



# GLENCOE CENTRAL P.S. Site Improvement Plan 2017-2018

**DRAFT**  
Last updated: 15/11/2016

TfEL site focus, to support the development of Powerful Learners:

- Domain 2.2, 'Conditions for Rigorous learning: Build a Community of Learners'
- Domain 2.4, 'Conditions for Rigorous learning: Challenge Students to Achieve High Standards'
- Domain 3.1, 'Develop Expert Learners: Teach Students how to Learn'

Operational focus for site, to support and sustain the development of Powerful Learners:

- Focus on use of Data: Develop capacity for dedicated data analysis and reflection to inform practice
- Focus on Attending Culture: High standard of professionalism as well as strengthening educational engagement of school community

## OUR VISION:

At Glencoe Central Primary School, **our core business is to improve learning outcomes for every student.** We will develop our students to become Confident, Powerful Learners with high levels of literacy, numeracy and critical thinking, as well as the initiative to achieve their personal best. They will develop the dispositions necessary to participate in a sustainable future in order to be successful citizens in a changing world.

### SECAV PARTNERSHIP VISION:

*Learners have dispositions to approach their learning and their future confidently*

## OUR CORE BELIEFS ABOUT LEARNING:

- 1) Students need to be engaged in a differentiated curriculum that promotes creative and critical thinking. (*negotiated learning*)
- 2) Students require clear feedback and goal setting to inform their progress and achievements. (*negotiated learning*)
- 3) When educators care about kids as people and let them know this, a strong positive impact on learning outcomes occurs.
- 4) Positive relationships between peers, staff, families and communities will strengthen students' learning opportunities. (*community of learners*)
- 5) Intervention targets specific learning needs, enabling all students to be extended and progress.
- 6) Educators need to be involved in targeted professional development that challenges thinking and supports best practice. (*community of learners*)
- 7) Real life experiences help to engage students in meaningful learning.

### INQUIRY FOCUS:

**Focus Inquiry Questions:**  
Each teacher sets individual **POP (Problem of Practice)** related to own practice – this is featured throughout their PDPs, personal development throughout the year

### External School Review Directives (from 2016):

- Increase students achieving at higher levels, by creating opportunities for students to engage in rigorous/ challenging learning
- Develop collaborative school-wide pedagogical approach – that aligns with and strengthens student influence on learning
- Work with school and families to maximise student learning and connect home-school/ school-home learning in authentic ways

## OUR VALUES:

We are a learning community that strives to develop the values of **CONFIDENCE, RESPECT, RESPONSIBILITY and DOING YOUR BEST**

SECAV Values:

GCPS Values link to SECAV's Respect, Service, Sustainability, Courage, Tenacity, Professionalism, Honesty and Integrity.  
**Question: How do we connect with SECAV Values of Service, Collaboration, Engagement and Trust?**

## OUR MOTTO:

**"ENGAGE, ENHANCE, EXCEL"**

## OUR PRIORITIES:

*Students will become Confident, Powerful Learners through our school focus on:*

- 1) **Developing quality writers**, through a school-wide pedagogical approach, including a focus on spelling, punctuation and grammar.
- 2) **Developing independent thinkers** who can transfer problem solving skills across, and beyond, school life.
- 3) **Developing quality dispositions in learners**, with a focus on personal and social capabilities.

