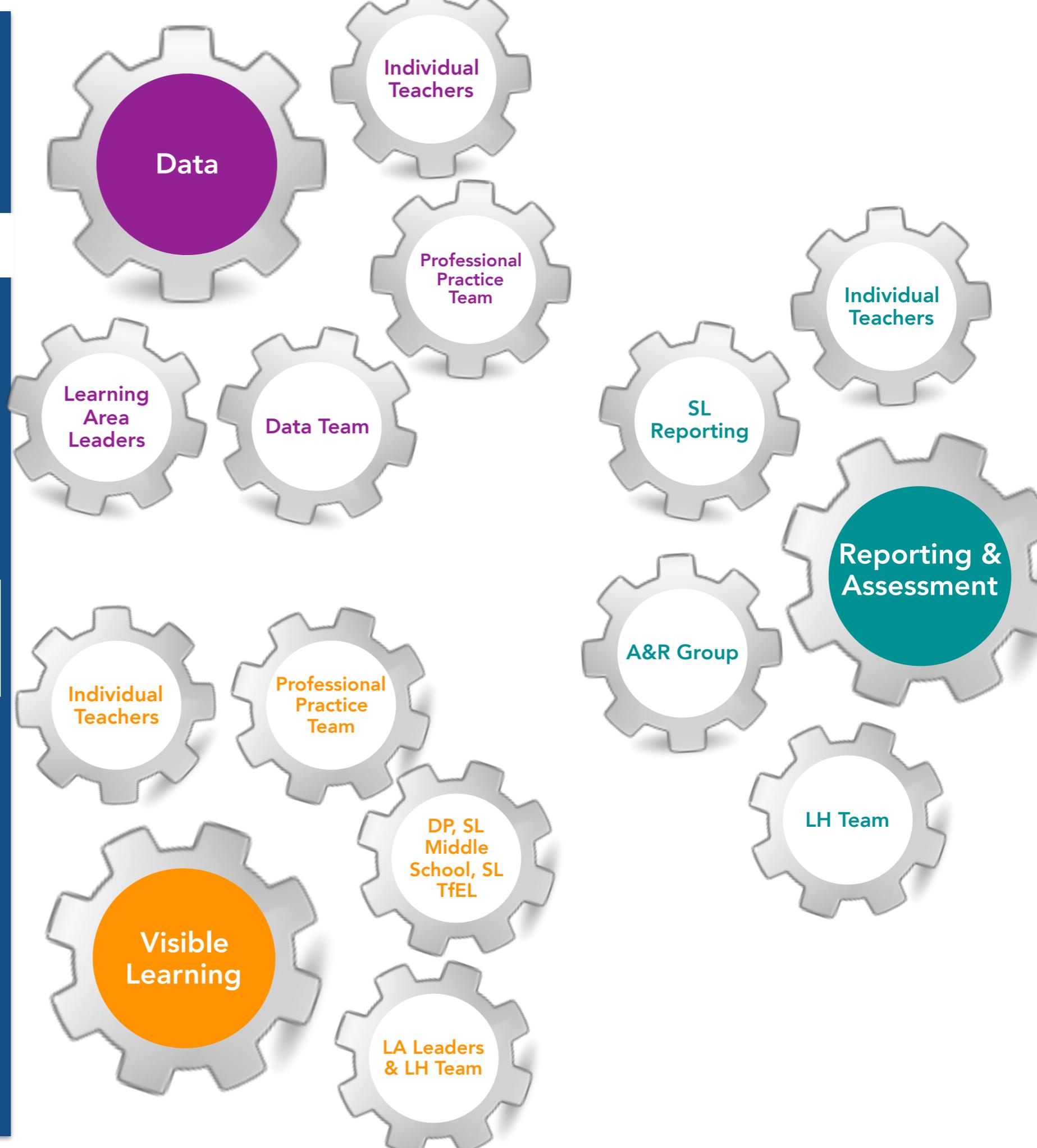
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Data

Individual Teachers

Professional Practice Team

Learning Area Leaders

Data Team

Individual Teachers

SL Reporting

Reporting & Assessment

A&R Group

LH Team

Individual Teachers

Professional Practice Team

DP, SL Middle School, SL TfEL

Visible Learning

LA Leaders & LH Team

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The use of **data** to develop an understanding of each and every learner is key in responding to

- Learning Area Leaders
- Professional Practice Team
- Data
- Data Team
- Individual Teachers

Data Team
- Providing updated data including attendance, A-E, and Behaviour on a 5 week cycle.

