## Christie Downs Primary School Improvement Plan

### Christie Downs Primary School Annual Plan 2017

<table>
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<tr>
<th>Improvement Priority</th>
<th>Desired Outcomes</th>
<th>Performance Measure</th>
<th>Projects</th>
<th>Key Actions</th>
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</thead>
<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td>Improve student growth in learning through agreed differentiated teaching practices implemented coherently across the school to an embedded stage.</td>
<td>Site testing data and NAPLAN data improvement</td>
<td>Develop staff capacity to engage students in learning through CBL</td>
<td>1. Whole Site engages in CBL to develop site as a specialist site. 2. Eliza Lovell, Artist employed 1 day a week for year to work alongside teachers in use of CBL strategies 3. Whole site T &amp; D in week 0 with Robyn and Eliza 4. Focus at PLC level with PLC leaders role modelling CBL strategies 5. Include another 4 teachers in research project. 6. Lead teachers mentor with 4 teachers</td>
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<td>Challenge all learners to improve and achieve success through the design of learning task, making learning intentions and criteria for success clear and using formative assessment as intentional teaching strategy across all classes.</td>
<td>Behaviour data, Literacy &amp; Numeracy Data and Student engagement survey shows increase engagement</td>
<td>The 3rd Teacher The environment</td>
<td>1. Embed Reggio environments across site to engage all students in learning. 2. Establish STEM Discovery interactive environments for middle &amp; upper Primary main 3. Embed and upgrade sensory environments to meet students changing needs 4. Continue to embed curiosity through play &amp; inquiry as a differentiated way of learning</td>
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<td>Extend the evident collaborative capacities of staff in building engaged and challenging learning through clear, purposeful and focussed peer feedback and embed agreed teaching practices.</td>
<td>Improving student learning outcomes by tracking and monitoring every learner’s growth</td>
<td>Site data testing:  - Moderation in writing  - Running Records  - PAT R &amp; M,  - LLI  - SPA  - Words Their Way  - Big Ideas in Number  - ABLES  - NEPS  - ILPS  - Teacher unit/topic plans are responsive to support and extend learner</td>
<td>1. Teachers flexibly use the three dimensions of the Australian Curriculum framework to personalised learning. 2. Regularly test, monitor and adjust the curriculum (including standard) to highlight student progress 3. Build on 14 parameters of Lyn Sharratt’s work to support learner’s growth 4. Data wall continual review and discussion on action for improvement 5. Continue to moderate Ables as an assessment tool in our Unit classes 6. All staff engage in formative assessment tasks and share through PLC’s to form an agreed approach</td>
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| **Wellbeing**        | To develop positive partnerships with students, parents, carers, school staff and other service providers to promote:  
  - Resilience  
  - Inclusion,  
  - Improved attendance  
  - Positive Behaviour  
  - Wellbeing | Staff, student, parent/carer, survey results show improved engagement and understanding between all community members.  
  Higher percentage of student attendance by 2%  
  Improved behaviour data across site by 2% | Have effective processes for identifying student needs. Provide appropriate support and positive strategies to build upon inclusion, resilience and wellbeing;  
  - Kids Matter Framework  
  - SMART Training strategies | • Support classroom teacher, SSO, by model approaches that encourage inclusion and resiliency within a success orientated learning environment.  
• Rock & Water  
• Drum beat  
• Passport to success  
• Kids Matter  
• What's the buzz  
• Mindfulness & Yoga  
• Alternative programs – SWAT team & Building Mob  
• Student Counsel – Promoting student rights, Student led learning and student’s active involvement in all areas of school life.  
• School Captains  
• Student Leadership  
• Student Counsel  
• Wakakirri  
• Friday student groups  
• Celebration lunch clubs  
• Class meetings  
• Implementing Keeping Safe Child Protection Curriculum by Raising awareness and skills to support student engagement, attendance and behaviours  
• Breakfast Club  
• Alternative programs  
• Values Badges promoting our school values to are used support improved attendance and behaviour  
• Provide support to students by listening to their concerns, helping student problem solve, and follow up with teachers and parent/careers as appropriate.  
• Support the referral process when more specialised support is required. |