

Opportunity

Community

Governance

Vibrant Volunteers

Site Learning Plan

**Developing Powerful
Learners at Norwood PS**

FINANCE

NOSHC

EVENTS & FUNDRAISING

SPORTS or Extra
Curricular

PROMOTING SAFE
SCHOOLS

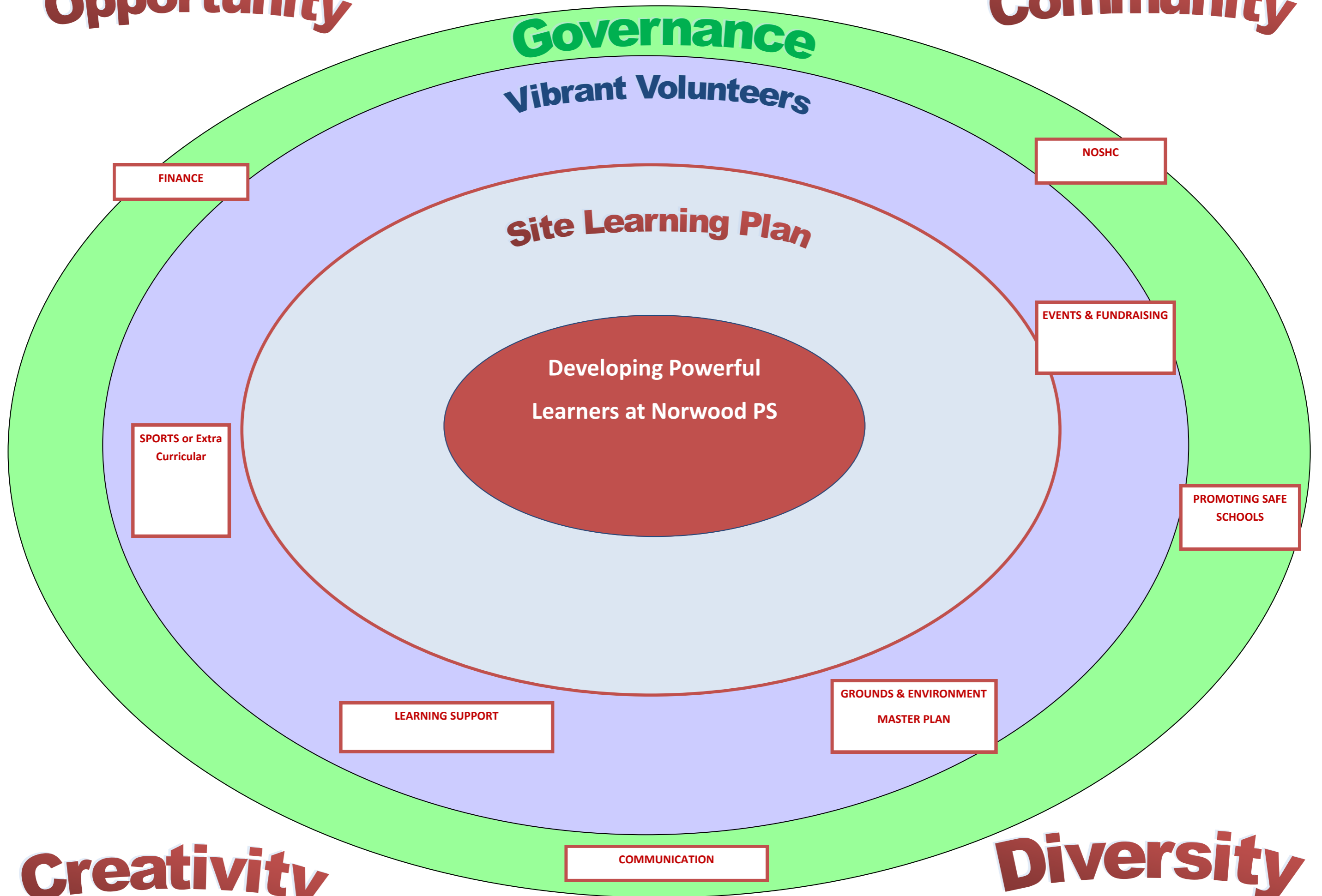
LEARNING SUPPORT

GROUNDS & ENVIRONMENT
MASTER PLAN

COMMUNICATION

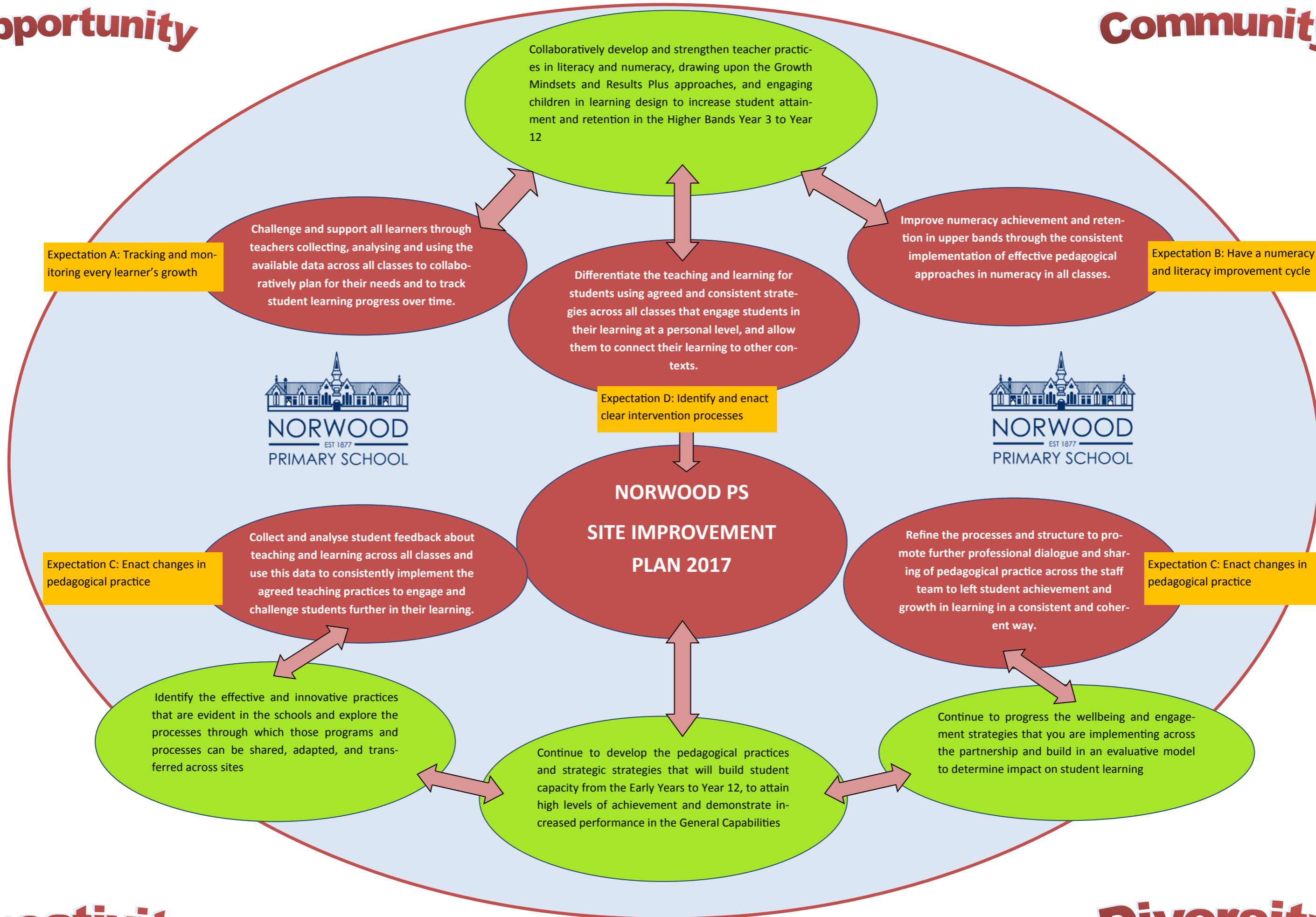
Creativity

Diversity



Opportunity

Community



Creativity

Diversity

CE PARTNERSHIP PRIORITIES 2017

RESULTS PLUS

NPS EXTERNAL REVIEW PRIORITIES

FOCUS AREA 2017	SMARTA GOALS	STRATEGIES	DATA EVIDENCE
<p>Improve numeracy achievement and retention in upper bands through the consistent implementation of effective pedagogical approaches in numeracy in all classes.</p>	<p><u>Numeracy:</u> At each year level 3-7, 80% of students achieve stanines 4-9, with 40% achieving stanines 6-9 (PATM September 2016). 60% of students achieve in the higher bands for Numeracy NAPLAN. At least 90% of non-exempted students achieve DECD SEA in Numeracy NAPLAN. NAPLAN growth data indicates more than 80% of Yr 5 & 7 students achieving 'middle & upper' band growth in Maths (30% achieving 'upper'). 80% of students will retain higher band achievement between years 3-5 and 3-7 in NAPLAN Numeracy. PATM growth data indicates more than 90% of Yr 4-7 students achieving 'middle & upper' band growth.</p> <p><u>Literacy:</u> At each year level 3-7, 80% of students achieve stanines 4-9, with 40% achieving stanines 6-9 (PATR September 2016).</p>	<p>Continue to embed Stanford Maths learning Quicksmart intervention Develop whole school agreements for Numeracy, Reading, Writing, Spelling Teacher observation Cross partnership moderation Lit & Num Results PLUS modules Implementation of SENTRAL Teachers using student data in PD conversations, PLCs and planning for differentiation. Language & Literacy levels PD Short Term Learning Goals (STLGs) Differentiation planning, including SOLO taxonomy and backwards design including BiTL tool Grouping for purpose—intervention Guided Reading and Reading Support Teacher role Words Their Way continuation (Independent Spelling) Scientists in Schools</p>	<p>NAPLAN QS data PATM & PATR (September 2016) Pat Sp & G and PAT Science (Feb and Oct 2017) Words Their Way data—Feb and Oct 2017 EAL Levelling Running Records Moderated tasks PAT growth data sets (supplied by PAT)</p>
