

Christie Downs Primary School Annual Plan 2017

Improvement Priority	Desired Outcomes	Performance Measure	Projects	Key Actions
<p>Student Learning</p> <p>Improve student growth in learning through agreed differentiated teaching practices implemented coherently across the school to an embedded stage.</p>	<ul style="list-style-type: none"> All staff are engaged in Creative body based learning to enact changes in pedagogical practice All students familiar with CBL principles CDPS as a Specialist Site for CBL Creation of a whole school agreement for CBL 	<ul style="list-style-type: none"> Site testing data and NAPLAN data improvement Individual Goal achievement Dispositions around students learning improve through engagement in learning Teacher pedagogical practice reflects whole school CBL approach 	<ul style="list-style-type: none"> Develop staff capacity to engage students in learning through CBL T & D and Mentoring Task design of CBL activities reflects Australian Curriculum 	<ol style="list-style-type: none"> Whole Site engages in CBL to develop site as a specialist site. Eliza Lovell, Artist employed 1 day a week for year to work alongside teachers in use of CBL strategies Whole site T & D in week 0 with Robyn and Eliza Focus at PLC level with PLC leaders role modelling CBL strategies Include another 4 teachers in research project. Lead teachers mentor with 4 teachers
<p>Challenge all learners to improve and achieve success through the design of learning task, making learning intentions and criteria for success clear and using formative assessment as intentional teaching strategy across all classes.</p>	<ul style="list-style-type: none"> By enacting changes in the environment there will be improvement in numeracy and literacy data by nurturing student inquiry and curiosity through adjustments to the learning environments 	<ul style="list-style-type: none"> Behaviour data, Literacy & Numeracy Data and Student engagement survey shows increase engagement Increase in number of students achieving at standard 	<ul style="list-style-type: none"> The 3rd Teacher The environment 	<ol style="list-style-type: none"> Embed Reggio environments across site to engage all students in learning. Establish STEM Discovery interactive environments for middle & upper Primary main Embed and upgrade sensory environments to meet students changing needs Continue to embed curiosity through play & inquiry as a differentiated way of learning
<p>Extend the evident collaborative capacities of staff in building engaged and challenging learning through clear, purposeful and focussed peer feedback and embed agreed teaching practices.</p>	<ul style="list-style-type: none"> Improving student learning outcomes by tracking and monitoring every learner's growth 	<p>Site data testing:</p> <ul style="list-style-type: none"> Moderation in writing Running Records PAT R & M, LLI SPA Words Their Way Big Ideas in Number ABLES NEPS ILPS Teacher unit/topic plans are responsive to support and extend learner 	<ul style="list-style-type: none"> Increase capacity of teachers to design, teach and assess high quality differentiated numeracy and literacy experiences Promote a growth mindset for all learners Data wall informs classroom practice Teachers explicitly use results to target teaching and learning Highly structured Teaching offered on Partnership free days inclusive of SSO's 	<ol style="list-style-type: none"> Teachers flexibly use the three dimensions of the Australian Curriculum framework to personalised learning. Regularly test, monitor and adjust the curriculum (including standard) to highlight student progress Build on 14 parameters of Lyn Sharratt's work to support learner's growth Data wall continual review and discussion on action for improvement Continue to moderate Ables as an assessment tool in our Unit classes All staff engage in formative assessment tasks and share through PLC's to form an agreed approach

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<p>Wellbeing</p> <p>To promote the wellbeing and resilience of students and our community by inspiring, engaging and empowering.</p>	<p>To develop positive partnerships with students, parents, carers, school staff and other service providers to promote:</p> <ul style="list-style-type: none"> • Resilience • Inclusion, • Improved attendance • Positive Behaviour • Wellbeing 	<p>Staff, student, parent/carer, survey results show improved engagement and understanding between all community members.</p> <p>Higher percentage of student attendance by 2%</p> <p>Improved behaviour data across site by 2%</p>	<p>Have effective processes for identifying student needs. Provide appropriate support and positive strategies to build upon inclusion, resilience and wellbeing;</p> <ul style="list-style-type: none"> • Kids Matter Framework • SMART Training strategies 	<ul style="list-style-type: none"> • Support classroom teacher, SSO, by model approaches that encourage inclusion and resiliency within a success orientated learning environment. • Rock & Water • Drum beat • Passport to success • Kids Matter • What's the buzz • Mindfulness & Yoga • Alternative programs – SWAT team & Building Mob • Student Counsel – Promoting student rights, Student led learning and student's active involvement in all areas of school life. • School Captains • Student Leadership • Student Counsel • Wakakirri • Friday student groups • Celebration lunch clubs • Class meetings • Implementing Keeping Safe Child Protection Curriculum by Raising awareness and skills to support student engagement, attendance and behaviours • Breakfast Club • Alternative programs • Values Badges promoting our school values to are used support improved attendance and behaviour • Provide support to students by listening to their concerns, helping student problem solve, and follow up with teachers and parent /careers as appropriate. • Support the referral process when more specialised support is required.