Framework for Improving Student Outcomes

Published: February 2016

demonstrated by the community both within and beyond the school. We call high study evidenced by its productive, vibrant and happy atmosphere. This contributes to the achieve our shared vision.

all levels, thus contrib

parent

school communicates with parents and acquire

students and staff allows open communication and collaborative decision

in

parents to decrease student absences and develop processes that will improve the way

the school will endeavour to engage with

Specialists (PLT 3); and Educational Support (ES) staff (PLT 4).

(PLTs), including Prep (PLT F), Year 1 to Year 2 (PLT 1), Year 3 to 6 (PLT 2)

Staff to support student learning. Staff work within Professional Learning Teams

Disabilities Program were largely used for the employment of Educational Support

comprehensive and engaging ICT program. The refurbishment of the Library and

engagement. Over the next 4

Acting Leading Teacher; and 7.81 Education Support staff. Specialists were

staff. This has seen a positive change in

The vision is to have the learning and

and 3 to 6 by 2017.

As the school has grown steadily in enrolments over the past four years so have the

Enrolment numbers have increased steadily

close to a fifth of the students from homes where English is their second language.

Since 2011, the school has moved away from traditional structures to a

technology is embedded in daily practice to support learning and teaching.

The school is proud to offer a

TARGETS and priority areas

The review process highlighted that the

Koori enrolments from four in 2011 to ten in 2015. The number of students funded

Growing a supportive

community of learners

School vision

2016

80% of students with an Individual Education Plan

One Goal: To have the student enrolment growth at

as

School Improvement Plan

Financial year

Revised: 1 March 2016

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Earning through the use of anecdotal notes for All classroom teachers use GradeXpert to document and track student Learning Gain in Number, Writing and Reading Algebra to be in line with the region.

Investigating commercially produced assessment in Mathematics that focus - Review and modify pre/post assessments in Number - To improve the school mean score in the 'Victorian Curriculum Teacher Report)

Targets for 2019

- Improve/maintain student achievement levels in the areas of reading, writing, and mathematics.
- Building Teachers' Expertise
- Excellence in Teaching and Learning
- To improve overall engagement and wellbeing (for improving student achievement, engagement and wellbeing)

Improvement of the Toe by Toe program (Phonics) and LEAP (Reading Comprehension) program for designated Year 3 to 6 students.

Implementation of a Language Support Program for designated students in Years Prep and 1 focusing on oral language.

Curriculum Planning and Assessment

Develop and document the Chalcot Lodge PS Inquiry learning of Inquiry, Literacy and Numeracy.

Implementation of a Peer Observation

What does a good teaching and learning session look like? What should the teaching strategies.

Implementing a Language Support Program for designated students in Years Prep and 1 focussing on oral language.

Implementation of the Toe by Toe program (Phonics) and LEAP (Reading Comprehension) program for designated

Assessment

Focus on the assessment strategies used for Reading in Year 6.

Key improvement strategies

Improvement is a year goal, 2015.

<table>
<thead>
<tr>
<th>Student</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
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<tbody>
<tr>
<td>Reading</td>
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<td>Numeracy</td>
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Framework for Improving Student Outcomes

### Engagement

- Provide an engaging, stimulating and student-centred learning environment that promotes creative and critical thinking.

### Excellence in Teaching and Learning

- Building Practice Excellence
- Curriculum Planning and Assessment
- Positive Climate for Learning
- Empowering Students and Building School Pride
- Setting expectations and promoting inclusion

- Implementing evidenced-based programs that focus on developing creative and critical thinking skills.

- Victorian Curriculum
- Building teacher capacity in relation to the implementation of the new Victorian Curriculum.
- Review and modify the school's Global Theme Program of Inquiry in line with the new Victorian Curriculum.
- The Victorian Curriculum implemented across the school and documented in projection planning and weekly work programs.

- Cathy Walker Investigation Approach
- External professional development for Years Prep to 6 Teachers in the Cathy Walker Discovery Learning Approach.
- Implement the Cathy Walker Investigation Approach from Prep to Year 6.
- All classes in Years Prep to 6 planning, implementing and documenting Investigation Learning activities in weekly program planning and projections.

- ICT
- Engage with an architect company to design and refurbish the existing Library.
- Refurbish ICT lab to create a collaborative learning space with mobile devices and furniture.
- Implementation of an ICT Peer Coaching Program for all class teachers focusing on integrating the use of devices within collaborative Reading and Mathematics lessons in Prep to 6.
- Implementation of a Radio Station Program for all Year 4 students.
- Extend the ICT Specialist program, to incorporate the use of the media centre with a focus on the radio room for students in Year 5 and 6.
- ICT committee review and update the school's 4 Year eLearning plan.

### Science/Critical and Creative Thinking

- Building teacher capacity in relation to the assessment of the Science Learning Area (with a focus on Strand Science Inquiry) of the Victorian Curriculum.
- Building teacher capacity in assessment of Critical and Creative Thinking (Meta Cognition.) Transdisciplinary and Meta Cognition skills.
- Development of a whole school assessment strategy in relation to Science and Critical and Creative Thinking using the Victorian Curriculum Resources.

- That 25% of Students from Level 3 to 6 achieving an A or B score in the Victorian Curriculum Teacher Assessment Data in relation to Critical and Creative Thinking – Meta Cognition – with a particular focus in the Level 3 to 4 area. (Data from School Portal – Achievement Data)
- That 25% of Students from Level 3 to 6 achieving an A or B score in the Victorian Curriculum Teacher Assessment Data in relation to Science – Inquiry Skills with a particular focus in the Level 3 to 4 area. (Data from School Portal – Achievement Data)
- To maintain Student Attitudes to School Survey results in relation to ‘Stimulating Learning’ and ‘Student Motivation’ in the Fourth Quartile. (School Summary Report data)

### Wellbeing

- Enhance school practices in student wellbeing through strengthening the communication between home/school in relation to student absences.

### Community Engagement in Learning

- Develop and implement strategies that educate parents in the importance of students attending school.
- Develop and implement strategies that will improve students’ unexplained absences.
- Review Student Attendance policy and distribute policy and procedures to parents/guardians via the school newsletter, tiqbiz and website.
- Develop and implement whole school attendance strategies which will encourage students to attend school on a daily basis.
- Review and document administration procedures in relation to recording student absences and acquiring parent explanations.
- Implement the use of the Tiqbiz application as a form of communication between home and school.

- To decrease the school mean score for unexplained absences from 5.83 in 2014 to 3.00 by 2018. (School Summary Report data)
- Continue to decrease student absences days from Levels Prep to 6 to 14.00 or similar to the state. (School Summary Report data)