**Banksia Park School R-7**

**Improvement Plan 2014 - 2016**

**VISION**

To develop students as global citizens who are learners for life and who make valuable contributions to their world in the 21st Century.

**GOALS**

1. All students have access to the highest quality teaching to achieve excellence and wellbeing.

2. Students creatively solve problems using digital and collaborative skills and develop high levels of information literacy to become effective global citizens.

3. All students are highly engaged, motivated & responsible learners.

4. Intervention and support is provided to students, staff and community as required for improvement.

5. All staff build collegiate capacity to continuously improve teaching and learning to meet learner needs.

**Values**

TRUST  RESPECT  EXCELLENCE
School Improvement Plan

The Banksia Park School R-7 Improvement Plan (SIP) has been developed in 2014 but will be reviewed annually.

The School Validation Report completed in 2011 and the previous SIP have supported the review of this document.

The SIP represents a part of the cyclic improvement process and will continue to reflect the refinement of goals and targets each year. Throughout this process our school will continue to cater to all learners and provide a broad and balanced curriculum. This Improvement Plan informs the day to day teaching and learning for all members of the Banksia Park School community. Each goal is not exclusive but part of an integrated plan to achieve the full range of learner outcomes desired.

Our three core improvement priorities are;

- **21st Century Learning**: Developing students as global citizens who make valuable contributions to their world in the 21st Century.
- **Literacy**: Students are highly competent and confident literate learners
- **Numeracy**: Students are highly competent and confident numerate learners

The 2014 Annual Report will provide a progress report for each of the identified priorities.

Achievement Standards

Banksia Park School R-7 plans, teaches and assesses student learning to the achievement standards set by the Australian Curriculum.

Achievement Targets

Student learning outcomes are achieved by target setting for our focus areas of Literacy, Numeracy and 21st Century skills using the Teaching for Effective Learning (TfEL) pedagogical framework.

This is provided in the following data sets:

- Running Records (R-2)
- Benchmark Reading Assessment levels (Fountas and Pinnell) (R-7)
- NAPLAN (Yrs 3,5,7)
- Progressive Assessment Tool for Reading (PAT-R) (Yrs 2-7)
- Progressive Assessment Tool for Maths (PAT-M) (Yrs 2-7)
- I Can Do Maths (Rec/1)

We will also explore the use of

- TfEL Learner Engagement Surveys to inform our improvement planning for learners’ pursuit of excellence in attitudes to learning and effectiveness of teaching
Teaching for Effective Learning

- Literacy
- Numeracy
- ICT capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

Developing students as global citizens who make valuable contributions to their world in the 21st Century.

Improved Literacy & Numeracy

Implementation of Australian Curriculum
21st Century Learning: Developing students as global citizens who make valuable contributions to their world in the 21st Century.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Teachers will</th>
<th>Students will</th>
<th>Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A whole school approach promoting student engagement, motivation and responsibility in developing seven identified global citizenship skills</td>
<td>All teachers • Create safe conditions for rigorous learning • Develop expert learners • Personalise and connect student learning (TfEL)</td>
<td>All students are • Collaborative learners who form positive relationships with others, work in teams and build leadership skills • Digitally Savvy and Information Literate using multiple modes • Creative by expanding their strategies for thinking, learning and working • Problem solvers who build conceptual knowledge, deep understandings • Able to recognise and manage their emotions, values and strengths to enhance Wellbeing for learning</td>
<td>All students show evidence of increased • Engagement in their learning • Motivation to be active learners • Acceptance of responsibility to learn (refer to diagram on page 3)</td>
</tr>
</tbody>
</table>

Targets
In 2014;

- There will be a whole school focus on Developing students as global citizens who make valuable contributions to their world in the 21st century. The Teaching for Effective Learning Framework (TfEL) will underpin our implementation of the seven identified global citizenship skills.

- our work conducted through Teaching for Effective Learning (TfEL) will be embedded in our pedagogy within the Literacy and Numeracy priorities.