Learning Area Leaders
- Using attendance, behaviour, A-E &/or disposition data to develop hunches and lead the inquiry and design of responses in teams.

Professional Practice Team driving pedagogy
- Using attendance, behaviour, A-E &/or disposition data to develop hunches and lead the inquiry and design of responses in teams.

Teachers using data to differentiate practice
- Using attendance data to demonstrate correlation to achievement
- Using disposition data to design effective interventions
- Using attendance, behaviour, A-E &/or disposition data to develop hunches and inquire into learning

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Making **learning visible** through taking the mystery out of the **purpose** and **sequence** of learning is critical in developing empowered and self-directed learners and a key direction provided in the 2017 External Review.

Deputy & SL MS, SL TfEL

Learning Area Leaders, LH Team

Visible Learning

Professional Practice Team

Individual Teachers

Deputy Principal, SL Middle School & SL TfEL
- Developing consistent language and expectations regarding Learning Intentions and Success Criteria
- Providing PD on Effective Quality Teaching approaches and establishing Learning Intentions and Success Criteria
- Ensuring Student Voice is embedded and co-design is further developed

Learning Area Leaders & LH Team
- Ensuring all Task Design includes CCT
- Using walkthroughs, observations & dispositional data to determine whether students feel challenged

Professional Practice Team
- Supporting teachers to establish Learning Intentions and Success Criteria
- Supporting Teachers to identify and assess CCT

Teachers making learning visible
- Establishing clear Learning Intentions and providing clear Success Criteria

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Reporting and assessment ……
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SL Reporting

A&R Group

Reporting & Assessment

LH Team

Individual Teachers

Senior Leader Assessment & Reporting

- Establishing process for reporting CCT
- Providing PD on reporting and assessing CCT

Assessment & Reporting Group

- Developing (with SL) effective reporting models for CCT
- Supporting staff through PD to assess CCT

LH Team

- Providing PD and resources to increase staff understanding and effectiveness to provide opportunities and assess CCT
- Providing PD for starters and plenaries that develop CCT

Teachers using data to discuss learning

- Accessing PD related to CCT
- Ensuring all tasks provide opportunity to demonstrate CCT
- Incorporating starters and plenaries that develop CCT