<p><b>Priorities:</b></p> <p>The two or three key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes</p>	<p><b>Targets:</b></p> <p>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</p>	<p><b>Strategies:</b></p> <p>The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets</p>	<p><b>Evaluation Measures:</b></p> <p>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</p>
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<p><b><u>WRITING</u></b></p> <p>Develop quality writers, through a school-wide pedagogical approach, including a focus on improving spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> <li>• <i>What is a quality writer?</i></li> <li>• <i>Share and develop writing pedagogies across educators – develop knowledge</i></li> <li>• <i>Goal setting and negotiated learning – writing with purpose and intent</i></li> </ul> <p><b><i>TfEL priorities:</i></b></p> <p><b>2.2</b> <i>Build a community of learners: The teacher creates a culture where everyone inspires and encourages each other's learning</i></p> <p><b>2.4</b> <i>Support and challenge students to achieve high standards: The teacher has high expectations and guides each student to achieve their personal best.</i></p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of text types, writing skills, etc</li> <li>• Writing continuum under construction</li> <li>• NAPLAN</li> <li>• SEA</li> <li>• Goal Setting</li> <li>•</li> </ul>	<p><b><u>PEDAGOGY</u></b></p> <ul style="list-style-type: none"> <li>• Committed Literacy Block each day</li> <li>• Common approach to the teaching of Phonics including Jolly Phonics and THRASS, the strategies, the technical vocabulary and the language used</li> <li>• Explicit whole class teaching – writing strategies, comprehension, modelled, dictionary (through modelled, guided, group, individual writing)</li> <li>• JP students use text types developments from PM resources</li> <li>• Link genre/text type writing development across literacy block and into other subject areas as fits</li> <li>• Training and Development that is linked to Australian Curriculum (eg Multilit)</li> <li>• Explore 'Words their way' PD/resources</li> <li>• Clear practice of sharing writing progress/achievement/goals between home and school (eg Seesaw, books, meetings)</li> <li>• Link Problem Solving skills priorities to literacy activities</li> <li>• Explicitly share aspects of writing/literacy as they occur in other subject areas</li> <li>• Focus on commitment to sharing practices between teacher – moderation, what things do we do already, what do we need to do</li> </ul> <p><b><u>MONITOR GROWTH</u></b></p> <ul style="list-style-type: none"> <li>• Teachers adhering to 'Glencoe Required Assessments Schedule' – 100% students assessed, teachers input data into database (<i>what data?</i>)</li> <li>• Using assessment data to analyse individual and whole school progress, use staff mtgs for this – moderation, both site-based and SECAV, explore Dylan Wiliam's Formative Assessment</li> <li>• Providing explicit feedback to students/peers on progress</li> <li>• NAPLAN, SWST</li> <li>• Use writing continuum as it develops</li> <li>• To use observations to inform and guide teaching practices.</li> <li>• Examine/analyse Data, identify improvements needed in focussing data/targets</li> </ul> <p><b><u>INTERVENTION</u></b></p> <ul style="list-style-type: none"> <li>• Identifying Wave 1/2/3 kids - identify changes in programming/support as needed</li> <li>• Explore 'Words their way'</li> <li>• Explore Cross-Class Intervention, needs-based</li> </ul> <p><b><u>IMPROVEMENT CYCLE</u></b></p> <ul style="list-style-type: none"> <li>• Formal, scheduled time given to teacher-SSO planning for NEPs</li> <li>• Parent involvement –parent expo, assemblies, activity/education sessions run by classes</li> <li>• <i>Shared Practices, Moderation, Best Practices: explore across GCPS, SECAV</i></li> </ul>	<p>'Glencoe Required Assessments Schedule' including:</p> <ul style="list-style-type: none"> <li>- Single Word Spelling Test</li> <li>- NAPLAN</li> </ul> <p>Targeted focus in Staff Meetings, Training and Development</p> <p>Goal setting and accountability/reflection:</p> <ul style="list-style-type: none"> <li>- Individual student progress/goals</li> <li>- <u>Intervention</u></li> <li>- <u>NEPs</u></li> </ul> <p>Sharing Learning with home and school:</p> <ul style="list-style-type: none"> <li>- Range of formats/modes, including online (eg Seesaw)</li> <li>- High standard, assessed and moderated work, as well as draft/works in progress</li> <li>- NAPLAN data to analyse growth</li> <li>- Writing Continuum (as it develops)</li> </ul>