- we will develop base line data to provide feedback about Engagement, Motivation and Responsibility using the Learner Engagement Surveys. This base line data will be explored to further build on teaching and learning.

RECOMMENDATIONS FOR 2015
The School will

- Commit to the 21st Century learning focus.
- Provide relevant training to all staff around The Australian Curriculum and TfEL.
- Work toward creating an environment which is conducive to developing global citizens.
- Include student engagement data in improvement planning through the use of TfEL surveys.
- Analyse current intervention and support processes to best meet the needs of students.
- Build on and further strengthen the existing positive relationships and connections with Banksia Park Kindergarten and International High School to help develop the students as global citizens in the 21st century.
- Improve ICT infrastructure across the school.
- Develop ILPs (Individual Learning Plans) for all identified Aboriginal students to support learning and engagement which promotes personalized, productive and challenging learning.
- Maintain and promote high student attendance for all learners to improve learning outcomes.

Teachers will

- Have a high focus on effective teaching and learning relationships by using TfEL student engagement surveys to inform teaching and rigorous learning.
- Utilize consistent Performance Management Plans to improve effectiveness of teaching.
- Engage in professional learning and implement new skills / pedagogy.
- Provide students with an authentic purpose for student voice (SRC) to seek input in school decision making.
- Further develop cultural competence, design and delivery of culturally responsive curriculum and teaching methods that are effective for all learners through professional learning.

Students will

- Provide feedback to teachers with the aim to improve student safety and engagement along with teacher effectiveness through the use of TfEL surveys.
- Take responsibility in their own learning to develop as global citizens who make valuable contributions to their world in the 21st century.
- Display leadership skills through such avenues as Peer Mediators.
Literacy: Students are highly competent and confident literate learners

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>A whole school approach to the continuous improvement of student literacy achievement is developed and maintained.</td>
<td>All teachers effectively use “Best practice” reading strategies in daily teaching and learning to meet all students learning needs. • Australian Curriculum English and General Capability Literacy in teaching and learning programs.</td>
<td>All students are expert learners who are engaged in their own learning to read and reading to learn.</td>
<td>All students show evidence of improved reading levels commensurate to year level and ability.</td>
</tr>
</tbody>
</table>

**TARGETS** (targets are highlighted)

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Level</th>
<th>Year Level</th>
<th>2013 Achievement (%)</th>
<th>2014 Achievement (%)</th>
<th>2015 Target (%)</th>
<th>2016 Target (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running Records</td>
<td>9 R</td>
<td>1 24</td>
<td>59 / 64</td>
<td>65 / 65</td>
<td>62 / 70</td>
<td></td>
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<tr>
<td></td>
<td>18</td>
<td>1</td>
<td>19 / 65</td>
<td>65 / 65</td>
<td></td>
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</tr>
<tr>
<td>NAPLAN</td>
<td>MET EAS 3+</td>
<td>3 5/6</td>
<td>85 / 70</td>
<td>70 / 70</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 7/8</td>
<td>5 6+</td>
<td>87 / 80</td>
<td>81.4 / 80</td>
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<td></td>
</tr>
<tr>
<td>PAT- Reading</td>
<td>Within appropriate Scale Score Bands</td>
<td>2</td>
<td>32 / 50</td>
<td></td>
<td>100 / 50</td>
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</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
<td>48 / 50</td>
<td>52 / 50</td>
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</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>50 / 90</td>
<td>88 / 90</td>
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<td>6</td>
<td>7</td>
<td>80 / 55</td>
<td>90 / 55</td>
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<td>7</td>
<td>7</td>
<td>73 / 80</td>
<td>81 / 80</td>
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</tbody>
</table>

**RECOMMENDATIONS FOR 2015**

The School will
- Document the whole school agreement for effective teaching and learning of English to provide coherence and consistency across the school and within all year levels for all students, including ATSI, EALD and SWD (as per Aboriginal Strategy 2013 – 2016).
- Continue processes of supporting the deprivatisation of classrooms, through observations, ‘walk throughs’ and peer critical feedback
- Build upon current processes to further engage the school community in student literacy learning
- Further promote Literacy learning through parent workshops, information sharing and Literacy mornings.

