



Melrose Primary School School Improvement Plan 2017

Respect



Honesty



Responsibility



Excellence



Reaching New Horizons

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School Improvement Plan addressing the achievement of the Directions from the External School Review conducted September 2017

Directions	Clarification – making the directions work for us	2017	2018	2019	2020
<p>One: Embed the Australian Curriculum, TfEL and the Assessment Standards at the site level and, collaboratively, with like schools.</p>	<p>Deep and 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 Use Tfel as framework to support pedagogy Develop Individual Learning Plans (ILPs) for all students Develop competence in analysis of multiple measures of data – PAT Tests, NAPLAN,</p>	<p>We will have achieved the mapping of the Australian Curriculum into learning continuums in all learning areas and subsequently the practice of learning intentions and success criteria in lesson delivery</p>	<p>We will have achieved the use of PAT and NAPLAN data and other data sources to drive student learning programs and to base personalised learning on. We will also map the curriculum to topics</p>	<p>We will have achieved an understanding of contemporary learning styles leading to the practice of students leading their learning and we being the facilitators of student learning</p>	<p>We will have achieved an embedded contemporary pedagogic learning practice where at MPS teachers are facilitators of learning guiding students through their learning intentions. Where there is an established practice of</p>
<p>Two: Staff develop competence in analysing multiple measures of learning data and use the data to provide greater congruence between cohort, classroom planning and the SIP</p>					
<p>Three: develop, strengthen and</p>					

<p>embed pedagogical practices to design learning and tasks that engage, stretch and challenge students to think critically and creatively.</p>	<p>Miscue Analysis and use in learning programs and ILPs 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. Students understand what they must do to achieve a certain grade 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>Students will have achieved an understanding of where they are at in their learning and where they need to go. Students are active participants in setting their learning goals</p>	<p>Students will have achieved an understanding of where their weaknesses are in their learning and what they need to focus on to move forward in their learning Students will know their data (PAT, NAPLAN, Miscue Analysis etc.)</p>	<p>Students will have achieved an understanding of learning styles and how best they learn to reach their full potential</p>	<p>individualising student learning Students will have achieved the 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>Four: 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>					

Four Keys for maximising impact – reflect, simplify, focus, align

2017			
<p>2017Term 1 weeks 1-5 #1 sprint What will I do review External Review and plan</p> <p>Has it worked</p> <p>How do I know</p> <p>What will I do now</p>	<p>Term 2 weeks 1-5 #3 sprint What will I do Individual learning plans and goal setting</p> <p>Has it worked</p> <p>How do I know</p> <p>What will I do now</p>	<p>Term 3 weeks 1-5 #5 sprint What will I do The Arts</p> <p>Has it worked</p> <p>How do I know</p> <p>What will I do now</p>	<p>Term 4 weeks 1-5 #7 sprint What will I do English, progression track for reading and writing, what criteria do we use to move the student to the next year level</p> <p>Has it worked</p> <p>How do I know</p> <p>What will I do now</p>
<p>Term 1 weeks 6- 1 #2 sprint What will I do Student goal setting</p>	<p>Term 2 weeks 6- 1 #4 sprint What will I do Science</p>	<p>Term 3 weeks 6- 1 #6 sprint What will I do Technologies</p>	<p>Term 4 weeks 6- 1 #8 sprint What will I do Reflect on the process and plan</p>

Has it worked How do I know What will I do now	Has it worked How do I know What will I do now	Has it worked How do I know What will I do now	for 2018 Has it worked How do I know What will I do now
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2017 Strategies - Appendix

Direction 1

Focus on Maths (Flinders Partnership 3-year plan)

Regular meetings, professional learning sessions with SLLIP coordinator

Involvement in professional learning opportunities in LDAM (SLLIP Coordinator Flinders Partnership)

Five staff meetings and two pupil free days to focus on LDAM

Embed TfEL in teacher pedagogies and student learning programs by including at all staff meetings professional discussion of a TfEL strategy (Term 1 – Domain 1, Term 2 – Domain 2, Term 3 – Domain 3, Term 4 – Domain 4)

One staff meeting to analyse NAPLAN results and implications for MPS (Term 3)

One staff meeting to analyse PAT R and PAT M results and implications for individual students and school programs (Term 4)

One staff meeting on transforming tasks (SLLIP Coordinator)

One staff meeting a term where teachers share an aspect of Learning Design and an aspect of the Australian Curriculum within their program. This also forms part of their performance review

One staff meeting per term (Terms 2- 4) led by Impact Coach (Maths focus)

One pupil free day and one staff meeting in Term 4 to investigate data to inform programs for 2018

Term 1 -Dash Board and Data Warehouse To identify needs of any intervention strategies for individual students

To embed ICT practices in student learning and teacher pedagogies. One staff meeting per term to share/demonstrate a teaching practice using ICT

Work with Mt Remarkable Cluster to further develop assessment and moderation knowledge. One staff meeting in Terms 2 and 3. Establish a blog for teachers to connect between the schools

Students will have achieved

Students co-design learning

Students develop the ability to articulate their short-term learning goals and be able to give directions to their future learning needs/aspirations

Term 1 (Weeks 5-10) Focus on Individual Learning Plans and how to write short term learning goals in collaboration with students at parents. Establish process with teachers for on-going school practice based on data.