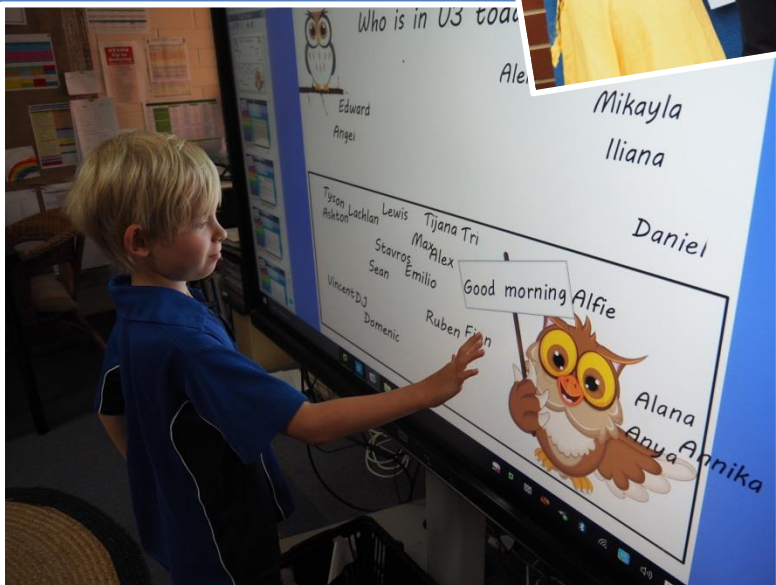


# SITE IMPROVEMENT PLAN 2017





## KIDMAN PARK PRIMARY SCHOOL      SUMMARY SITE IMPROVEMENT PLAN – 2017

**KEY (Strategic) DIRECTIONS:** Pedagogy, Numeracy, Literacy, Joy Project, Learning Centre

**NAME OF KEY LEADERS:** Sandra Clarke, Michael Gibbins, Teresa Marshall, Desy Pantelos, Rachel Scheuboeck

	<b>PRIORITY</b> What do we plan to achieve this year?	<b>STRATEGIES</b> What are the actions you plan to take to achieve the outcomes?	<b>EVIDENCE / TARGETS</b>
1	Changing pedagogy across the school by integrating the Walker Learning Approach, Connected Curriculum, STEM and integrating student agency.	<ul style="list-style-type: none"> <li>• Develop staff culture and understanding of Walker Learning Approach through a variety of professional development opportunities</li> <li>• Roll out and implement Connected Curriculum units for the year</li> <li>• Develop STEM thinking strategies through partnership and school professional development</li> </ul>	<ul style="list-style-type: none"> <li>• All classes implement the main approaches of WLA and the Connected Curriculum by the end of 2017.</li> <li>• All classes undertake STEM lessons by end of 2017.</li> </ul>
2	Numeracy Agreement implementation across all teams including the integration of problem solving, clinic groups and moderation best practice	<ul style="list-style-type: none"> <li>• Implement Numeracy Agreement into programming and planning by utilising staff support through team and staff meetings</li> <li>• Raise staff awareness of problem solving through initiatives that will be developed by problem creation student action team</li> <li>• Use team meeting time to develop information sessions about clinic groups in how they can support and stretch learners</li> <li>• Create information sessions through partnership and school to inform teachers about best moderation practice</li> </ul>	<ul style="list-style-type: none"> <li>• All staff (excl specialist) use Numeracy Agreement to intentionally plan learning and assessment opportunities by the end of term 2</li> <li>• All classes (excl specialist) have at least one lesson of problem solving per week by the end of term 2</li> </ul>
3	Literacy Agreement implementation across all teams including data collection, reading improvement and efficient use of resources/training and development opportunities	<ul style="list-style-type: none"> <li>• Implement Literacy Agreement into programming and planning by utilising staff support through team and staff meetings</li> <li>• Regularly review staff data collection of student learning and provide feedback</li> <li>• Support staff to assess, identify and assist students to achieve agreed literacy standards</li> <li>• Evaluate effective use of Literacy resources as outlined in Literacy Agreement</li> </ul>	<ul style="list-style-type: none"> <li>• All staff (excl specialist) use Literacy Agreement to intentionally plan learning and assessment opportunities by the end of term 2</li> <li>• 100% of staff (excl specialist) collect and collate data in accordance with the Data Collection Calendar to establish literacy groups</li> <li>• All literacy resources reviewed, kept or culled by end of term 3. Procurement procedure is reviewed and agreed by the end of term 3.</li> </ul>
4	Empowering students to develop and maintain positive relationships	<ul style="list-style-type: none"> <li>• Through participation in the PEARLS program, students will identify the difference between positive and negative relationships and ways of managing these</li> <li>• Skill students to care for others including ways of making and keeping friends</li> </ul>	<ul style="list-style-type: none"> <li>• 10% increase in friendship categories of student survey at the end of 2017</li> </ul>
5	Learning Centre will continue to raise standards through data collation, well-being support and implementing a new literacy program	<ul style="list-style-type: none"> <li>• Train staff then implement the 4 blocks approach to Literacy</li> <li>• Introduce data collation procedures for conductive education</li> <li>• Use strategies from the PEARLS program to develop a positive learning and working environment for both staff and students</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of students will show improvement from pre-test in term 1 to post-test in term 4.</li> </ul>