Teachers will
- Review and set targets for 2015 (school and individual students) with alignment to Australian Curriculum Achievement Standards for running records, NAPLAN and PAT-R data
- Begin utilizing Fountas and Pinnell (F&P – Yrs 3-7) in alignment with the AC for consistency of planning, assessment and leveling in Improvement Team time.
- Moderate assessment tasks with alignment to Australian Curriculum Achievement Standards.
- Explore digital pedagogies through the ICT General Capability using Australian Curriculum English, with continued professional learning.
- Explore 21st Century skills to improve reading achievement
- Establish Improvement Team planning sessions and sharing of assessment data.
- Build on and maintain resources to support implementation of Whole School Agreement including guided reading sets levels 26-30, F&P Reading Assessment Kit
- Explore together how to differentiate to accelerate student learning and close gaps, including SSO input.
- Engage in professional observations and peer feedback sessions

Students will
- Engage in using digital tools to improve reading achievement
- Articulate own learning for improvement in reading through goal setting.
- Show evidence of improved reading levels commensurate to year level and ability
Numeracy: Students are highly competent and confident numerate learners

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<tr>
<td>A whole school approach to the continuous improvement of student numeracy achievement is developed and maintained.</td>
<td>All staff • Use the Australian Curriculum Maths • Collaboratively plan, assess and report using Australian Curriculum Maths and General Capabilities • Apply “best practice” strategies in daily teaching and learning in numeracy with a particular focus on Natural Maths</td>
<td>All students are expert learners who are engaged in their own mathematical and numerate learning.</td>
<td>All students show evidence of improved Australian Curriculum Maths and General Capabilities Numeracy to year level and ability</td>
</tr>
</tbody>
</table>

**TARGETS** (targets are highlighted)

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<tr>
<th>Assessment Tool</th>
<th>Level</th>
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<th>2016 Target (%)</th>
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</thead>
<tbody>
<tr>
<td>I Can Do Maths</td>
<td>R</td>
<td>Term 2, 2014 (71) 15+/30</td>
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<td>NAPLAN</td>
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<td>Highest Two Bands</td>
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<td>71.5</td>
<td>85.1 / 75</td>
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<td>6+</td>
<td>22</td>
<td>14.3</td>
<td>33 / 20</td>
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<td>59</td>
<td>89.6</td>
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<td>11</td>
<td>10.3</td>
<td>10 / 15</td>
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<tr>
<td>PAT - M</td>
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<td>7</td>
<td>63</td>
<td>41</td>
<td>42 / 70</td>
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**RECOMMENDATIONS FOR 2015**

**The School will**
- Have a sustained focus on implementing the whole school agreement in Maths. Particular emphasis will be on:
  - exploration of ICT General Capability with Australian Curriculum Maths proficiencies
  - agreed assessment tools for year levels from an agreed set of resources
  - understanding of assessment data to inform differentiated planning
  - further develop consistency in meta-language of Maths across whole site
- Develop and maintain effective mathematical pedagogy though Natural Maths and Mathletics.
- Develop a Numeracy Focus through further Professional Development with all staff
- Further promote Mathematics learning through parent workshops, information sharing and Maths mornings.
- Explore QuickSmart maths as support for identified students

**Teachers will**
- Set NAPLAN and PAT-Maths explicit targets (school and individual students) in alignment with the Australian Curriculum Achievement Standards.
- Further implement recommended Natural Maths strategies
- Implement digital pedagogies to improve numeracy achievement
- Work together (with peers and within partnership) for specific year level programming, planning and moderation.
- Explore assessment tools for ongoing assessments.
- Engage in professional observations and peer feedback sessions
- Utilize Improvement Team planning sessions and sharing of assessment data
- To explore together how to differentiate to accelerate student learning and close gaps.

**Students will**
- Show evidence of improved Australian Curriculum Maths and General Capabilities Numeracy at year level ability
- Use mathematical meta-language
- Use digital tools to improve numeracy achievement