TBAS Site Improvement Plan 2018-2020

Literacy Inquiry Question: How can we build powerful learners in Literacy?

TARGETS

- Build the capacity for students to infer through knowledge of complex vocabulary and literacy devices specific to subject areas.
- 90% of students achieving age appropriate Running Record goals.
- 75% of students are achieving PAT R SEA scale score at age appropriate levels.
- 80% of students achieving NAPLAN results at SEA age appropriate levels in Literacy.
- SACE band shifts of 25% increase.
- 100% of students achieve SACE at Stage 1 & 2.

CAPACITY BUILDING STRATEGIES

- Shared common vocabulary across all year levels, word wall/glossary regularly used and updated
- Regular group reading tasks and unpacked texts
- Give students time to think, converse and unpack concepts after reading (Think-pair-share)
- Pose questions after reading and program for these to ensure students become familiar with pondering.
- Use the learning pit and productive struggle concept and explicitly work through this process
- Utilise the strategy 'From tell to ask'
- Data folders provided for all teachers R-9
- Peer observations to promote expert teaching practices.
- Targeted training in current pedagogy provided for all teaching staff.
- Explicit teaching of the literacy skills Interpreting, Identifying and Inferring across all year levels
- Literacy pack for each class teacher that contains materials that will be used to support the skills continuum.
- Moderation of tasks and assessment criteria is occurring within our regional cluster.
- Genre Map from Australian Curriculum website
- Big 6 strategies utilised
- Differentiation is evident in programs
- Warm up strategies
- I do, we do, you do
- Tactical reading strategies
- Intervention strategies are implemented for 'at risk' students.
- NAPLAN skills (eliminating answers, skim reading, tricky tips, multiple choice, genre, use of language etc)
- Faculty group planning, sharing of ideas and resources
- SACE literacy improvement workshops
- Every summative assessment task required to have a literacy outcome

EVALUATION

- Running records level data
- Lexile data dashboard
- OWL PLUS – oral and written
- Rubrics
- PAT R comprehension
- PASM

* AC Grade increase bands within reports
*Observation of teaching strategies
*Strategies are core elements in teaching programs
*Waddington reading/spelling age testing
*SACE results increase of C to B band shift

Numeracy Inquiry Question: How can we build powerful learners in Numeracy?

TARGETS

- 75% of students achieving SEA scale score in PAT M
- 80% of students achieving NAPLAN results at SEA age appropriate levels in Literacy.
- SACE band shifts of 25% increase.
- 100% of students achieve SACE at Stage 1 & 2
- Improve estimation skills across all learning areas, wherever possible.
- Improve mathematical literacy across all learning areas.
- Improve proportional reasoning skills across all learning areas.

CAPACITY BUILDING STRATEGIES

- Understanding worded problems through; Unpacking worded maths problems, 6S Quicksmart strategy, explicitly teaching vocabulary, explicitly teaching comprehension, using real life problems, explicitly teaching words for operations, students create own worded problems, teacher modelling
- Current pedagogies in maths training are delivered to staff teams and are a core component of teaching and learning programs.
- Moderation of tasks and assessment criteria is occurring within our regional cluster.
- Implement teaching strategies of;
  o Warm up / warm down
  o I do, we do, you do
  o Allow 5-10 minutes for reflection (beginning and / or end of lesson)
- Questioning techniques:
  o Use wait time
  o Vary style and type of question
- Use real life problem solving situations and hands on / concrete materials.
- Strategise aspects such as: reasonable guess, solve the problem, compare answer to initial guess; and/or 6 s's
- Use the learning pit and productive struggle concept and explicitly work through this process
- Pose questions after tasks and program for these to ensure students become familiar with pondering.
- Intervention strategies are implemented for 'at risk' students.
- Acknowledge numeracy in all learning areas. Explicitly make the links / connections for students. At cluster level, sharing of tasks from learning areas demonstrating the numeracy component and at school level, moderation of assessment criteria to ensure consistency of judgement re student achievement.
- Every summative assessment task required to have a numeracy outcome.
- Data folders provided for all teachers R-9 with NAPLAN, PAT M

EVALUATION

- Teacher records broader participation and deeper thinking student responses. (Anecdotal).
- Questioning techniques are a focus for T&D using matrix from Leading Numeracy Improvement.
- Observation of students using concrete materials and engaged in exploring 'real life ' numeracy tasks.
- Teacher teaching strategies and students utilising a range of strategies to problem solve.
- Teacher planning and classroom observations and sharing of units of work.
- SACE results increase of C to B band shift.
- Comparison of data and student results from PAT M & NAPLAN for specific questions including estimation and inferencing.

If we embed a Growth Mindset philosophy across all learning areas will we increase our Academic Stretch?

TARGETS

- TBAS develops a whole school agreement around Growth Mindset
- 25% increase of A & B grades
- 10% increase of students in higher bands for NAPLAN and PAT M & R
- Improved results in MDI in areas of resilience, perseverance and school culture.
- 100% Stage 1 and 2 SACE achievement
- Flexibility in classes/year levels to work on high academic stretch tasks
- Staff model professional Academic Stretch within own profession.

CAPACITY BUILDING STRATEGIES

- All staff attend T&D with James Anderson & engage with Partnership training.
- TRAC Values are featured and enacted throughout the school.
- Learning dispositions feature in all classrooms and teaching strategies.
- Learning Pit is a feature in all classroom learning environments.
- Executive function is explored within all topic areas.
- Productive struggle is enabled and facilitated.
- Lesson intent is clear and conveyed to students
- Classroom display expectations are enacted for all.
- Formative assessment and feedback is delivered regularly within classrooms.
- Levels of questioning techniques are utilised.
- Tracking of input with students – display of teacher/student help on display.
- Programs are implemented to develop resilience and social engagement strategies.
- Parent and community engagement through aspects such as nature play, EP NRM Board.
- Middle School Meetings timetabled twice per year.
- GM initiatives included in Counsellor J&P
- Investigate approaches being used by other 'like schools.
- Provide Youth Opportunities for all year 10 students as a SACE unit.
- Staff to be familiar with SACE data and use it to inform their practice
- Stage 1 Exams as appropriate for some subjects. final task a timed task under supervised conditions
- Introduce exams as appropriate for some Year 10 subjects.
- Disciplined Dialogue sessions include SACE specific conversations and training in appropriate faculty groups.
- Improving SACE results through offering and better utilising VET options locally
- Staff to be directly linked with the SACE board through moderation opportunities and T&D.
- Students are to be extended in SACE as appropriate and negotiated.

EVALUATION

- TRAC Values are used in programs, behaviour records and awards across the site.
- Learning Dispositions are explored and evident in classrooms.
- Students articulate the understanding of GM and demonstrate strategies within their learning.
- Retained and improved level of attendance and enrolment
- Reduction in Behaviour Management incidents.
- Students are able to verbalise the relevance of GM to various learning situations.
- SACE results that reflect or are better than state average (shift students from the C band into the A & B band)
- Students have achieved additional SACE units at a Stage 1 level in year 10.
- Improved academic results after completion of Youth Opportunities.
- Staff achieve further qualifications to provide higher quality outcomes for students.