**KIDMAN PARK PRIMARY SCHOOL      SITE LEARNING PLAN – 2017**

**KEY (Strategic) DIRECTION: Pedagogy**

**NAME OF KEY LEADER: Sandra Clarke**

	<b>PRIORITY</b> What do we plan to achieve this year?	<b>BASELINE EVIDENCE</b>	<b>STRATEGIES</b> What are the actions you plan to take to achieve the outcomes?	<b>WHEN</b> When will this happen?	<b>WHO</b> Who will lead this strategy?	<b>RESOURCES</b> What will we need to resource this?	<b>EVIDENCE / TARGETS</b> How will we measure/evaluate learner progress? Key indicators of learner success.
1	Phased integration of Walker Learning pedagogy	<p>Foundation classes already use the WLA in their classes</p> <p>Elements of WLA already implemented in some MY classes</p> <p>Other classes aware of the approach but no change</p> <p>PD already attended by all staff to outline approach</p>	<p>Agree a termly stagger of WLA elements with staff. Term 1: Focus students, tuning in and reflection, ERPs/Investigations</p> <p>Provide relevant PD as required by staff to integrate WLA</p> <p>Seek feedback from staff via team meetings and team leaders as to progress of integration and support staff if required</p> <p>Utilise team meetings and staff meetings to demonstrate good practice from other staff / WLA mentors and suggest possible approaches/tools to help staff / students e.g. Socratic questioning / Blooms' tools etc.</p>	Across the year	Sandra / John / WLA mentors / Foundation staff / MY staff	<p>Staff and team meeting time</p> <p>WLA mentors</p>	All classes implement the main approaches of WLA by the end of the year
2	Connected Curriculum units taught across the whole school	AC taught across school in HASS, Science etc.	<p>Develop 3 remaining Connected Curriculum unit plans in PLANiT based on the agreed Big Questions from the CCT.</p> <p>Give staff the opportunity to plan with the unit plans before the start of each term</p>	Week 6-7 of the term before it is required	Sandra / student Connected Curriculum Team	<p>PLANiT</p> <p>Staff and team meeting time</p>	<p>All classes implement the 4 Connected Curriculum units for 2017</p> <p>All staff update and use the online units in PLANiT</p>

