

Brighton Primary and Brighton Centre for Deaf Education Site Improvement Plan 2016 - 2018

| Vision | Priority Inquiry | Focus on Learning <i>Continuity and Consistency</i> | | | Outcomes and Targets |
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| | | 2016 | 2017 | 2018 | |
| | | Leading Learning | | | |
| ENGAGE | <p style="text-align: center;">Leading Learning</p> <p>How well are our children and young people achieving and progressing, including a focus on ATSI and CHI students?</p> <p>How do we know how effectively our school leadership fosters a culture of improvement?</p> | <p>Track and monitor every learner's growth Develop team data walls to track and monitor student learning</p> <p>Educators explore a range of documentation of evidence of student learning and develop agreements</p> <p>Identify and enact clear intervention Differentiation is developed through programming and planning for all students.</p> | <p>Track and monitor every learner's growth Team data walls are used by all teams to track and monitor at risk student learning</p> <p>Educators use agreed range of documentation of evidence of student learning</p> <p>Identify and enact clear intervention Differentiation is evident in programming and planning</p> | <p>Track and monitor every learner's growth Team data walls are embedded by all teams to track and monitor at risk student learning</p> <p>Educators have an embedded agreed range of documentation of evidence of student learning</p> <p>Identify and enact clear intervention Differentiation is embedded in programming and planning</p> | <p>At risk, ATSI and CHI students are tracked consistently across cohorts</p> <p>Literacy and Numeracy data is used by educators and teams to achieve high standards</p> <p>Educators implement and adhere to literacy, numeracy and data agreements.</p> <p>DECD SEA benchmarks/ NAPLAN are used to measure growth and high achievement</p> |
| | | Teaching and Learning <i>Focus on pedagogy</i> | | | |
| CREATE | <p style="text-align: center;">Learning and Teaching</p> <p>How do we know how challenged and engaged students are in their learning?</p> <p>How do we know how effectively our teachers are challenging and engaging students in their learning?</p> | <p>Enact changes in pedagogical practice Peer observation and feedback cycle are explored between educator critical friends</p> <p>Educators begin to mentor and share practice with a colleague and teams, fostering a culture of collegiality and continuity of learning</p> <p>Students develop the skills and capabilities to demonstrate they are capable and competent and can successfully lead their own learning</p> | <p>Enact changes in pedagogical practice Peer observation and feedback, between educator critical friends is an expectation and is monitored through performance development.</p> <p>Educators mentor and share practice regularly with colleagues and teams, deepening the culture of collegiality and continuity of learning.</p> <p>Students use the skills and capabilities to demonstrate they are capable and competent and can successfully lead their own learning</p> | <p>Enact changes in pedagogical practice Peer observation and feedback practices between educator critical friends is embedded across the site</p> <p>Mentoring and sharing practice with colleagues, teams and the wider community is embedded and there exists a culture of collegiality and continuity of learning</p> <p><i>Students apply the skills and capabilities to demonstrate they are capable and competent and can successfully lead their own learning in a variety of situations.</i></p> | <p>A set of effective pedagogical practices is known and used by all educators</p> <p>Robust processes (collaborative inquiry and moderation) are used regularly to improve learning and pedagogy</p> <p>Student /Teacher / Community surveys will provide evidence of improvement</p> |

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| <p>IMAGINE</p> | <p>Learning Environments as the 3rd Teacher What does this mean at Brighton Primary? How do we know that learning environments are effectively being used as the 3rd teacher?</p> | <p>Deepening our understanding of the connections between the learning dispositions and general capabilities that impact student learning</p> <p>Gain an understanding of how to go beyond the language of Growth Mindset to ensure students are engaged, challenged and stretched in their thinking and learning</p> | <p>Use our understanding of learning dispositions and general capabilities to positively impact on student learning</p> <p>It is an expectation that a Growth Mindset is used by educators and students to ensure students are engaged, challenged and stretched in their thinking and learning</p> | <p>Embed our understanding of learning dispositions and general capabilities to positively impact on student learning</p> <p>A Growth Mindset is embedded ensuring students are engaged, challenged and stretched in their thinking and learning in all curriculum areas</p> | <p>The learning dispositions and General Capabilities are evident in the learning of students and reporting of progress</p> <p>Common quality rich assessments are used across teams</p> |
| | | <p>Learning Environments as the 3rd Teacher <i>Personalising the learning</i></p> | | | <p>There is a consistent language across the site and learning occurs in a range of environments.</p> <p>Educators, students and parents are able to recognise and articulate the learning fostered by changing environment.</p> <p>The Involvement Scales and Rosie Survey will provide evidence of changing environments and impact on learning</p> |
| <p>Develop a common understanding of the environment as the third teacher.</p> <p>Exploring beyond the inside to outside physical environment to deepen educator understanding and connections.</p> | <p>A common understanding of the environment as the third teacher is evident across all learning areas</p> <p>Using the inside /outside physical environment to develop conceptual understandings and connections.</p> | <p>The environment as the third teacher is an embedded approach across the site.</p> <p>The physical environment is consistently recognised and is used to personalise learning inside, outside and beyond.</p> | | | |
| <p>INNOVATE</p> | <p>Community of Learners How well does the school develop partnerships with students, parents and the wider community to improve student learning?</p> | <p>Community of Learners <i>Sharing the learning</i></p> | | | <p>All community members have a sense of belonging and connectedness. TfEL survey and parent surveys will provide evidence of improved communication and engagement.</p> |
| | | <p>Explore the development of our student communities and their connection to fostering powerful learners.</p> <p>Continue to build the connectedness to our parent community and explore alternative options</p> <p>Continue to develop networks across the Partnership to foster a culture of collegiality, consistency and continuity.</p> | <p>Implement student communities as a strategy to build powerful learners.</p> <p>Implement a range of identified high yield strategies to engage parents and the wider community</p> <p>Strengthen Partnership networks to build agreed understandings of consistency, collegiality and continuity.</p> | <p>Review the outcomes of the powerful learners' strategies.</p> <p>Review the effectiveness of the connections to community</p> <p>Embed agreed understandings of consistency, collegiality and continuity across the Partnership.</p> | |

Targets

Increasing the percentage of students whose NAPLAN results demonstrate they achieve the DECD Standard of Educational Achievement for Numeracy and Literacy.

Increasing the number of students who attain NAPLAN scores in the higher bands in Year 3 in Numeracy and Literacy.

Increasing the number of students who, having attained NAPLAN scores in the higher bands in Year 3 in Numeracy and Literacy, maintain their higher band achievement as they progress through their schooling years.

The Attendance target for 2015 will be 95%. Processes will be in place to continually improve attendance.