



Site Improvement Plan 2018

Karcultaby Area School

As a result of what happens at our site, students will be happy, respectful and resilient people who contribute positively to the world.
They will communicate effectively, work collaboratively and be critical and creative thinkers.

Improvement direction	
Plan, implement and evaluate a coherent school-wide approach to building teacher capacity in quality teaching practices	
Responsibility = all of us!	
Commitment to action	Measure of success
<p>Focus implementation for term 1: Structured teaching process</p> <p>For each learning sequence, all teachers are to provide;</p> <ul style="list-style-type: none">• Clear learning intentions which are displayed and shared with students.• 'Inspiration' to hook students in.• A logical and intentional sequence of learning which builds understanding for all, includes explicit teaching and provides opportunity for students to 'transfer their learning to a new context'. <i>(to achieve an A or B)</i>• Learning success criteria which are displayed and shared with students.• Formative assessment throughout the learning to 'check-in then ACT -providing intervention as needed'	<p>Student opinion surveys will be above 90% in the following statements;</p> <ul style="list-style-type: none">-<i>'my teachers provide me with useful feedback about my work'</i>-<i>'my teachers motivate me to learn'</i>-<i>'my school gives me opportunities to do interesting things'</i>-<i>'my teachers expect me to do my best'</i> <p>All learning spaces will have learning intention and success criteria displayed for each learning sequence.</p> <p>Teacher program overviews show how they are covering the Aust Curriculum achievement standards. (saved on KAS Curriculum OneNote) Checked by leadership.</p> <p>More students are achieving validated 'A's and 'B's across curriculum areas through partnership and site collaborative moderation processes.</p>



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<p>Focus implementation for term 2: Literacy</p> <p>All teachers are to provide rich, Big 6 literacy teaching through;</p> <ul style="list-style-type: none"> • A structured literacy block in primary classes which covers the Big 6 across the week (oral language, phonemic awareness, phonics, vocabulary, fluency, comprehension) • focussing on improving student’s writing skills through modelling, explicit instruction, scaffolding, questioning, collaborative moderation, peer & self assessment. <p>Teachers will be supported through time, professional learning, coaching and peer collaboration.</p> <p>Leaders will document a school literacy map with resources and annotated work samples available for all staff.</p>	<p>All non-NEP students meet SEA and school targets in reading levels. All students achieve growth from term 1 to 3.</p> <p>Three identified high band students from 2017 PAT-R and two students from 2016 NAPLAN Reading retain high bands this year. Identified students move into high bands in PAT-R and NAPLAN Reading thus increasing the number of students achieving high bands. All students achieve 5 scale scores in PAT-R.</p> <p>All year 1- 12 students achieve at least a ‘C’ in English, and more than 60% students achieve an ‘A’ or ‘B’ (currently 49%).</p> <p>Improved school NAPLAN writing results.</p> <p>‘Inferring’ questions in PAT and NAPLAN are completed better overall.</p>
<p>Focus implementation for term 3: Feedback</p> <p>All teachers are to gain feedback about their teaching for further improvement;</p> <p>This will be through observations by line manager/peer, collaborative moderation and/or student feedback and form a semester 2 goal on their PDP.</p> <p>Extra challenge; Teachers to involve students to co-design learning.</p>	<p>During performance support term 4 meeting, teachers have evidence of the feedback, goal, improvements they made and the impact for students.</p>



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Focus throughout the year: Ongoing review & support

Continued numeracy coaching to support the consolidation of the Big Ideas in Number implementation and open-ended learning tasks.

Leaders, professional learning, networking across sites, performance support process and meeting schedules to support teachers in implementing the focus for each term and continuation of other focuses.

Leaders to continually evaluate the impact of each focus implementation using observations, analysis of data and conversations with staff, students and families. Modifications to be made, when required, in consultation with staff, students and families.

Numeracy coach has worked and documented with all maths teachers using the Eight Effective Practices for Numeracy' and developed a whole site (P-12) expectations of numeracy teaching.

Four identified high band students from 2017 PAT-M and four students from 2016 NAPLAN Numeracy retain high bands this year. Identified students move into high bands in PAT-M and NAPLAN Numeracy thus increasing the number of students achieving high bands. All students achieve 5 scale scores in PAT-M. All students meet SEA in PAT-M and NAPLAN Numeracy. All year 1- 12 students achieve at least a 'C' in Maths, and more than 65% students achieve an 'A' or 'B' (currently 54%)

Staff opinion surveys will be above 90% in the following statements;
- 'I receive useful feedback about my work at this school'
- 'Staff are well supported at this school'
- 'Students learning needs are being met at this school'.

Parent opinion surveys will be above 90% in the following statements;
- 'Teachers at this school expect my child to do his or her best'
- 'Teachers at this school provide my child with useful feedback'
- 'This school takes parents' opinions seriously'
- 'My child is making good progress at this school'
- 'My child's learning needs are being met at this school'