3	Increase STEM learning opportunities for students and staff	<p>Science taught across school, most classes integrate basic technologies across their lessons. Maths is sometimes taught as part of Inquiry/Science work.</p> <p>STEM approach has been demonstrated at staff meetings</p> <p>Some STEM resources have been used in individual classes throughout the school</p> <p>Limited staff have attended STEM PDs in line with DECD initiative for Year 7/8 STEM collaborative inquiry project</p> <p>Involved in DECD STEM Works initiative</p>	<p>Provide STEM PD for all teachers both from external sources and sharing good practice</p> <p>Review resources in school and add suitable STEM equipment</p> <p>Planning with year 6/7 teachers to progress the Year 7/8 STEM collaborative inquiry project with Henley High</p> <p>Incorporate STEM resources and strategies into Connected Curriculum Units</p>	<p>Ongoing 2017</p> <p>Ongoing 2017</p> <p>Before term 3 when project starts</p> <p>Ongoing 2017</p>	<p>Sandra/All staff</p> <p>Sandra/All staff</p> <p>Sandra / Year 6/7 teachers</p> <p>Sandra / student Connected Curriculum Team</p>	<p>PD budget</p> <p>STEM budget</p> <p>Release for year 6/7 teacher to attend Year 7/8 STEM collaborative inquiry project meetings</p> <p>PLANiT</p>	<p>All teachers benefit from STEM PD</p> <p>All classes receive STEM opportunities for learning as part of Connected Curriculum units</p> <p>Year 7s take part in the STEM workshops and Expo at Henley High</p> <p>Year 7 students transfer their STEM learning to their year 6 colleagues via clinic groups</p>
4	Provide more student agency opportunities across the whole school	<p>Student action teams to advance school projects</p> <p>Students involving in planning 2017's connected curriculum with staff and designing/running launch assemblies</p> <p>Circle time in classrooms</p> <p>Student leaders / Sports captains</p> <p>Student-to-student feedback in some classes</p> <p>Student surveys</p> <p>Student feedback to some teachers via unit evaluations/letters to the teacher etc.</p>	<p>Continuation of student action teams incorporating students choosing which teams could exist</p> <p>Share current good practice of student voice initiatives and research other student voice strategies and share with staff at team meetings/staff meetings – look for suitable PD opportunities. Share from Tell to Ask transforming tasks ideas and look for implementation. Use of videos or colleague observation counts on teacher vs student talk.</p> <p>Involve students in STEM furniture design and distribution ideas.</p> <p>Run and analyse comparable engagement surveys for students, teachers and parents and use results as a way of improving practice via TfEL framework/AITSL standards and goal setting for staff PDPs.</p> <p>Incorporate the use of student voice into lesson planning with teachers plus clinic group management and operation throughout the year</p>	<p>From Feb 2017</p> <p>Ongoing 2017</p> <p>Ongoing 2017</p> <p>Beginning and end of year</p> <p>Ongoing 2017</p>	<p>Everyone</p> <p>All staff</p> <p>Staff and students</p> <p>Everyone</p> <p>Teachers and students</p>	<p>Staff to facilitate the action teams</p> <p>Team / staff meeting time. Possible staff release. Video camera, observation guidelines/tally sheets etc.</p> <p>School survey website and analysis tools</p>	<p>Students are increasingly involved in planning, teaching and feeding back to teachers and leadership over the course of the year</p>

