



2018 IMPROVEMENT PLAN (Interim)

BICHENO PRIMARY SCHOOL – creating an inquiry-based school of excellence

Priorities <i>What matters most for this year?</i>	Analysis of data and evidence <ul style="list-style-type: none"> <i>What do we see in the data and evidence?</i> <i>Why are we seeing what we are?</i> <i>What, if anything should we be doing about it?</i> 	Objectives (Outcomes) <i>What do we want to achieve?</i>	Strategies <i>What will we do?</i>	Evaluation Measures <i>How do we know we are achieving our objectives?</i>
QUALITY TEACHING IN LITERACY	<p>Early Years teachers have identified Speech</p> <p>Although overall NAPLAN gains are high (albeit small cohort), Grade 5 Spelling confirms staff reflections around a need to focus on phonemic and phonetic explicit teaching focus with backward mapping into oral language in the Early Years.</p> <p>PAT Spelling results were the second lowest average gains of matched students at 76% compared to Reading at 84%.</p> <p>Need to extend for high achievers</p> <p>Need for whole of school approaches</p>	<p>A whole of school approach/framework to the teaching of Reading</p> <p>Aligned instructional model across the school from P-6, with connections to the work of St Marys and St Helens</p> <p>PALL and Big 6 to form the basis of a whole of school approach to the teaching of reading</p> <p>Extension of high achievers and whole bell curve shift</p>	<p>Staff team to engage in PALL PL across 2018 and support staff in focussing on Oral Language</p> <p>Investigate what framework will be used to support teaching of phonics and phonemic awareness across the school</p> <p>Inquire into an existing Instructional Model and its application to Bicheno – from the work of Zbar et al - begin from an audit of what is occurring in all classes and bringing this together for staff to re-audit and build a framework, or align with an existing framework</p>	<p>By the end of 2018, all staff will have inquired into the use of an Explicit Instruction Model. A specific model will be endorsed as the non-negotiable way of framing up lessons at Bicheno Primary School from 2019 onwards. Depending on the adopted framework these could include audits or rubrics around:</p> <ul style="list-style-type: none"> High expectations & authentic relationships Inquiry focussed teaching Adoption of consistent teaching protocols Harnessing learning intentions, narrative and pace Setting challenging learning tasks Framing higher order questions Connecting feedback to data Commitment to assessment for learning Implementing cooperative groups <p>0.6 effect size targets in 2018 literacy PAT assessments.</p>
WELLBEING	<p>Student and staff survey data indicates:</p> <p>93% of parents (7) agree that teachers are interested in children's wellbeing</p> <p>79% of students (34) agree that teachers are interested in their wellbeing</p> <p>82% of parents (7) agreed that their child feels safe</p> <p>77% of students (34) agreed that they feel safe</p> <p>88% of staff (4) agreed that students feel safe</p> <p>School to collect baseline data on social/emotional wellbeing (due to changing demographic)</p> <p>Investigate and identify Wellbeing Framework on 'students feeling safe' at Bicheno PS.</p>	<p>Improve % of students feeling safe by 10%</p> <p>Create high expectations and consistent approaches to a school wide positive behaviour framework</p> <p>Create a whole school team approach with support agencies focussed on student learning support.</p> <p>Investigate an appropriate framework for positive mental health</p>	<p>Develop a whole school focus on growth mindset, mindfulness, positive mental health</p> <p>Reflect on current values framework and review improvements</p> <p>Collaborative focus and student centred delivery Social Worker / Psychologist / Health / Learning Services North Behaviour Support/St Giles focussing on :</p> <ul style="list-style-type: none"> Planning time together Case study files focussed on collaborative approaches around student need and strategies for school and home Working with groups on enhancing social emotional well-being 	<p>Comparison of 2017 and 2018 student, parent and staff perception data around children feeling safe. Targets set for 2019.</p> <p>School wide positive behaviour framework in staff handbook</p> <p>Positive mental health framework adopted</p> <p>Social emotional wellbeing data benchmarked in 2018 and stretch targets set for 2019</p>



--	--	--	--	--

