

Curriculum Planning and Assessment

MATH

IMPLEMENTATION

- Implementation of the math curriculum – via Proficiency Scales - Guaranteed and Viable.
- Continued development of the proficiency scales in all areas of maths. Linked directly to pre and post assessment.
- Math Scope and Sequence – followed by all teams as per term schedule.

ASSESSMENT

- Develop, implement, monitor and evaluate pre and post testing/assessment, linked to proficiency scales.

REPORTING

- Dynamic reporting in math linked to 'The Standard' -supported by the proficiency scales.

ENGLISH

IMPLEMENTATION

- Writer's Workshop in every classroom

ASSESSMENT

- Usage of 6+1 to plan mini lessons / conferencing / explicit teaching – spreadsheets update and completed by all teachers.
- Use Fountas and Pinnell BAS for implementation of Guided Reading, Reciprocal Reading and Literature Circles – Benchmarking recored on BAS online system.

REPORTING

- Triangulation of data – Study Turf to reflect this.

DEVELOPMENT

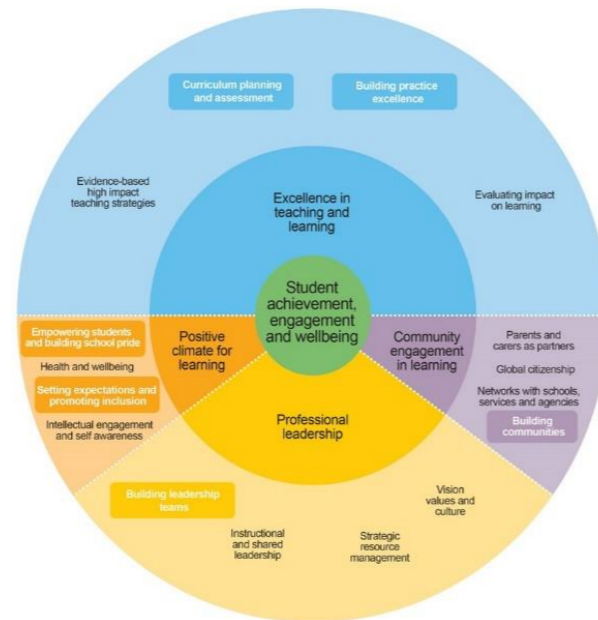
- Spelling – whole school scope and sequence for implementation 2018.
- Spelling – whole school strategy for 2018 from trialling in 2017
- G&V curriculum – reading and writing

CURRICULUM DEVELOPMENT - CAPABILITIES

- Audit and development of Action Learning Scope and Sequence linked to Capabilities – Critical and Creative Thinking, Ethical, Intercultural and Personal and Social.
- Incorporation of digital leverage as cross curricular learning.

2017 Staff AIP FISO

(Framework for Improving Student Outcomes)



Professional Leadership

- AIP leaders – Bastow Curriculum and Assessment
- PLT (5 places) Balanced Leadership (McRel).
- Math – targeted AIP team Professional Development.
- Strength Lens – 2 day workshop – all staff to support Triads.
- PCO's leadership cluster – Drysdale and Mandama.
- Curriculum development at leadership level – Deb Sukarna.
- Leadership development – Adam Voigt.
- Teacher development – Adam Voigt.

Professional reading and development – Carol Dweck – Growth Mind Sets.

Building Practice Excellence

Math

- Coaching and Mentoring – Peer to Peer with focus on mathematical proficiencies. (Understanding, Fluency, Problem Solving, Reasoning)

English

- Coaching and Mentoring – Peer to Peer with focus on conferencing and implementation of writers workshop - using the 6+1 Writing Traits
- Curriculum Day with Deb Sukarna – Writer's Workshop.

Capabilities – Critical and Creative Thinking

- Coaching and mentoring with focus on integrated digital leverage linked to the capabilities of critical and creative thinking.

Triads – Professional Growth

- Establishment of triads to build on professional growth linked to the AIP and PDP.

Each team coached and individuals supported with building Practice Excellence. Staff expectation is to reflect on their practice against the focus set in their PDP and coaching sessions.



Targets – 12 Month Math and Strategic English

Math -TEACHER JUDGEMENT cohort data shows at least one year's growth for one year's learning across Grades 1-6, Number for students *deemed capable* has increased to 90%

Math -NAPLAN relative growth – Percentage of students in the high growth category for Number are consistently above 28% 2016 – 22.8%

Math - NAPLAN school Gr 3- 5 Growth in Number is above state mean 2016 = State mean – 415 School mean = 386

Math - NAPLAN transitional growth Gr 5 – Yr 7 Number. Percentage of student in the high category is 25% or above 2016 - 25.51%

PAT Math - Gr 3 to 6, cohort annual growth, Nov – Nov. Increased number of students at Stanine 7,8,9. (above expected level) for Math based on 2016 outcomes - Gr 3 – 38 students Gr 4 - 15 students Gr 5 - 12 students Gr 6 - 16 students

English - NAPLAN relative growth – Percentage of students in the high growth category for Reading, Writing are consistently above 28% across the life of the Strategic Plan.

English-TEACHER JUDGEMENT data shows at least one-year's growth for one year's learning (1.0) across years 1-6, and 6 months (0.5) for prep (Sem 1- Sem 2), in Reading and Writing for students *deemed capable*.

PAT Reading, years 2 to 6 show increasing percentages of students working 'above expected level' Reading.

Positive Climate for Learning- Real Schools

STUDENT VOICE

- Empower students to use Restorative Practices.
- Use of a Growth Mindset within Restorative Practices – learning from mistakes. The power of YET.

IMPLEMENTATION

- Embedding into T&L Restorative Practices to optimise communication strategies.

ASSESSMENT & REPORTING

- G&V curriculum development against Personal and Social Capabilities.
- Personal and Social capabilities linked to report on Study Turf.