**KIDMAN PARK PRIMARY SCHOOL      SITE LEARNING PLAN – 2017**

**KEY (Strategic) DIRECTION:** Maths      **NAME OF KEY LEADER:** Michael Gibbins

<p align="center"><b>PRIORITY</b> What do we plan to achieve this year?</p>	<p align="center"><b>BASELINE EVIDENCE</b></p>	<p align="center"><b>STRATEGIES</b> What are the actions you plan to take to achieve the outcomes?</p>	<p align="center"><b>WHEN</b> When will this happen?</p>	<p align="center"><b>WHO</b> Who will lead this strategy?</p>	<p align="center"><b>RESOURCES</b> What will we need to resource this?</p>	<p align="center"><b>EVIDENCE / TARGETS</b> How will we measure/evaluate learner progress? Key indicators of learner success.</p>
<p>All teams implement a team adapted Numeracy Agreement in line with site and partnership priorities</p> <p>Staff and students experiment teaching Numeracy skills in small groups: clinic groups.</p>	<p>Whole school Numeracy Agreement being used</p> <p>Instruction occurs in a variety of groupings in each class led by the teacher.</p> <p>Teachers know about clinic groups as part of the WLA</p>	<p>Teachers review and understand whole site Numeracy Agreement. Teams review Agreement and submit sub-school specific approaches which will form their own version. Numeracy Agreement Master is created which has sub-team relevant sections. Teachers are supported to implement the Agreement into their teaching through information sessions in Staff Meetings and Team Meetings Teacher professional discussion, reflection, planning time at team meetings Training and development for teachers Participation in the LDAM Partnership strategy to increase professional knowledge of Agreement Components Staff plan and program using Numeracy Agreement and Australian Curriculum</p> <p>Teachers expand their understanding of Walker Learning clinic groups and their effectiveness through staff info sessions during team mtg. Data: Used from a variety of sources to group students effectively for learning. Teachers with the knowledge about clinic groups run sessions for others to observe. Skill students to run small group instruction and peer tutoring in Numeracy</p>	<p>Term 1 Week 4</p> <p>Term 1 Week 8</p> <p>Term 2</p> <p>Term 1 PFD: 14/03/201</p> <p>Term 2</p> <p>Term 2 onwards</p> <p>Term 3</p>	<p>Sandra / Michael</p> <p>Team Leaders</p> <p>Teachers</p>	<p>Review and work with Agreement Team / Staff Meeting time to review and improve</p> <p>Tierney Kennedy resources linking to LDAM partnership priorities: used in staff sessions term 2</p> <p>Walker Learning: Engagement Matters Karen from Early Life conferencing with staff.</p>	<p>Aspects of the agreement can be identified in all teacher programs and classroom delivery</p> <p>Updated Agreement with information about each sub-school's variations is being used by teachers of that sub-team (team ownership)</p> <p>Numeracy Blocks will be intentionally planned and incorporate a range of learning opportunities to raise student capabilities in the Proficiency Strands</p> <p>All classes are using clinic groups to teach Numeracy. Clinic Groups incorporate 'just in time' learning for students. All sub-schools deliver Clinic Group to teach Numeracy skills by the end of Term 2. Clinic Groups content and skills focus are based on learning intentions and are at level for each participant: support/stretch.</p>

<p>Problem Solving proficiency is taught in classrooms across the school through intentional design following the school's Numeracy agreement</p>	<p>Clinic groups and just in time learning does not currently happen</p> <p>Teachers are familiar and use AC Mathematics curriculum with varying degrees of expertise</p> <p>Classes use problem solving tasks with varying/inconsistent strategies</p>	<p>Kym and Michael attend workshops with Tierney Kennedy to build understanding of Problem Solving in Numeracy.</p> <p>Sub-teams work collaboratively with teacher's of similar year levels in WASP to teach a problem solving lesson which will be moderated.</p> <p>Staff development sessions on problem solving learning design and accurate assessment strategies.</p>	<p>Term 1</p> <p>Term 1 and 2</p> <p>Term 2</p>			<p>All teachers enable their students intentionally planned Problem Solving opportunities each week (by end Term 2)</p> <p>All teachers improve student problem solving capacity through explicitly teaching the Problem Solving agreement</p> <p>2018 NAPLAN results will show an increase in Problem Solving capabilities.</p> <p>Teachers analyse problem solving questions/results in the 2017 NAPLAN tests and look at results to celebrate success and identify areas to improve.</p>
<p>Moderation will be a focus in Mathematics across the site and partnership</p>	<p>Teachers' understandings and experiences of moderation vary across the site.</p>	<p>Kym and Michael attend Workshops with Tierney Kennedy on Moderation process.</p> <p>Tierney Kennedy Back 2 Front Maths Online Resources for teachers to run Moderation PD within their own site.</p> <p>Partnership task design PFD workshop 14/03/2017 and August</p> <p>Teachers meet on the 2<sup>nd</sup> PFD with work samples, increased understanding of the moderation process and will grade and moderate students across sites</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 1 and 3</p> <p>Term 3</p>		<p>Partnership focus on Moderation PD w/Tierney Kennedy w/shops Staff development session</p> <p>Partnership teachers – thought leaders Tierney Kennedy PD resources and online videos Flow chart of how to assess problem solving</p>	<p>All teachers will plan problem solving tasks within their sub-teams and at least one will moderated using the Tierney Kennedy process by the end of term 4.</p> <p>Teachers will be providing authentic experiences for students to Problem Solve using a variety of effective strategies.</p> <p>Students will build their capacity as Problem Solvers and also their Reasoning to share their approach or strategies used.</p>

