NORTHFIELD PRIMARY SCHOOL
2014 SITE IMPROVEMENT PLAN
DRAFT 7

RESEARCH COMPREHENSION

TARGETS
By the end of 2014, students will, on average, move from RRR level:
- 1 to 9 in Reception
- 8 to 17 in Year 1
- 11 to 20 in Year 2
- 21 to 27 in Year 3
- 24 to 28 in Year 4.

AGREED STRATEGIES
Staff will work collaboratively together as a P-7 school, in cohorts and in learning teams to:
- Enact and relentlessly review the NPS P-7 Literacy Teaching & Learning Agreement
- Negotiate individual reading comprehension goals with students and make them visible
- Develop structures for the three wave approach to support and intervention
- Establish a teacher skills register in literacy teaching and learning
- Use student achievement data to continuously improve teaching and learning.

STUDENT ENGAGEMENT

TARGETS
By the end of 2014:
- the average Student Engagement Score will increase from xxx to xxx (to be determined week 3, term 2 as per staff review and agreement)
- every student will have a Student Engagement Score of at least 2.0.

AGREED STRATEGIES

Involvement in Learning
Staff will work collaboratively together as a P-7 school, in cohorts and learning teams to:
- Develop and embed a scope and sequence in self-directed inquiry learning across Preschool to Year 7 including self-inquiry projects in Year 6/7
- Implement structures for student voice and peace leadership
- Embed contextualised mathematics projects to build on students’ engagement with numeracy

Well-being
Staff will work collaboratively together as a P-7 school, in cohorts and learning teams to:
- Develop knowledge about mindfulness and the impact it has on our ability to learn and grow as learners and people
- Develop consistent practices for morning care group
- Inhibit a sense of belonging for all by celebrating cultural diversity through special events such as Harmony Day, Reconciliation and International Day of Peace.

Challenge and Disposition to Learning
Staff will work collaboratively together as a P-7 school, in cohorts and learning teams to:
- Further develop student global citizenship
- Embed ICT and Innovative Learning approaches to personalise learning with high challenge
- Connect neuroscience teaching and learning approaches with everyday learning so that students can be the best learners that they can be.

PROFESSIONAL TEACHING STANDARDS

In order to achieve the ambitious targets, staff will enact the agreed strategies. Teachers will achieve or work towards the ‘Highly Accomplished’ standard as stated in the National Professional Standards for Teachers.

“Highly Accomplished teachers are recognised as highly effective, skilled classroom practitioners and routinely work independently and collaboratively to improve their own practice and the practice of colleagues. They are knowledgeable and active members of the school.

Highly Accomplished teachers contribute to their colleagues’ learning. They may also take on roles that guide, advise or lead others. They regularly initiate and engage in discussions about effective teaching to improve the educational outcomes for their students.

They maximise learning opportunities for their students by understanding their backgrounds and individual characteristics and the impact of those factors on their learning. They provide colleagues, including pre-service teachers, with support and strategies to create positive and productive learning environments. Highly Accomplished teachers have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. They model sound teaching practices in their teaching areas. They work with colleagues to plan, evaluate and modify teaching programs to improve student learning. They keep abreast of the latest developments in their specialist content area or across a range of content areas for generalist teachers.

Highly Accomplished teachers are skilled in analysing student assessment data and use it to improve teaching and learning. They are active in establishing an environment which maximises professional learning and practice opportunities for colleagues. They monitor their own professional learning needs and align them to the learning needs of students. They behave ethically at all times. Their interpersonal and presentation skills are highly developed. They communicate effectively and respectfully with students, colleagues, parents/carers and community members.”

DECD IMPROVEMENT DOMAINS

LEARN.................................LEAD.................................CONNECT.................................IMPROVE