

**Melrose Primary School - School Improvement Plan 2018**  
**Respect Honesty Responsibility Excellence**

Directions	Clarification – making the directions work for us	2017	2018	2019	2020
<p><b>One:</b> Embed the Australian Curriculum, TfEL and the Assessment Standards at the site level and, collaboratively, with like schools.</p>	<p>Deepen an increased understanding of the Australian Curriculum (AC). Moderate units of work based on the AC. Teacher efficacy and competence to moderate and assess grades A to E.</p>	<p><b>What was achieved in 2017</b> Commenced mapping the Australian Curriculum into learning continuums in Maths and English and commence implementing learning intentions and success criteria in lesson delivery.</p>	<p><b>We will have achieved</b> the use of PAT and NAPLAN data and other data sources to drive student learning programs and to base personalised learning on.</p>	<p><b>We will have achieved</b> an understanding of contemporary learning styles leading to the practice of students leading their learning and with teachers being the facilitators of student learning.</p>	<p><b>We will have achieved</b> Embedding contemporary pedagogic learning practices where at MPS teachers are facilitators of learning guiding students through their learning intentions. Where there is an established practice of individualising student learning.</p>
<p><b>Two:</b> Staff develop competence in analysing multiple measures of learning data and use the data to provide greater congruence between cohort, classroom planning and the School Improvement Plan SIP.</p>	<p>Use TfEL as framework to support pedagogy and involvement in the Collaborative Impact program (CIP). Further develop Individual Learning Plans (ILPs) for all students. Students actively involved in setting personal learning goals. Students, parents and teachers collaborate to develop Individual Learning Plans for students. Students have input into their learning and are able to articulate their learning needs/goals.</p>	<p><b>Students will understand</b> Where they are at in their learning and where they need to go. Students are active participants in setting their learning goals in collaboration with their parents and teachers</p>	<p>We will map the Australian Curriculum learning continuums in HASS and Science and finalise Maths and English</p>	<p><b>Students will have achieved</b> an understanding of learning styles and how best they learn to reach their full potential.</p>	<p><b>Students will have achieved the</b> Knowledge of how they learn best and that they are able to articulate what they have learnt and where to next. That students will be able to negotiate their learning tasks, collaborate with teachers and families so as to continually set their learning goals.</p>
<p><b>Three:</b> Develop, strengthen and embed pedagogical practices to design learning and tasks that engage, stretch and challenge students to think critically and creatively.</p>	<p>Develop competence in analysis of multiple measures of data – PAT Tests, NAPLAN, Miscue Analysis Focus - to stretch students through use of exemplars of work and the use of data. Know what it is to achieve an A, B, C etc.</p>		<p>Continue work on developing teaching pedagogies using Learning Intentions and Success Criteria and increased use of Information Technologies.</p>		
<p><b>Four:</b> Promote authentic student influence in learning by developing in students a clear understanding of learning intentions and the capacity to engage with feedback, data and the evidence that enables learning - related, individual goal-setting.</p>			<p><b>Students will have achieved</b> an Understanding of where their weaknesses are in their learning and what they need to focus on to move forward as successful learners Students will know their data (PAT, NAPLAN, Miscue Analysis, Sight words, etc.)</p>		

## 2018 - Four Keys for maximising impact – reflect, simplify, focus, align

<p><b>2017 Term 1 weeks 1-5 #1 sprint</b></p> <p>What will I do? Teaching &amp; Learning pedagogies – Establish baseline data through group (teachers) observations in class. Criteria to observe student engagement, the learning observed in lessons</p> <p><b>Goal – To review and determine an understanding of teaching and learning practices at MPS</b></p>     <p>Has it worked</p> <p>How do I know</p> <p>What will I do now</p>	<p><b>Term 2 weeks 1-5 #3 sprint</b></p> <p>What will I do – Continue to inculcate learning intentions and success criteria as the normalisation of teaching pedagogies at MPS with a focus professional learning to maximise the use of interactive smartboards in lessons</p> <p><b>Goal - Staff develop competence in analysing multiple measures of learning data and use the data to provide greater congruence between cohort, classroom planning</b></p>     <p>Has it worked</p> <p>How do I know</p> <p>What will I do now</p>	<p><b>Term 3 weeks 1-5 #5 sprint</b></p> <p>What will I do - Measuring student learning growth (Effect size) Giving effective feedback - What do we know about the type, quality and regularity of feedback</p> <p><b>Goal - There will be evidence of effective feedback to inform teaching</b></p>     <p>Has it worked</p> <p>How do I know</p> <p>What will I do now</p>	<p><b>Term 4 weeks 1-5 #7 sprint</b></p> <p>What will I do - Use of data to make decisions to direct learning</p> <p><b>Goal- All students at Melrose Primary School will show a one, or more than one year's worth of progress for each year</b></p> <p><b>Goal - All students learning will be directed by the ongoing development of Individual Learning Plans</b></p>     <p>Has it worked</p> <p>How do I know</p> <p>What will I do now</p>
<p><b>Term 1 weeks 6- 1 #2 sprint</b></p> <p>What will I do – Through the group supporting the group include in all lessons the practice of learning intentions and success criteria. Teachers observing teachers</p> <p><b>Goal - Teachers articulate learning intentions and success criteria to students at the beginning of each lesson as an established teaching pedagogy</b></p>     <p>Has it worked</p> <p>How do I know</p> <p>What will I do now</p>	<p><b>Term 2 weeks 6- 1 #4 sprint</b></p> <p>What will I do – Continue with the Interactive Smartboard program. Getting the most out of the smartboards capability. Further developing teacher pedagogies.</p> <p><b>Goal - Knowledge of the ways we learn through use of ICT and current research. To determine successful learning strategies students and staff use as successful and engaged learners</b></p>     <p>Has it worked</p> <p>How do I know</p> <p>What will I do now</p>	<p><b>Term 3 weeks 6- 1 #6 sprint</b></p> <p>What will I do - Review ICT practices in the school and make decisions on pedagogical practices for 2019</p> <p>Students, parents and teachers collaborate to develop Individual Learning Plans for students.</p> <p><b>Goal - Students ability to articulate where they are at in their learning and are able to set their learning goals</b></p>     <p>Has it worked</p> <p>How do I know</p> <p>What will I do now</p>	<p><b>Term 4 weeks 6- 1 #5 sprint</b></p> <p>What will I do - Reflect on the process and plan for 2019</p> <p><b>Goal - Time to reflect as a staff as to the growth of students' ability to articulate their learning needs and constructing their learning goals</b></p>     <p>Has it worked</p> <p>How do I know</p> <p>What will I do now</p>