**KIDMAN PARK PRIMARY SCHOOL      SITE LEARNING PLAN – 2017**

**KEY (Strategic) DIRECTION: English      NAME OF KEY LEADER: Teresa Marshall**

<p><b>PRIORITY</b> What do we plan to achieve this year?</p>	<p><b>BASELINE EVIDENCE</b></p>	<p><b>STRATEGIES</b> What are the actions you plan to take to achieve the outcomes?</p>	<p><b>WHEN</b> When will this happen?</p>	<p><b>WHO</b> Who will lead this strategy?</p>	<p><b>RESOURCES</b> What will we need to resource this?</p>	<p><b>EVIDENCE / TARGETS</b> How will we measure/evaluate learner progress? Key indicators of learner success.</p>
<p><b>DATA COLLECTION</b></p> <p>Staff will continue to make informed decisions about best practise as a result of collecting and analysing relevant data to</p>	<p>2016 year level information data</p> <p>Data collected throughout the year</p> <p>Beginning of the year data to highlight students for early intervention strategies</p>	<p>PAT R PAT Spelling DRA NAPLAN RUNNING RECORDS LANGUAGE &amp; LITERACY LEVELS (EALD) DATA CONVERSATIONS SCREENING FOR PHONOLOGICAL AWARENESS (SPA)</p> <ul style="list-style-type: none"> <li>Review all KPPS Literacy benchmarks to challenge NAPLAN, DRA/RR and PAT R /PAT Spelling data collected in 2016 and align to DECD SEA.</li> <li>Monitor RR/DRA assessment, identify future learning goals during Data Led Conferences (DLC)</li> <li>Build onto already established literacy blocks, Multi Lit and learning difficulties programs</li> <li>Ensure <u>all</u> new staff are supported to use running records and DRA</li> <li>Expectation that Running records (until a student reaches level 30) and DRA scores (after level 27 or when additional comprehension data is required) will be collected and regularly re-assessed and entered on MARKIT</li> <li>Initiate Year 1 and Year 2 PAT R</li> </ul>	<p>Ongoing</p> <p>See Data Collection Calendar for specific dates for whole school assessment tasks</p>	<p>Special Education Teacher, EALD teacher and teams</p>	<p>PAT R PAT Spelling DRA NAPLAN RUNNING RECORDS LANGUAGE &amp; LITERACY LEVELS (EALD) DATA CONVERSATIONS SCREENING FOR PHONOLOGICAL AWARENESS (SPA)</p>	<p>Improved awareness of student progress to inform future practise</p>



