

Redwood Park Primary Site Improvement Plan 2018

At Redwood Park School, in partnership with our community, our overarching objective is to embed a range of teaching practices which develop children's mindsets and dispositions to ensure they are powerful learners and intellectually stretched.

Literacy strategic focus

Targets (For improved outcomes)							Strategies- Actions	Outcomes																																								
<table><tr><td>Running Records</td><td colspan="2">Total No. of students</td><td colspan="2">No. that will achieve SEA standard</td><td colspan="2">No. that will achieve TTG standard</td></tr><tr><td>Year 1 – level 16</td><td>45</td><td>56</td><td>37</td><td>56</td><td>29</td><td>53</td></tr><tr><td>Year 2 – Level 26</td><td>48</td><td>45</td><td>31</td><td>45</td><td>16</td><td>43</td></tr></table>							Running Records	Total No. of students		No. that will achieve SEA standard		No. that will achieve TTG standard		Year 1 – level 16	45	56	37	56	29	53	Year 2 – Level 26	48	45	31	45	16	43	<ul style="list-style-type: none">• All teaching staff refer to, respond & action RPPS Literacy agreement• Implement PASM, SPELD reading program.• Literacy coach to train SSOs to monitor implementation of reading programs• Use Learning Design to ensure consistency within the cycle of planning, programming and assessing• Reading intervention teacher to mentor staff in planning and implementing a balanced reading program• Explicitly teach and implement strategies through guided inquiry processes that embed thinking skills and questioning• Differentiate the learning with multi entry points• Allocate Literacy First Funding to engage staff in professional learning to build teacher confidence and capacity to intellectually stretch students learning.• Utilise TfEL tools to inform teacher practice• Use MARKIT, PATTracker and NAPLAN to analyse data to identify trends• Track and monitor student growth against Achievement standards on REPORTIT	<ul style="list-style-type: none">• All teaching staff implement and action Redwood Park Literacy agreement.• Students are meeting TTG Partnership standards for Running Records• Use a balanced reading program with guided reading and comprehension strategies embedded as part of weekly teaching and assessment cycle• Intervention & support is reviewed termly through data analysis: TGI (Tracking, Growth & Intervention)• 100% of staff using NAPtracker & PATtracker to analyse and track student progress• 100% of students achieving a minimum of 12 months growth each year• Teachers can demonstrate individual students’ progress and record improvement on REPORTIT. (ERR 3,5)• Increase in % of student achievement in High Bands and retention of those students (NAPLAN & PAT R)• Teachers are engaged in professional learning to develop pedagogy to intellectually stretch all students(ERR2)• Staff plan with SLLIP & Literacy coach to implement LDAM model to differentiate pedagogy.(ERR 1,2,4)																			
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Black – 2017 data Red – 2018

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Numeracy strategic focus



Redwood Park Primary Site Improvement Plan 2018

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ICT – We aim to Engage students in deep learning through implementing new pedagogies and constructing authentic learning experiences that leverage technology. We aim to develop learners who are critical and creative thinkers and responsible users of ICT that have an appreciation of the impact of ICT on their world.

Targets (For improved outcomes)	Strategies- Actions	Outcomes
<p>Build teacher capacity to continually improve their 21st Century teaching pedagogy.</p> <p>PLCs and teachers use the DT Hub digital technologies scope and sequence to inform pedagogy.</p> <p>All teachers to work with ICT coordinator to plan teaching and learning in Digital Technologies for their class throughout the year.</p> <p>Ensure students can create, apply & present / publish authentically or digitally for a range of audiences.</p> <p>Student survey data will indicate that at least 80% of students are using ICT to support learning at least once a day.</p>	<p>Year level targeted PD will be given to staff, in the form of Staff meetings and after school pop up workshops.</p> <p>Teachers will use the Digital Technologies Hub Scope and Sequence to plan, implement and assess student's understanding of the Digital Tech Curriculum and ICT Capabilities.</p> <p>IT Coordinator to work with staff to support the completion of their PDP ICT goals.</p> <p>Students will have the opportunity to present work using a range of Digital Technologies. Eg 3D printer, Blogs, iMovie.</p> <p>Staff will ensure that ICT becomes part of everyday learning and is embedded into planning.</p>	<ul style="list-style-type: none"> 100% of staff have the skills and confidence required to effectively teach digital technologies curriculum and to support students to have the required ICT capabilities 100% of teachers actively engaging with the DT Hub Digital Technologies Scope and Sequence. Increase opportunities for students to develop ICT interests and to share their skills All students participate in surveys and resulting data used to inform teacher planning All students understand responsible digital citizenship

Improve Learner wellbeing and engagement

<p>Student resilience & wellbeing are essential for both academic & social development & this is optimised by the provision of safe, supportive & respectful learning environments.</p> <p>The 2017 DECD Survey of Wellbeing & Student Engagement indicated the following percentages.</p> <table><tr><th colspan="3">Wellbeing</th><th colspan="3">Engagement</th></tr><tr><td>Happiness</td><td>48%</td><td>70%</td><td>School belonging</td><td>61%</td><td>75%</td></tr><tr><td>Optimism</td><td>58%</td><td>75%</td><td>Engagement</td><td>26%</td><td>70%</td></tr><tr><td>Perseverance</td><td>36%</td><td>70%</td><td>Cognitive Eng.</td><td>54%</td><td>70%</td></tr><tr><td>Em. regulation</td><td>27%</td><td>70%</td><td>Sleep</td><td>64%</td><td>75%</td></tr></table>	Wellbeing			Engagement			Happiness	48%	70%	School belonging	61%	75%	Optimism	58%	75%	Engagement	26%	70%	Perseverance	36%	70%	Cognitive Eng.	54%	70%	Em. regulation	27%	70%	Sleep	64%	75%	<p>Continue to develop teaching & learning strategies to promote the development of Growth Mind sets & resilience.</p> <p>Continue to review, refine & implement processes to improve school culture & reduce the incidence of inappropriate behaviour, bullying & harassment.</p> <p>Annual Wellbeing & Student Engagement Survey is conducted, reviewed & responses implemented.</p>	<ul style="list-style-type: none">Teachers explicitly embed strategies to develop resilience in learning in planning and teachingStudents demonstrate respectful & inclusive behaviours in line with school valuesStudents demonstrate confidence in their learning as identified in student surveysStudents develop Growth Mind sets & Resilience skills
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Professional Learning Communities

- APST – St 3 – Plan and implement effective teaching and learning
- Plan units of work and assessment tasks
- Formative & Summative Assessment
- Moderation

Technologies

- Build teacher capacity – workshops
- Digital Citizenship
- Higher order thinking
- Science Technology Engineering Mathematic (STEM)



Leading Teaching and Learning

- Literacy and Numeracy First
- Teaching for Effective Learning (TfEL)
- R-7 Agreements (Mathematics and Literacy)
- Tracking and monitoring student growth
- Assessment and Moderation

Partnership - TTG

- Evidence Based Improvement
- Intentional Teaching & Intervention for all
- Intentional pedagogical practice and impact on learning
- Powerful Learners and Growth Mind set dispositions on learning.

Powerful Learners

- Growth Mindset - Dispositions for Learning - General Capabilities - Wellbeing