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<p><b>THINKING SKILLS:</b> Develop independent thinkers (problem solving, confident, flexible, positive dispositions) who can transfer problem solving skills across, and beyond, school life.</p> <ul style="list-style-type: none"> <li>• Failure seen as opportunity to learn</li> <li>• Identify problem solving, transfer across activities</li> <li>• Student responsibility for learning</li> <li>• Community of learners</li> <li>• Demonstrate willingness to take risks</li> </ul> <p><b>TfEL priority:</b> 3.1 Teach students how to learn: the teacher develops student understanding of learning and expands their strategies for thinking, learning and working collaboratively.</p> <p><b>WELLBEING:</b> Develop quality dispositions in learners, with focus on personal and social capabilities.</p> <ul style="list-style-type: none"> <li>• Relationships, communication, cooperation, self-control</li> <li>• Community of learners</li> <li>• Links to other sites/students</li> <li>• Student voice</li> </ul> <p><b>TfEL priority:</b> 3.1 Teach students how to learn: the teacher develops student understanding of learning and expands their strategies for thinking, learning and working collaboratively.</p>		<p><b>PEDAGOGY</b></p> <ul style="list-style-type: none"> <li>• Committed Numeracy Block each day.</li> <li>• Explicit whole class teaching – strategies, formats.</li> <li>• Training and Development that is linked to the National Curriculum (Perso Problem Solving, George Booker numeration, Ann Baker strategies)</li> <li>• Displays of numeracy work around the school.</li> <li>• To use observations to inform and guide teaching practices.</li> <li>• Resources – targeted, visuals, concrete materials.</li> <li>• Agreed practices for administering tests (opportunities for the test to be read to, clarifying misunderstanding of questions).</li> <li>• Ongoing: develop common language of numeration/place value across site for all stakeholders (students, staff, teachers) to a point where it is used confidently by all involved.</li> <li>• Common approach to the teaching of The Natural Maths Strategies including the language used.</li> <li>• <i>What would our agreed numeracy practices look like across the site?</i></li> </ul> <p><b>MONITOR GROWTH</b></p> <ul style="list-style-type: none"> <li>• Teachers adhering to 'Glencoe Required Assessments Schedule' – 100% students assessed, teachers input data into database</li> <li>• Using assessment data to analyse individual and whole school progress, use staff mtgs for this – moderation, both site-based and SECAV, links to Scorelink online, explore Dylan Wiliam's Formative Assessment</li> <li>• Providing explicit feedback to students and peers on progress</li> <li>• PAT/M online in September</li> </ul> <p><b>INTERVENTION</b></p> <ul style="list-style-type: none"> <li>• Develop targeted intervention based on data.</li> <li>• Identifying Wave 1/2/3 kids</li> <li>• <i>Explore Cross-Class Intervention, needs-based</i></li> </ul> <p><b>IMPROVEMENT CYCLE</b></p> <ul style="list-style-type: none"> <li>• Formal, scheduled time given to teacher-SSO planning for NEPs.</li> <li>• Share maths understandings with parents through parent information sessions and resources, activities/challenges in the school newsletter.</li> <li>• <i>Shared Practices, Moderation, Best Practices: explore across GCPS and SECAV</i></li> </ul>	<p><u>'Glencoe Required Assessments Schedule'</u> including:</p> <ul style="list-style-type: none"> <li>- PAT/I Can Do Maths R-7</li> <li>- Booker Numeration R-7</li> <li>- 6 minute 3-7</li> <li>- Know my Nos R-2</li> <li>- Booker Computation R/3-7</li> <li>- PAT/M online Sept '15</li> </ul> <p>Regular book check, formative notes</p> <p>Goal setting and accountability/reflection:</p> <ul style="list-style-type: none"> <li>- Individual student progress/goals</li> <li>- <u>Intervention</u></li> <li>- <u>NEPs</u></li> </ul> <p>NAPLAN and Scorelink/Site data to analyse growth</p> <p><u>Natural Maths Strategies evident across 3 class environments</u></p> <p><i>To develop a Numeracy Portfolio</i></p>
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**Staff Professional Development Focus for 2017::**

<p><b>PEDAGOGY</b></p> <ul style="list-style-type: none"> <li>➤ Literacy: Writing focus, (coverage also of Phonics, Spelling, Grammar, Punctuation)</li> <li>➤ Numeracy: Ann Baker, Problem Solving focus (Perso)</li> <li>➤ Dispositions, Powerful Learners, Independent/flexible problem solvers</li> <li>➤ Assessment: Dylan Wiliam's Formative Assessment, Providing Explicit Feedback, links to AC</li> <li>➤ Early Years, Purposeful Play</li> </ul>	<p><b>MONITOR GROWTH</b></p> <ul style="list-style-type: none"> <li>➤ Use site-developed ICT Scope &amp; Sequence to measure skill level and increase with different technologies</li> </ul> <p><b>INTERVENTION</b></p> <ul style="list-style-type: none"> <li>➤ Types of intervention used for Numeracy and Literacy, across SECAV</li> <li>➤ Waves</li> </ul> <p><b>IMPROVEMENT CYCLE</b></p> <ul style="list-style-type: none"> <li>➤ Planning and Reporting</li> <li>➤ Educational Engagement of Community</li> <li>➤ Personal Professional Development focus</li> </ul>
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