Learner Wellbeing
Building & Embracing Confident, Inclusive & Diverse Learners

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MAKE LEARNING VISIBLE
Use data with students to co-design responses to wellbeing at class, cohort and school level
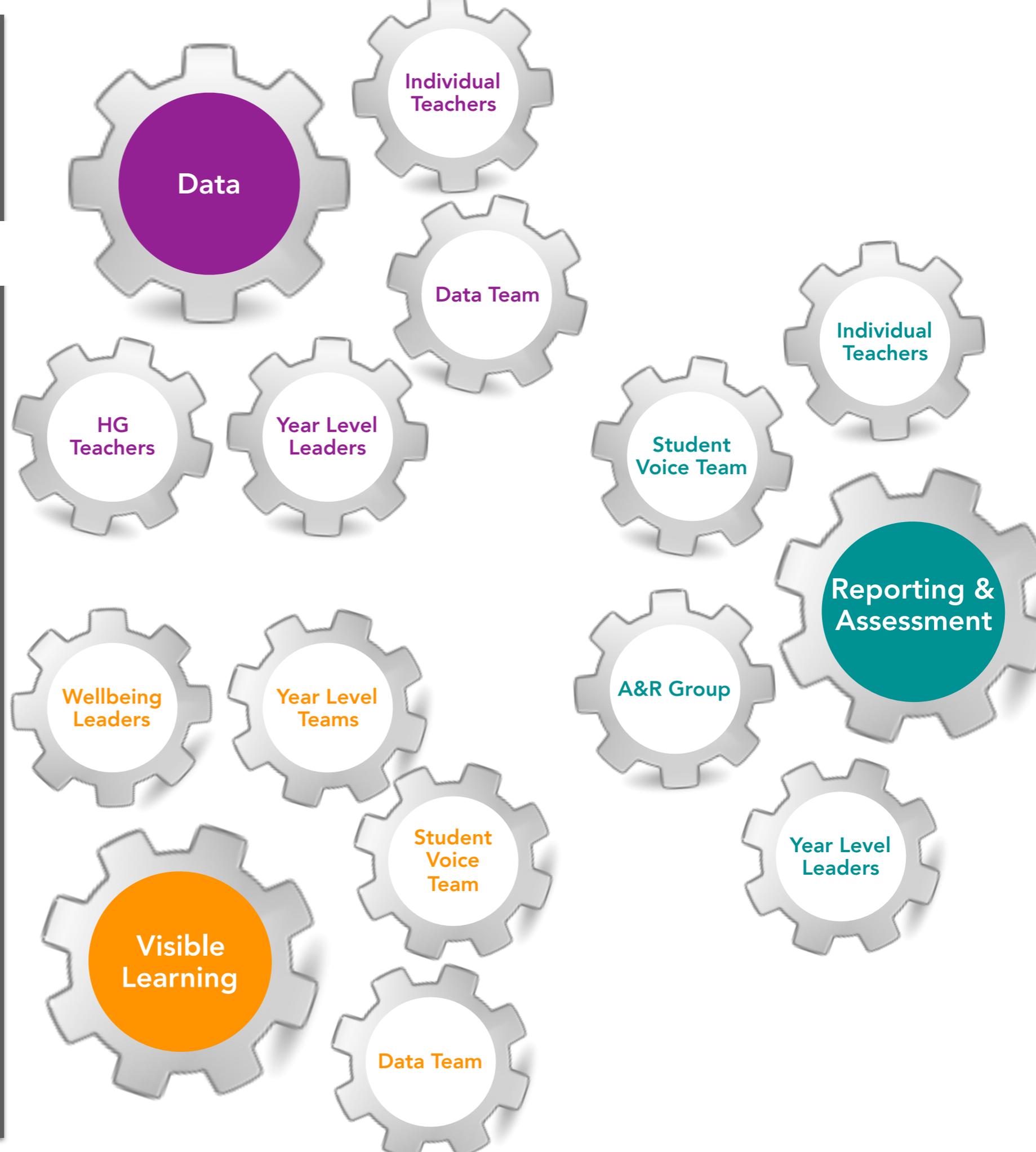
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Data

Individual Teachers

Data Team

HG Teachers

Year Level Leaders

Individual Teachers

Student Voice Team

Reporting & Assessment

A&R Group

Year Level Leaders

Wellbeing Leaders

Year Level Teams

Student Voice Team

Visible Learning

Data Team

Learner Wellbeing
Building & Embracing Confident, Inclusive & Diverse Learners

The use of **data** to track monitor and respond to learner wellbeing is essential for proactive and deliberate approaches to develop resilient learners. Learner Wellbeing is everyone's core business and the development of positive relationships between teachers and students is essential for effective learning.

