Making Learning Visible

2015
School Improvement Plan

Innovative Pedagogies
Wellbeing and Student Engagement
As teachers and leaders we:
- Place our learners at the centre of all decisions
- Work with staff, the community and our local partnership to develop responsive educational solutions catering to the needs of families and the community
- Have a clearly articulated vision for learning
- Ensure that leadership is formative and we build capacity of all stakeholders
- We collaboratively plan, coordinate and evaluate pedagogy and the curriculum with staff through effective performance management.

At Bordertown Primary School we:
- Maintain a safe learning environment that is respectful, engaging, challenging and purposeful
- Promote high expectations characterized by a greater percentage of learners achieving in the top two proficiency bands in NAPLAN and an expectation that all learners will progress and achieve at their year-appropriate level and meet the DECD Educational Achievement Standards
- Design and deliver explicit, coherent, sequenced learning programmes, plans and assessment

In partnership with families, we believe:
- Strong relationships enhance the learning experiences and enable better outcomes for learners
- In promoting high expectations and aspirations for learning achievement
- In using a variety of ways to stay connected with our community including current technologies
- In collaboration in planning, coordinating and evaluating policies and practices that affect them.

School improvement involves:
- Planning and effort with a focus on every child and their learning outcomes
- Developing effective processes to collect and interrogate data and evidence to determine directions and improve outcomes
- Regular monitoring and evaluation of programs and practices to inform teaching and learning
- Engaging with effective practices of self-review, planning, targeted interventions and performance reporting to ensure an ongoing cycle of improvement.
Visible learning and teaching occurs when teachers see learning through the eyes of students and help them become their own teachers.

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<th>Targets</th>
<th>Strategies</th>
<th>Evidence/Evaluation measures</th>
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<td>• 90% of all student to achieve the National minimum standard&lt;br&gt;• Increase the % of students achieving in the top 2 proficiency bands in both Numeracy and Literacy&lt;br&gt;• Increase to 50% the number of students, Yrs 1-7 receiving As and Bs in the A-E scaling of achievement for the Australian Curriculum&lt;br&gt;• All students to be able to verbalise what they are learning and what their goals are</td>
<td>• Focus on higher order thinking skills in all areas of the curriculum&lt;br&gt;• Enacting the professional learning with Anne Baker into classroom practice in the teaching of mathematics&lt;br&gt;• Teachers to attend Professional Learning on the implementation of DAILY 5 and CAFÉ to facilitate sharing and improve practice&lt;br&gt;• Moderation of A-E grades given at each year level 1-7 by teaching teams&lt;br&gt;• Further explore and implement Visible Learning ethos&lt;br&gt;• Investigation by teaching teams into new and innovative pedagogy such as Kathy Walker, Kitchen-Garden project (additional 0.1 staffing)</td>
<td>• Term overviews, teachers' programs, student reports&lt;br&gt;• NAPLAN results with a focus on the maintaining of students' achievement in the top two proficiency bands&lt;br&gt;• Increased % of student achieving above a 'C' in the Australian Curriculum standards of achievement&lt;br&gt;• Student feedback on teaching and learning via student surveys&lt;br&gt;• Achievement data including running records, PAT-R, PAT-M, TORCH and lexiles.</td>
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<p>| Lead | | |
| All staff to be working in teaching teams appropriate to their class year level(s)&lt;br&gt;• Focus staff to lead areas of innovation&lt;br&gt;• Introduce localized PLC groupings and utilize school based expertise and knowledge&lt;br&gt;• Leaders to use professional learning conversations to analyze and monitor student learning&lt;br&gt;• Curriculum Innovation and Improvement team to review and recommend actions on whole school initiatives and change process | Teacher leaders to guide the work of teaching teams and represent them through the Lead the Learning committee&lt;br&gt;• Enact and further develop whole school agreements in Numeracy and Literacy, particularly in relation to Natural Maths which focuses on mental strategies and problematical situations (Anne Baker); and DAILY 5 and CAFÉ (Comprehension, Accuracy, Fluency, Expanding Vocabulary)&lt;br&gt;• Leadership team to include ‘walk-throughs’ into weekly timetable to converse with students about teaching and learning.&lt;br&gt;• Leadership team to have 3 focus children from the classes of teachers they line-manage to monitor learning progress.&lt;br&gt;• Track progress of identified student through Individual Learning Plans&lt;br&gt;• Track all students through data collection processes.&lt;br&gt;• Lead the Learning team facilitates whole school change and innovation through our decision making processes | • Documented whole school agreement in Numeracy and Literacy&lt;br&gt;• Whole school data collection schedule&lt;br&gt;• Results from staff opinion surveys and parent satisfaction surveys&lt;br&gt;• Termly reviews of Individual Learning Plans; whole of class; and whole of year level data spreadsheets&lt;br&gt;• Staff meetings, Lead the Learning committee and team meeting minutes. |</p>
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| • By the end of 2015 all staff will be using an online whole school data collection process (MARKiT) which will be implemented to monitor student achievement and inform teaching and learning  
• Self-review processes to be in line with the enhanced Improvement and Accountability framework  
• Teachers and leaders using professional standards (Atsil) to direct improved performance. | • To further develop parent/school partnerships and formalize the processes used at BPS  
• Ensure all stakeholders are informed in relation to innovations introduced  
• To further develop the connections made through local ECD partnership and the school community. |
| • Roll over all school based data into new MARKiT system  
• Review existing assessment schedule to bring in line with DECD requirements in regard to ACER testing  
• Incorporate new elements of DECD Accountability Framework and TfEL into our current self-review processes. | • Review/utilise feedback received via parent satisfaction survey of 2014  
• Work with Kids’ Voice Executive to review policies relevant to the student body  
• Work with Governing council to develop greater partnerships in regard to parent voice and involvement in making teaching and learning programmes relevant to our community  
• Conduct further parent workshops to enhance knowledge and understanding about current educational trends and pedagogy. |
**Priority 2: Student Engagement and Wellbeing**