<p>Challenge and support all learners through teachers collecting, analysing and using the available data across all classes to collaboratively plan for their needs and to track student learning progress over time.</p>	<p>At least 90% of year R students achieve level 5 in Running Records (September data—instructional level—unseen text). At least 90% of year 1 students achieve level 13 in Running Records (September data—instructional level—unseen text). At least 90% of year 2 students achieve level 21 in Running Records (September data—instructional level—unseen text). 60% of students achieve in the higher bands for Reading NAPLAN. 60% of students achieve in the higher bands for Writing NAPLAN. 60% of students achieve in the higher bands for Spelling NAPLAN. At least 90% of non-exempted students achieve DECD SEA in Reading NAPLAN. NAPLAN growth data indicates more than 80% of Yr 5 & 7 students achieving 'middle & upper' band growth in Reading (30% achieving 'upper'). 80% of students will retain higher band achievement between years 3-5 and 3-7 in NAPLAN Reading. PATR growth data indicates more than 90% of Yr 4-7 students achieving 'middle & upper' band growth.</p>		

FOCUS AREA 2017	SMARTA GOALS	STRATEGIES	DATA EVIDENCE
<p>Differentiate the teaching and learning for students using agreed and consistent strategies across all classes that engage students in their learning at a personal level, and allow them to connect their learning to other contexts.</p>	<p>Student feedback indicates increased satisfaction with;</p> <p>I feel safe at my school (2014—4.5) (2016—4.3)</p> <p>I like being at my school (2014—4.3) (2016—4)</p> <p><i>Note: Parent feedback indicates ;</i></p> <p><i>My child feels safe at this school (2014—4.6) (2016—4.6)</i></p> <p><i>My child likes being at this school (2014—4.6) (2016—4.5)</i></p> <p>Parent feedback indicates increased satisfaction with;</p> <p>Teachers at this school provide my child with useful feedback (2014—3.8) (2016—3.7)</p> <p>My child’s learning needs are being met at this school (2014—4) (2016—3.7)</p>	<p>Site focus on Personal & Social Capability</p> <p>Continued implementation of SENTRAL including reporting to parents.</p> <p>Assessment for Learning strategies</p> <p>Teachers using student data in PD conversations and planning for differentiation.