	<b>WRITING</b> Staff at KPPS will continue to be highly trained to deliver rigorous and effective teaching, learning and assessment programs in English	Language and Literacy Levels PAT Writing NAPLAN	SPELLING GRAMMAR GENRE	Continue using the Spelling scope and sequence		Scope and Sequence	All learning teams have established agreement that include explicit teaching experiences guided reading, writing, phonics/phonological awareness, spelling/grammar
	<b>READING</b> Classroom teachers have identified all students that require early intervention to support reading development to ensure that all students progress adequately	Running Records Lexile	Students who have not achieved raw score of 50 after six months to be picked up for MULTI Lit explicit instruction  Consistent approach for Jolly Phonics and areas identified from data school/class and literacy support throughout the Early Years that is explicitly and rigorously taught daily.  MULTI lit will be shared with all staff to ensure embedding of skills in daily programs ○Primary Literacy intervention practices consolidated	By mid term 1	Classroom teachers SSOs Special Education Teacher Library	JOLLY PHONICS GUIDED READING COMPREHENSION	Teachers will use the information gained from DRA and Running Records to be the structure that shapes their reading program for students  All learning teams have established agreement that include explicit teaching experiences guided reading, writing, phonics/phonological awareness, spelling/grammar
	<b>INTERVENTION</b> Each NEP, LP and ILP have relevant goals in English.		INTERVENTION ILPs NEPs EALD	Annually	EALD Teacher\ Special Education Teacher Classroom Teachers SSOs Parents	Teacher release time Access to SSS (student Support Services)	All students with identified with learning difficulties are supported to ensure age appropriate phonemic awareness is achieved.
	<b>PD / RESOURCES</b>	Effective use of all resources available to the school	PD OPPORTUNITIES RESOURCE ALLOCATION  Ensure all texts/resources purchased are utilised effectively amongst all year levels Regular sharing of training and development. Opportunities for staff to share new resources with teams	On going	All Staff	MONEY!!!	All materials are being used or culled if out dated Continual training to ensure all staff have access to current training and resources for our teams continue to be equipped to be highly skilled educators.

**KIDMAN PARK PRIMARY SCHOOL**

**SITE LEARNING PLAN – 2017**

**KEY (Strategic) DIRECTION: FRIENDSHIP - THE JOY PROJECT**

**NAME OF KEY LEADER: DESY PANTELOS / JOHN CLARKE**

	<b>PRIORITY</b> What do we plan to achieve this year?	<b>BASELINE EVIDENCE</b>	<b>STRATEGIES</b> What are the actions you plan to take to achieve the outcomes?	<b>WHEN</b> When will this happen?	<b>WHO</b> Who will lead this strategy?	<b>RESOURCES</b> What will we need to resource this?	<b>EVIDENCE / TARGETS</b> How will we measure/evaluate learner progress? Key indicators of learner success.
1	<ul style="list-style-type: none"> <li>Improve the maturity to develop and maintain strong personal friendships <u>Years 3-7</u></li> </ul>	<ul style="list-style-type: none"> <li>KPPS Student Survey Yr 3-7 conducted in April and December 2016.</li> <li>SA Government Survey of Wellbeing and Student Engagement</li> </ul>	<ul style="list-style-type: none"> <li>Assist students to learn to develop and maintain friendship.</li> <li>To present useful tools to students to enable them to take an active role in the development of a positive social environment. These will encourage kindness, friendship, compassion and responsibility to others.</li> <li>Identify the differences between positive and negative relationships and ways of managing these.</li> </ul>	<p>Term 2</p> <p>Term 3-4</p>	<p>Desy Class Teachers</p> <p>Class Teachers Reinforce and consolidate</p>	<ul style="list-style-type: none"> <li>Funding and resources as required</li> <li>Establish guidelines for implementation and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Improve outcomes in SA Government Survey of Wellbeing and Student Engagement sections:                             <ul style="list-style-type: none"> <li>Friendship Intimacy</li> <li>Peer Belonging</li> </ul> </li> <li>Improve outcomes of KPPS Student Survey 2017</li> </ul>
2	<ul style="list-style-type: none"> <li>Understand and build the personal and interpersonal relationships <u>Foundation Years 1 &amp; 2</u></li> </ul>	<ul style="list-style-type: none"> <li>Framework for building resilience and wellbeing in children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways to care for others including ways of making and keeping friends.</li> </ul>	<p>Term 2</p> <p>Term 3-4</p>	<p>Desy Class Teachers</p> <p>Class Teachers Reinforce and consolidate</p>	<ul style="list-style-type: none"> <li>Funding and resources as required</li> <li>Establish guidelines for implementation and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Interaction with others with care, empathy, gratitude and respect. Based on observation within class interactions and whole of school</li> <li>Students showing strategies and demonstrating awareness of friendship collaboration.</li> </ul>
3	<ul style="list-style-type: none"> <li>Review SSO lunchtime program</li> </ul>	<ul style="list-style-type: none"> <li>Observation.</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills with SSOs to improve the social skills and interaction within focus groups</li> </ul>	<p>Term 2-4</p>	<p>Desy Teresa Peter SSOs</p>	<ul style="list-style-type: none"> <li>Funding and resources as required</li> </ul>	<ul style="list-style-type: none"> <li>Students to get along and interact with others and have enhanced social skills within a group.</li> </ul>

