



MWS Site Improvement Plan 2016 - 2019

Strengthening Pedagogy through a focus on Engagement



Directions from 2015 External School Review:

1. Support continuous improvement in student learning outcomes by evaluating the extent to which whole-school agreements and pedagogies are embedded effectively into classroom practice.
2. Lift student achievement by ensuring the implementation, in a timely manner, of a coherent, evidence-based, school-wide approach for the teaching and learning of numeracy and mathematics.
3. Improve student outcomes by supporting teachers and students to benchmark learning and achievement over time against the SEA, and implementing transparent strategies across the school for sharing assessment criteria with students and parents.
4. Increase the number of students achieving at the higher levels of proficiency, and maintain high expectations of student engagement in relevant and purposeful learning, by creating authentic opportunities for students to engage in rigorous and challenging learning.

Priority for 2016:

Improve mathematics and writing achievement of all students through developing expert learners (TfEL Domain 3)

<p>Outcomes <i>What we will change for teachers and students</i></p>	<p>Strategies <i>What we will do to create the change</i></p>	<p>Evidence</p>
<p>Teachers are familiar with and using Australian Curriculum v8 and are using the TfEL Framework to design and teach learning programs</p> <p>Teachers have a deeper understanding of executive function skills, how these link to student learning and behaviour, and how we can help students develop them</p> <p>Parents have an awareness of what executive function skills are and some strategies to support the development of these with their children.</p>	<p>Staff learning has a focus on Domain 3 of TfEL, Develop expert learners:</p> <ul style="list-style-type: none"> - teach students how to learn - foster deep understanding and skilful action - explore the construction of knowledge - promote dialogue as a means of learning <p>AC v8, including Achievement Standards and General Capabilities, is used when planning teaching and learning programs</p> <p>Staff learning to develop a deeper understanding of executive function skills and strategies to support their development, in particular through implementation of Play is the Way language and strategies</p> <p>Information for parents on pedagogy, executive function skills and Play is the Way language included in our newsletters, through workshops and at 3 way interviews</p>	<p>TfEL Compass used to collect baseline data</p> <p>Teachers using language of Play is the Way more frequently with their classes, in particular to develop student self-control and resolve social issues</p> <p>Students using language of Play is the Way when talking about their learning and social behaviour</p>
<p>Mathematics</p>		
<p>Teachers have a common understanding of effective maths practices and pedagogy, including those which intellectually challenge students</p> <p>Teachers are using the Australian Curriculum v8: Mathematics, including the maths proficiencies, for planning, assessing and reporting of student achievement</p>	<p>Develop and implement whole school Mathematics Agreement</p> <p>Continued learning for staff and students on the development of maths concepts, skills and understandings across R-7</p> <ul style="list-style-type: none"> - Develop scope and sequences of how students learn key concepts eg subitising, place value <p>Teachers moderate and analyse evidence of maths learning and plan learning programs in response to identified need using Learning Design</p>	<p>Whole school Mathematics Agreement is implemented with consistency of practice between classes</p> <p>Teachers are confidently using the ACM v8 to plan and assess</p> <p>TfEL Compass shows more positive attitude to Maths</p>

<p>Teacher's and student's mathematical skills and conceptual understandings are further developed</p> <p>Teachers and students continue to develop a more positive attitude towards Maths</p> <p>The percentage of students achieving in the higher Proficiency Bands in NAPLAN Numeracy increases</p>	<p>Involvement in DECD/UniSA Creative and Body-based Learning Project</p> <p>Teach strategies for completing formal assessments of NAPLAN and PAT-Maths (eg scrolling up and down, use of paper for working out, read the answers before reading the question, discount obvious incorrect answer) so accurate diagnostic information can be gained</p>	<p>Data reflects an improvement in the number of students achieving at a higher level on PAT-Maths and in higher NAPLAN proficiency bands</p>
<p>Writing</p>		
<p>Students have more opportunities to write and are writing texts of a higher quality</p> <p>Teachers are using the language of the Australian Curriculum with their classes (for grammar, and text types and features)</p> <p>The percentage of students achieving in the higher Proficiency Bands in NAPLAN Writing increases</p>	<p>Continued learning for staff and students on the development of quality writing (rather than quantity), based on the work of Sheena Cameron</p> <ul style="list-style-type: none"> - R-2 teachers focus first on the writing of a simple sentence; then on making a simple sentence more interesting; then on joining simple sentences together with conjunctions (Yr 2) - Year 3-7 teachers explicitly teach students how to proofread and edit their writing - Explicit connections are made between reading, writing and spelling <p>Teachers moderate and analyse writing and plan learning programs in response to identified need using Learning Design</p> <p>Teachers work with AC to</p> <ul style="list-style-type: none"> - Develop a clear understanding of grammar expectations and language across R-7 - Develop clear understanding of the text features of different text types across the AC <p>Teachers analyse NAPLAN Writing, Spelling and Grammar data and student responses to questions to inform learning programs</p> <p>Develop and implement whole school Writing practices to sit within our Literacy Agreements</p> <p>Investigate ways to effectively develop student's keyboarding skills</p>	<p>As part of our Literacy Agreements we have agreed Writing practices which provide consistency between classes</p> <p>Students are able to use the text features of different text types</p> <p>Teachers and students are better able to use the language of the AC</p> <p>Data reflects an improvement in the number of students achieving in higher NAPLAN proficiency bands</p>

