



# 2018 -20 Koolunga Site Improvement Plan

<b>Professional Teaching Domains + Standards</b>	<b>Key Focus Area.</b> Know students and how they learn.	<b>Target ;</b> <b>Success and Growth for all students.</b>	<b>Whole Site Strategies and Staff Performance Indicators</b>
<b>Professional Knowledge</b>	1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	<p><b>The Whole Staff Target looks like ;</b></p> <p>Ensuring the ACARA Curriculum is delivered to the appropriate year level.</p> <p>This includes teaching accommodations for ;</p> <ul style="list-style-type: none"> <li>- Students with SWD and ILP's</li> <li>- Students identifying with risk</li> <li>- Students that are seeking Intellectual stretch.</li> </ul> <p><b>The measurable behaviour looks like;</b></p> <p>Teaching staff will be explicit about their lesson purpose and content</p> <p>Staff will collect agreed data sets and use analysis strategies to ;</p> <ul style="list-style-type: none"> <li>- Identify students that require additional support</li> <li>- accommodate and moderate content</li> <li>- Plan for learning improvement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement Service Provider + Recommendation</li> <li><input type="checkbox"/> Establish working / Current ; NEP, ILP's</li> <li><input type="checkbox"/> Differentiation evidenced in staff PDP's and classroom delivery, student work samples and assessment.</li> <li><input type="checkbox"/> Staff leading and learning conversations reflecting de-privatising practice.</li> <li><input type="checkbox"/> Knowing our clients story.</li> <li><input type="checkbox"/> Ensuring ACARA's curriculum delivery.</li> <li><input type="checkbox"/> Ensuring assessment tasks are known by the student and are clearly explicit by nature.</li> <li><input type="checkbox"/> Teaching practice will be evidenced by TfEL Framework and Professional standards for Teachers.</li> </ul>



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<b>Professional Teaching Domains + Standards</b>	<b>Key Focus Area.</b> Assess, provide feedback and report on student learning.	<b>Target ;</b> <b>Success and Growth for all students.</b>	<b>Whole Site Strategies and Staff Performance Indicators</b>
<b>Professional Practice</b>	3.1 Establish challenging learning goals  5.2 Provide feedback to students on their learning  5.3 Make consistent and comparable judgements	<p><b>The Whole Staff Target looks like ;</b></p> <p>Establish student led goals that demonstrate stretch and improvement.</p> <p>Use a range of data analysis to individually and effectively plan, program and implement specific improvement strategies to achieve student 'stretch' and feedback achievement to all stakeholders.</p> <p><b>The measurable behaviour looks like</b></p> <p>Staff will timetable and provide time and opportunities each week for students to actively practice their chosen goal.</p> <p>Teaching staff will provide timely and effective feedback in a variety of forums to students and their learning.</p> <ul style="list-style-type: none"> <li>- Verbal</li> <li>- Written</li> <li>- Utilising our Parent Feedback Register</li> </ul> <p>All teaching staff will make feedback explicit so that students understand what they require to move forward to seek improvement.</p> <p>Staff working with the MN SLIIP co-ordinator to better understand ACARA's professional standards</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Purposeful practice, growth and achievement of chosen goals is measurable and evident.</li> <li><input type="checkbox"/> FAST Feedback is evident in practice and shared with colleagues.</li> <li><input type="checkbox"/> Establish student portfolios for Moderation with examples of below, at and above standards in specific learning areas;             <ul style="list-style-type: none"> <li>- Literacy</li> <li>- Numeracy</li> <li>- Science</li> </ul> </li> </ul>



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<b>Professional Teaching Domains + Standards</b>	<b>Key Focus Area.</b> Build staff capacity and engage in professional learning.	<b>Target ;</b> <b>Success and Growth for all students.</b>	<b>Whole Site Strategies and Staff Performance Indicators</b>
<b>Professional Engagement.</b>	6.2 Engage in professional learning and improve practice.	<p><b>The Whole Staff Target looks like ;</b></p> <p>All teaching staff will engage in professional development opportunities that are evidenced based to improve personal content knowledge and pedagogy.            All new learning's will be shared and will be visible in their practice.</p> <p><b>The measurable behaviour looks like ;</b></p> <p>Teaching staff will incorporate the 7 Steps to Writing within their Literacy programs.</p> <p>Teaching staff will incorporate evidenced based research into their current practice.            This looks like ;</p> <ul style="list-style-type: none"> <li>- Numeracy - BIG Ideas, Anne Baker</li> <li>- Literacy -The Big 6 within daily teaching blocks</li> </ul> <p>STEM 500 –            Teaching staff will undertake the STEM 500 program and will incorporate new learning's in their teaching programs</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Engaging in site observations from within and outside the partnership.</li> <li><input type="checkbox"/> Engaging within the Mid North Network Learning groups.</li> <li><input type="checkbox"/> Increase knowledge about evidence based practices and applies to current teaching practices.</li> <li><input type="checkbox"/> Implementing the DECD Literacy and Numeracy First strategy. Knowing who these students are.</li> <li><input type="checkbox"/> Engaging in self-assessment tools and actioning self-review findings to improve individual and collective practice.</li> <li><input type="checkbox"/> Reflect / Evaluate the sites Self Review Cycle.               <ul style="list-style-type: none"> <li>- What are we doing?</li> <li>- Why are we doing it?</li> <li>- What difference is it making?</li> </ul> </li> </ul>