*Visible learning and teaching occurs when teachers see learning through the eyes of students and help them become their own teachers.*

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| - Curriculum delivery is based on principles of TfEL and fosters high levels of student engagement  
- Increase of participation in engagement programs such as Kitchen-Garden project, Reading Club, Breakfast Club, Hospital visits, lunchtime activities with PCW and extracurricular events such as choir and pedal prix.  
- All students have been involved in specific social skill programs ie Good Start, Program Achieve, What’s the Buzz  
- All students have knowledge of our school values and behaviour code; and understand the basic principles of Restorative Practices  
- Students who are identified through Traffic Light data are supported with classroom based programs and/or mentoring program  
- All students are provided with accurate knowledge in order to develop strategies for dealing with any physical and emotional abuse (Keeping Them Safe: CPC)  
- Student-to-student support activities are promoted on a whole school basis | - Through TfEL and Visible Learning structures, staff participate in professional learning focusing on strategies to improve students’ understanding of learning expectations and increased engagement in learning activities and programs  
- Student engagement programmes are resourced with relevant funding to create sustainability with the programs  
- Students are selected for focus teacher support and mentoring program through traffic light data and anecdotal information  
- Students who require alternative placement when TRTs are in class are allocated a ‘buddy’ teacher  
- Through the Good Start program and other social skills lessons, teachers build students’ understanding of our school values and build their capacity to make positive choices and resolve conflict in constructive ways  
- All teachers to use the specific criteria to assign Traffic Light ratings to students  
- Traffic Light data analyzed to determine students who require intervention  
- All teachers have attended (Keeping Them Safe: CPC) training and students are being taught the curriculum  
- All classes are paired with buddy classes for peer-to-peer activities  
- Kids’ Voice (Student Representative Group) organises activities eg discos and fundraisers on a whole school basis. | - Feedback via our committee structure on professional learning undertaken  
- Staff presenting professional learning in areas of interest and sharing expertise  
- Staff and student surveys undertaken with feedback informing future practice  
- Increased levels of student engagement as measured using TfEL tools and Visible Learning feedback  
- A reduction in behaviour issues in relation to TRTs or times of transition for identified students  
- A reduction of red traffic light indicators for identified students  
- An increase in students with positive traffic light classifications ie red > yellow, or yellow > green |
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| - Wellbeing focus teacher appointed to facilitate support groups and/or one-to-one support for targeted students (0.4)  
- Wellbeing committee to support staff to embed social skill and behaviour support strategies through proactive discussion and shared good practice  
- Student leadership is promoted through Kids’ Voice participation  
- Year 7 Kids’ Voice representatives leadership skill are developed | - Wellbeing focus teacher to interact with leadership staff to identify and connect with appropriate students  
- Wellbeing focus teacher to attend relevant professional learning to support the role  
- Wellbeing committee to identify and lead implementation of strategies/program that support the goal of increasing student engagement and wellbeing  
- Kids’ Voice facilitator guides meeting using correct meeting structure  
- Kids’ Voice reps are given opportunities to lead activities throughout the school  
- Year 7 Kids’ Voice Executive and class representatives attend Young Leaders’ Forum in Adelaide | - Staff feedback and perception data in relation to Wellbeing focus teacher and participating students  
- Attendance reports demonstrate improvement in number of students achieving 95% or higher  
- A higher profile of our Kids’ Voice leadership team, both at school and wider community  
- An increase in involvement of student voice in school wide decision making  
- Results from specific surveys in relation to student voice from students, staff and parents |
| - A demonstrated decrease in behaviour management statistics  
- Attendance statistics meet or exceed DECD target (93-95%)  
- An improvement in learner wellbeing traffic light data  
- Visible Learning principles and language to be used by staff, students and parents  
- Promote positive attitudes to civics and citizenship, including the ethos of ‘giving back’  
- All Year 7s to achieve a Bronze, Silver or Gold level of the Citizenship Award | - Use of restorative interventions decreases the number of students receiving red seat or admin time out consequences  
- Use of phone calls, texts, Attendance Reports, term-by-term class analysis of attendance results in an improvement in individual student attendance patterns  
- Leadership team walk-throughs observes and evaluate the evidence of Visible Learning language and principles  
- Implementation of new Citizenship Awards for Year 7 students enables students to become actively and visibly involved in the school and town community | - Attendance data  
- Feedback from school community in relation to pro-active strategies to improve attendance  
- Number of Year 7 students receiving Citizenship Awards |
| - Increase parental involvement in wellbeing and engagement activities  
- Focus on promoting programs to support parenting  
- Involve local community and partnership with school programs | - Parents encouraged to participate in reading programs, Kitchen-Garden activities, canteen special treat days, school camps and excursions, SAPSASA, pedal prix etc  
- Whole school information night is held to allow parents to create a forum for school-home feedback  
- Engagement of speakers such as Bill Hansberry to present to parent workshops | - Participation of school community in the many engagement programs we have initiated  
- Feedback on success and suggestions for improvement of programs  
- Increase in results of overall parent satisfaction surveys. |