

# Miltaburra Area School & School Based Preschool Site Improvement Plan 2018 - 2020

## STEM

### Target

pedagogies that promote integrated STEM learning are incorporated into the curriculum across year levels.

## Writing

### Target

All students will achieve SEA levels in NAPLAN writing

All genres are included in an integrated curriculum approach

Specific writing criteria are targeted individually in learning sprints in line with evidence

## Learning Design & Moderation

### Target

To develop effective task design and moderation processes to improve student achievement through:

Student engagement

effective and challenging task design

moderation with other schools across the partnership and portfolio

# Student Achievement

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Focus Area	Targets	Strategies	Success Measures
<p><b>STEM</b></p>	<ul style="list-style-type: none"> <li>Continue to develop and build upon the relationship with Ceduna Area School that supports collaborative planning of STEM projects between our 2 sites</li> <li>Integrate STEM approaches across all year levels</li> <li>Support school staff to develop confidence with a STEM approach and the skills to implement it</li> <li>All students have the opportunity to engage with STEM projects.</li> </ul>	<ul style="list-style-type: none"> <li>Work with CAS leadership and staff to develop a program of collaboration that supports STEM implementation</li> <li>Use technology integration opportunities as a way to develop integrated STEM projects across the school.</li> <li>Utilise professional development staff meetings to discuss, ways to integrate STEM and to build staff confidence.</li> <li>Class observations by and between teaching staff to share good practice</li> <li>shared planning and collaboration to share good practice</li> <li>professional development as a group and through identified professional development opportunities</li> <li>Ensure resources and technology are available to support STEM projects</li> </ul>	<ul style="list-style-type: none"> <li>STEM projects are included in the curriculum across the school</li> <li>Teachers are confident to adapt and integrate a STEM approach</li> <li>Teachers participate in shared planning, learning and observations to improve practice</li> <li>Technology is available to support integrated STEM projects</li> </ul>

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Focus Area	Targets	Strategies	Success Measures
<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>All students to achieve SEA benchmarks in NAPLAN writing</li> <li>Whole School Agreement includes genre map and agreed writing genres within a collaborative and integrated program</li> <li>Specific criteria of the writing curriculum are identified with evidence and form a focus for improvement using learning sprints.</li> <li>Pilot project in 1 class of “strengthening writing through meta-knowledge of language” – see <i>DECD Literacy and Numeracy First</i></li> </ul>	<ul style="list-style-type: none"> <li>Review whole school writing agreement to ensure understandings of how students become proficient at creating and analysing texts</li> <li>Agreed assessment strategies – assessment tools, timing and recording of assessment</li> <li>Explicit teaching combined with Integration of writing into all areas of curriculum</li> <li>Learning Sprints process to focus on specifically identified writing criteria with evaluation of results every 5 weeks</li> <li>Class observations by and between teaching staff to share good practice</li> <li>shared planning and collaboration to ensure continuity of learning</li> <li>professional development as a group and through identified professional development opportunities including partnership focus days.</li> <li>Allocate a teacher to undertake a pilot project in 2/3 class of meta-language strengthening writing &amp; report back to staff</li> </ul>	<ul style="list-style-type: none"> <li>Students achieve SEA benchmarks</li> <li>Whole school writing agreement exists and integrated genre maps are agreed and in place</li> <li>Learning sprints are undertaken and results are known and integrated into practice</li> <li>Pilot project is undertaken and results are known and implemented as appropriate into wider practice</li> <li>Teachers participate in shared planning, learning and observations to improve practice</li> <li>Assessment processes are agreed and operational.</li> </ul>

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Focus Area	Targets	Strategies	Success Measures
<p><b>Learning Design and Moderation</b></p> <p><b>(English Focus)</b></p>	<ul style="list-style-type: none"> <li>• Students move to a higher grade in English than in the previous year.</li> <li>• Students increase engagement through effective task design</li> <li>• Students are effectively scaffolded to achieve higher outcomes through effective task design</li> <li>• Students are challenged to achieve at higher levels through effective task design</li> <li>• Staff participate in collaborative networks across the partnership and portfolio – improving task design and creating quality assurance for assessment</li> </ul>	<p>Professional development opportunities through partnership / portfolio, or learner improvement division</p> <hr/> <p>Working as a professional learning community to analyse and review outcomes from task design and moderation</p> <hr/> <p>Class observations by and between teaching staff to share good practice</p> <hr/> <p>shared planning and collaboration to ensure continuity of learning</p>	<ul style="list-style-type: none"> <li>• Teachers participate in effective and collaborative sessions to moderate student work</li> <li>• Teachers participate in shared planning, learning and observations to improve practice</li> <li>• Professional learning community continues to identify, discuss and share ideas about effective task design to promote intellectual challenge</li> <li>• Student outcomes improve across all year levels for English</li> </ul>