



SURREY DOWNS

R-7 SCHOOL

Site Improvement Plan 2018 - 2020

Our Vision

Surrey Downs R-7 School is a community committed to successful learning in a cohesive, collaborative environment.

Our Values

- Respect
- Collaboration
- Compassion
- Quality
- Success

At Surrey Downs we celebrate the diverse quality learning opportunities offered to our school community. We seek and plan for success for all of our students and strive to improve the quality of our teaching and the learning outcomes for our students across the curriculum. We endeavour to build 'Learning Power' in our students to maximise the potential of each learner. This document details the strategies and targets for improvement in the areas of Literacy, Numeracy, STEM, Building Learning Power and Quality Teaching and Learning and reflects the key improvements that were identified outcomes of our External School Review in 2017.

VALUING SUCCESS AND MAXIMISING POTENTIAL

LITERACY

Priority	Targets	Strategies	Indicators of Success
Develop consistency in Literacy programs across the site	NAPLAN Year 3 – Band 3 and above Year 5 – Band 5 and above Year 7 – Band 6 and above	Development of whole school Literacy Agreement and monitoring of implementation. R-2 PLC Focus on using Running Records to inform Teaching and Learning	Consistency within Literacy programs across year levels. Consistent and regular analysis of reading skills and behaviours of students to inform individual student goals for guided reading.
Provide opportunities for intellectual stretch for high achieving students	Pat R Year 1 – 80 or above Year 2 – 91 or above Year 3 – 100 or above Year 4 – 110 or above Year 5 – 115 or above Year 6 – 120 or above Year 7 – 124 or above	Literacy and Numeracy First funding to release teacher for 0.2 to work with students in top 2 Bands through Extend program.	Increase in the number of students achieving in the top two bands and being retained in these bands.
Provide intervention programs that are data driven	Running Records Rec – 5 (SEA), 8+ (TTG) Year 1 – 13 (SEA), 16+ (TTG) Year 2 - 21 (SEA), 26+ (TTG)	Implement MiniLit and MultiLit as targeted intervention programs for those students below benchmark.	Decrease in the number of students not meeting the SEA.
Track and monitor student achievement in Literacy		Staff use MarkIt to record and analyse student Literacy data to inform planning. Staff released in teams through NIT timetable to plan and moderate together.	Common data collection across the site with the ability to track student progress.

VALUING SUCCESS AND MAXIMISING POTENTIAL

NUMERACY

Priority	Targets	Strategies	Indicators of Success
Develop consistency in Numeracy programs across the site	<p>NAPLAN</p> <p>Year 3 – Band 3 and above Year 5 – Band 5 and above Year 7 – Band 6 and above</p>	Development of whole school Numeracy Agreement and monitoring of implementation.	Consistency within Numeracy programs across year levels.
Provide opportunities for intellectual stretch for high achieving students	<p>10% improvement per year level in student achievement in the top two bands.</p> <p>Pat M</p> <p>Year 1 – 80 or above Year 2 – 91 or above Year 3 – 101 or above Year 4 – 110 or above Year 5 – 112 or above Year 6 – 120 or above Year 7 – 121 or above</p>	<p>Year 3-7 teachers to work with SLLIP as part of a PLC to plan, teach and moderate for intellectual stretch for high achieving students.</p>	Increase in the number of students achieving in the top two bands and being retained in these bands.
Provide intervention programs that are data driven		Implement MiniLit and MultiLit as targeted intervention programs for those students below benchmark.	Decrease in the number of students not meeting the SEA.
Track and monitor student achievement in Numeracy		<p>Staff use MarkIt to record and analyse student Numeracy data to inform planning.</p> <p>Staff released in teams through NIT timetable to plan and moderate together.</p>	Common data collection across the site with the ability to track student progress.

VALUING SUCCESS AND MAXIMISING POTENTIAL

STEM

Priority	Targets	Strategies	Indicators of Success
<p>Develop STEM learning skills in students from Rec – Yr 7</p> <p>STEM focus in included in all learning activities</p>	STEM Learning integrated across all subject areas	<p>Targeted staff PD around learning design and integration of STEM principles</p> <p>Staff members trained as part of STEM 500 Strategy to share learning with whole staff.</p> <p>Engagement in Engineering is Elementary program across all year levels Rec – Yr 7</p> <p>Showcase of successful STEM based learning undertaken in classes.</p> <p>Opportunities to collaboratively plan and teach and assess STEM learning through PLCs</p>	<p>Common language of STEM across all year levels.</p> <p>Clear evidence of STEM Principles within all learning settings.</p> <p>Engineering principles more evident in learning activities.</p> <p>STEM Learning occurring throughout the site not just in specialist STEM rooms.</p>

BUILDING LEARNING POWER

Priority	Targets	Strategies	Indicators of Success
<p>Develop a Rec – Yr 7 approach to fostering the skills and dispositions to be Powerful Learners</p> <p>Increase student agency within the learning environment</p>	<p>Common language of Powerful Learning is evident in all classrooms</p> <p>Students aware of learning muscles and able to identify and use them</p> <p>Staff provide opportunities for students to increase student agency through Powerful Learning</p>	<p>Regular PD opportunities focussed on Powerful Learning at staff meetings</p> <p>Model language and behaviours of Powerful Learning</p> <p>Opportunities for staff sharing of successful Powerful Learning strategies used within classes</p>	<p>Powerful Learning strategies used within all classrooms.</p> <p>Common language of Powerful Learning across the site.</p> <p>Increased student agency within learning environments</p>

VALUING SUCCESS AND MAXIMISING POTENTIAL

QUALITY TEACHING AND LEARNING

Priority	Targets	Strategies	Indicators of Success
<p>Develop critical and creative thinking by collaboratively designing learning and common assessment tasks with a focus on questioning</p> <p>Provide opportunities to demonstrate skills and learning in new contexts</p> <p>Develop whole school agreements for delivery of Literacy and Numeracy</p> <p>Utilise student data to inform teaching practice</p>	<p>All Reception students gain satisfactory achievement of the Australian Curriculum standard in every curriculum area.</p> <p>95% of students in Years 1 - 7 record achievement of C or above in each curriculum area.</p> <p>Formative feedback aligned to transparent success criteria is provided for all learning experiences</p> <p>Learning programs cater for students who are below, above and at standard and provide stretch for those who are identified as coasting.</p>	<p>Develop pedagogy that is aligned to TfEL and suited to 21st Century Learners</p> <p>PLCs in operation to allow for common planning and moderation</p> <p>Collaboration and de-privatisation of classrooms through staff being released together for NIT for planning.</p> <p>Targeted PD for staff around site priorities and pedagogical improvement</p> <p>Engagement in Partnership focus around intellectual stretch for high achieving students</p> <p>Partnership Data Champions to train staff in how to analyse data using MarkIt, NAP-Tracker and PAT-Tracker.</p> <p>Using the BitL Tool and Question Matrices to support teaching and learning</p>	<p>Increased use in data to inform teaching and teachers able track and discuss individual student data and its impact on student learning.</p> <p>Clearly defined learning intentions in all classrooms.</p> <p>Evidence of differentiated curriculum for all students within classrooms.</p> <p>Comparison of questioning data in Terms 1 and 3.</p> <p>PDP discussion with staff around individualised learning programs for all students.</p>

VALUING SUCCESS AND MAXIMISING POTENTIAL