



Surrey Downs R – 7 School

2016 – 2017
Site Improvement Plan

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. We also seek to improve the quality of our teaching and the learning outcomes for our students across the curriculum. We seek to build 'Learning Power' in our students to maximise the potential of each learner. This document details some of the challenges we have set ourselves during the life of this plan.

Our Thinking	Our Priorities	Our Strategies
<p>We want the <u>learning</u> experience of every student to be positive and productive.</p>	<p>Literacy Whole school commitment to teaching Reading Comprehension.</p> <p>Develop a common understanding of and commitment to teaching Spelling.</p> <p>Numeracy Implement a sequence for the teaching of Natural Maths Secret Code R-7.</p> <p>Students using strategies to demonstrate their thinking processes in the proficiency stands of Understanding, Fluency, Problem Solving and Reasoning through complex problematized activities.</p> <p>Powerful Learners/Growth Mindset Introduce Learning Disposition to our school community.</p> <p>Pedagogy and learning tasks reflect the needs of all learners.</p>	<ul style="list-style-type: none"> • Implement Reading Doctor as an Intervention Program for students below benchmark in Early Years. • Maintain Reading Eggs as a core component of our literacy program. • T&D for all teachers on Spelling Strategies (e.g. Words their Way, Jolly Grammar, TEACH) • Collaborative planning in PLCs around writing/ spelling. • Continue to focus on using Natural Maths Strategies (problematize situations). • Introduce and use the scope and sequence for teaching the secret code. • Provide opportunities for students to apply learnt skills and concepts in relevant and meaningful contexts. • Develop a Whole School Numeracy Agreement. • Provide Professional Development around Habits of Mind. • Implement Habits of Mind in classrooms and at community level. • Explore Powerful Learners (Guy Claxton) in our context during PLCs. • Teachers to make Learning Intent explicit in all learning activities. • More whole site PD on differentiation – share good practice across sub schools. • Continue TfEL focus at fortnightly staff meetings by using TfEL Companion Documents.

<p>We want to see <u>improvement</u> in the outcomes for each of our students.</p>	<p>Tracking and Monitoring Ensure data informs teaching practise for all students.</p> <p>Provide intervention programs that are data driven.</p>	<ul style="list-style-type: none"> • P.L.Cs regularly analyse, track and monitor student achievement using the data wall and plan collaboratively for individual student progress. • All Staff use MarKIT to track student learning. • Release time for SSO/Teacher discussions and reviews. • Implement Multi Lit, Reading Doctor, and Quick Smart as targeted intervention for below benchmark students.
<p>We want to grow, and make explicit, the professionalism and <u>leadership</u> of our teachers and support staff.</p>	<p>Provide academic rigor for all students by Transforming Tasks.</p> <p>Performance Management Plans linked to SIP, AITSL Standards & TfEL.</p>	<ul style="list-style-type: none"> • Undertake Transforming Tasks P.D. and transform some learning activities, alongside SSOs working in classrooms. • Share Transformed tasks with staff members and receive collegiate feedback. • Performance Management Plans reflect 4 AITSL focus areas for Professional Conversations (1.2, 3.3, 4.1, 5.2) • Staff using TfEL Companion to guide part of staff meeting. • 2X2X2 students identified and monitored. • Collegiate Observations focus on Powerful Learners.
<p>We want to build the <u>connections</u> and the learning culture that will highlight Surrey Downs R – 7 as a strong, education focussed learning community.</p>	<p>Collaborative planning for teaching and learning programs.</p> <p>Engagement with partnership sites and priorities.</p>	<ul style="list-style-type: none"> • PLC time is provided regularly as part of staff meeting for Professional Learning as designated and collaborative planning. • Attend Upper Primary maths sessions with partnership schools. • Partnership priorities reflected in SIP (Numeracy, Powerful learners, Tracking and monitoring.) • Allocated time to meet with partnership staff at PD. • Pupil Free Day : Collaborative Professional Development

2016/17 Targets		
	Australian Curriculum	Satisfactory achievement of the Australian Curriculum Foundation standard in the areas English and Mathematics (Rec. only) 80% of students (Yr1-7) achieving "C" or above in the English and Mathematics
	NAPLAN	Year 3 2% increase in students achieving at Band 3 or above in Reading 2% increase in students achieving at Band 3 or above in Maths Year 5 2% increase in students achieving at Band 3 or above in Reading 2% increase in students achieving at Band 3 or above in Maths Year 7 2% increase in students achieving at Band 3 or above in Reading 2% increase in students achieving at Band 3 or above in Maths An overall improvement in the Upper growth bands in NAPLAN
	PAT R	75% of students achieving the following scale score or above Year 1 -80 Year 2 - 91 Year 3- 100 Year 4 - 110 Year 5 - 115 Year 6 - 120 Year 7 - 124
	PAT M	75 % of students achieving the following scale score or above Year 1 -90 Year 2 -100 Year 3- 110 Year 4- 115 Year 5- 120 Year 6 -124 Year 7 - 128
	Running Records	80% of students achieving at or above following instruction levels Rec - 5 Year 1 - 15 Year 2 - 21