</p> <p>TfEL tools, including compass and peer observations</p> <p>Student voice project group—year 7/8 transition across partnership</p> <p>Strengthen parent/community awareness of the journey of learning, as opposed to always the end point.</p> <p>Analysis of Resilience & Wellbeing survey, AEDI and MDI data sets to inform KidsMatter actions.</p>	<p>SENTRAL before and after teacher feedback data</p> <p>Annual Student Survey data—Nov 2017</p> <p>Annual Parent Survey data—Nov 2017</p> <p>TfEL data and Compass Tool</p> <p>Feedback from student voice transition group</p> <p>Parent feedback re quality of feedback</p> <p>MDI, AEDI, RYA survey</p> <p>Explore General Capabilities assessment tool for 2017</p>
<p>Collect and analyse student feedback about teaching and learning across all classes and use this data to consistently implement the agreed teaching practices to engage and challenge students further in their learning.</p>	<p>Student and community feedback indicates growth in social and emotional criteria.</p> <p>Resilience Youth Australia survey indicates that at least 85% of students feel safe at school in 2017.</p>	<p>SRC—Voice and action groups</p> <p>Circle Time</p>	
<p>Refine the processes and structure to promote further professional dialogue and sharing of pedagogical practice across the staff team to lift student achievement and growth in learning in a consistent and coherent way.</p>	<p>Teachers receive authentic triangulated feedback around their pedagogy from leadership, peers (including across other sites) and students.</p>	<p>Adoption of growth mindset approach for all students and teachers.</p> <p>Use student voice audit tools to strengthen student voice—integrated with SRC.</p> <p>Teacher peer observations</p> <p>Leadership ‘snapshot’ sessions—one positive and one question.</p> <p>Review of PLCs, planning teams and lead teams structures.</p> <p>Further engagement with partnership sites to provide moderation and planning opportunities—once per term plus shared partnership day in 2016.</p> <p>Whole School agreements in Maths, Reading, Writing, Spelling, Wellbeing to be developed.</p>	<p>Teacher feedback—site and partnership</p> <p>TfEL tools and COMPASS tool</p> <p>PD feedback documentation</p> <p>Whole School agreements documented and seen in classroom practice</p>