



MOUNT COMPASS AREA SCHOOL

SITE IMPROVEMENT PLAN 2015 – 2017

PRIORITIES (What we want to do this year)	KEY STRATEGIES (What it will take to get there)	EVIDENCE (How we will measure learner progress)	TARGETS (Key indicators of learner success)
<p>1. TEACHING PRACTICE</p> <ul style="list-style-type: none"> Literacy <ul style="list-style-type: none"> WRAP training for all staff Numeracy <ul style="list-style-type: none"> Develop quality problem solving skills R - 12 Pedagogy <ul style="list-style-type: none"> Quality Start: QS Program evident in learning programs TfEL domains are understood and used as the pedagogical framework for all teachers <p>2. WELLBEING</p> <ul style="list-style-type: none"> Implement <i>Mind Matters</i> as a whole-school focus 	<ul style="list-style-type: none"> Fund and plan at least 3 SFD's and 3 negotiated PD training days Implement "Steps in Problem Solving" format; focus on problem solving at least once per week/lesson starters; implement consistent mathematical language; implement "Maths Notebook" Critical and creative thinking learning continuum, how it fits with APTS and TfEL; feedback and participation from staff used to develop program Staff focus for PD; access TfEL team/TfEL Companion doc PD for Wellbeing focus group; implementation across the school 	<ul style="list-style-type: none"> All staff commence training and begin to use WRAP to teach phonics, writing, reading, spelling, grammar & handwriting Observable improvement in students' skills to interpret questions, persevere with challenges, articulate their learning and communicate their results Student data via Quality learning Tools Staff data from changes in observable practice Data collected with Quality learning Tools; peer observations aligned with TfEL & APST Development of Components 1 & 2 	<p>All targets apply to NAPLAN</p> <ul style="list-style-type: none"> No 2015 yr. 5's in bottom 2 Bands 40% 2016 yr. 5's in top 2 Bands Reduce to below 25% of 2016 yr. 7's in bottom 2 Bands Reduce to below 25% of 2016 yr. 9's in bottom 2 Bands No 2017 yr.9's in bottom 2 Bands 15% in upper stanine of PAT R/math at each year level; general upward trend from lower stanines Trend of upward movement across all NAPLAN Bands All classes with negotiated QS programs that are constantly reviewed TfEL embedded in all PD Plans and learning programs 85% student feedback indicating recognising and responding positively re skilling in resilience
<p>APST Focus: Whole-school Standards 3 & 5; Sub-schools: Junior – Standard 2; Middle – Standard 4; DIAF Improvement Priority: Attend To Culture</p>			