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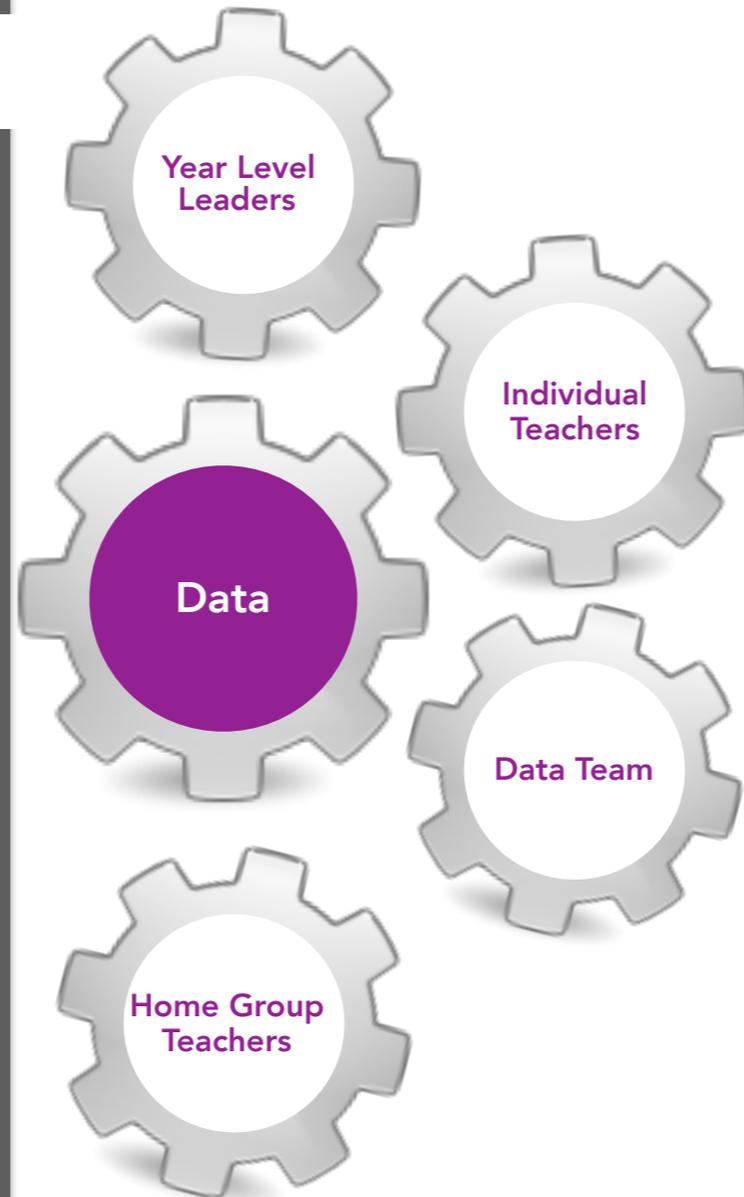
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Year Level Leaders

Individual Teachers

Data

Data Team

Home Group Teachers

Home group Teachers
- tracking and monitoring of student attendance and behaviour
- communicating to parents/caregivers in regards to attendance and behaviour

Data Team
- Providing updated attendance and behaviour data on a 5 week cycle
- Scheduling distribution and analysis of data related to wellbeing

Teachers
- Ensuring students do not have any unexplained absences
- Communicating home and where relevant to YL team regarding attendance and behaviour

Learner Wellbeing
Building & Embracing Confident, Inclusive & Diverse Learners

Developing a shared approach both in preventing and responding to cohort specific wellbeing needs is crucial to developing effective improvement in learner wellbeing. This relies on understanding what is relevant (why), what the goal is (intentions) and what role we each have in contributing to the improvement.

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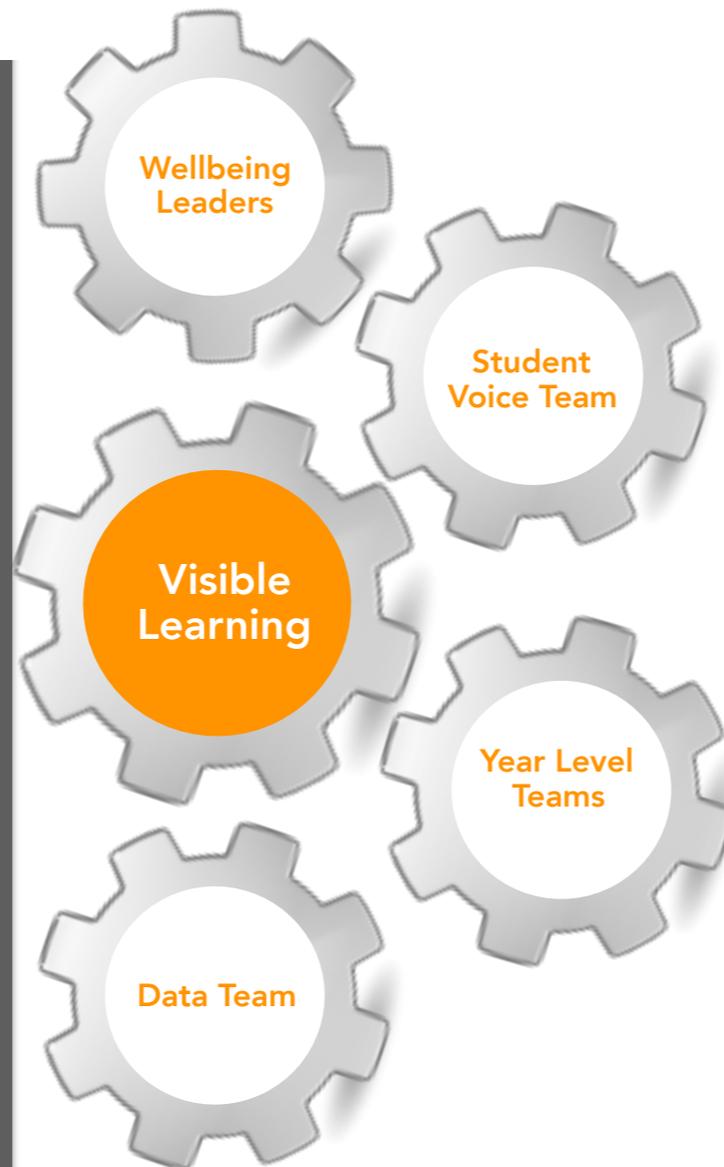
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Gears: Wellbeing Leaders · Student Voice Team · Visible Learning · Year Level Teams · Data Team

Wellbeing Leaders
- Analysing data to identify targeted areas for wellbeing and developing PD to build staff understanding of strategies to implement with students
- Developing proactive strategies to reduce potential wellbeing challenges
- Developing programs in response to identifies areas of focus and communicating to the school community to ensure staff, students and wider community understand why and how responses are being implemented

Student Voice Team
- Collecting and Analysing student feedback and reporting to staff
- Communicating and providing opportunities for students to identify wellbeing needs
- Developing approaches to implement to increase learner wellbeing

Year Level Teams
- Working with the Student Voice Team to develop actions in response to data wellbeing and communicating this to the cohort community
- Establishing shared goals with the cohort establishing clear reasons as to why and how identifies learner wellbeing actions are being implemented
- Developing programs in response to identifies areas of focus and communicating to the school community to ensure staff, students and wider community understand why and how responses are being implemented

Data Teams
- Developing and providing clearly presented and analysed data

Learner Wellbeing
Building & Embracing Confident, Inclusive & Diverse Learners

Utilising students as assessors provides insight into the perspectives and experiences of students. Ongoing communication via a range of platforms to students and their family in regards to developing learner wellbeing leads to better outcomes for learners.

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A&R Group

Student Voice Team

Reporting & Assessment

Year Level Leaders

Individual Teachers

Senior Leader Assessment & Reporting
- Establishing the reporting of student wellbeing
- Developing and including more specific records on reports for attendance

Assessment & Reporting Group
- Working with SL in developing more specific records of attendance in reports

Year Level Leaders
- Reporting to Principal & Deputy each term to share Year Level Wellbeing data
- Reporting the effective of wellbeing strategies and interventions

Teachers
- Participating in student audit of classroom climate and applying strategies provided by Learner Wellbeing Team, Year Level Teams and Student Voice to increase student wellbeing