	<b>PRIORITY</b> What do we plan to achieve this year?	<b>BASELINE EVIDENCE</b>	<b>STRATEGIES</b> What are the actions you plan to take to achieve the outcomes?	<b>WHEN</b> When will this happen?	<b>WHO</b> Who will lead this strategy?	<b>RESOURCES</b> What will we need to resource this?	<b>EVIDENCE / TARGETS</b> How will we measure/evaluate learner progress? Key indicators of learner success.
4	<ul style="list-style-type: none"> <li>Explicit teaching of social skills Lunchtime Program</li> </ul>	<ul style="list-style-type: none"> <li>Observation and Nomination.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the abilities necessary for nominated students to get along with others and to develop and maintain friendships.</li> </ul>	Term 2-4	Peter	N/A	<ul style="list-style-type: none"> <li>Students to get along and interact with others and have enhanced social skills within a group.</li> </ul>

**KIDMAN PARK PRIMARY SCHOOL      SITE IMPROVEMENT PLAN – 2017**

**KEY (Strategic) DIRECTION:** English    **NAME OF KEY LEADER:** Rachel Scheuboeck

<p align="center"><b>PRIORITY</b> What do we plan to achieve this year?</p>	<p align="center"><b>BASELINE EVIDENCE</b></p>	<p align="center"><b>STRATEGIES</b> What are the actions you plan to take to achieve the outcomes?</p>	<p align="center"><b>WHEN</b> When will this happen?</p>	<p align="center"><b>WHO</b> Who will lead this strategy?</p>	<p align="center"><b>RESOURCES</b> What will we need to resource this?</p>	<p align="center"><b>EVIDENCE / TARGETS</b> How will we measure/evaluate learner progress? Key indicators of learner success.</p>
<p>Introduce a new literacy program to enhance literacy standards for all students.</p> <p>Collate data that has been collected to show student improvement through the principles of Conductive Education program.</p>	<p>Emergent literacy assessment undertaken on all students in the learning centre. We will gather information around concepts of print, letter identification, phonological awareness and writing samples using the Developmental writing scale.</p> <p>Kati has developed a data collection tool which has been in use in the unit. The data gathered will be collated into a user friendly system that can be easily shared.</p>	<p>Implementation of: Guided/shared reading Self-selected reading Writing blocks Working with words</p> <p>Opportunities to include curriculum at times when students are waiting for personal care or during break times. Opportunities to enhance curriculum during conductive Education.</p> <p>All staff track individual student achievement after each session of conductive Education. All staff are trained in using data collection. New staff access an update through induction processes. Kati, Rachel, Barbara and Kayla will meet on a regular basis to look at data collected on students. Document findings and collate information into a tool whether it be 'Mark it' a spread sheet or design an app.</p>	<p>Aim for 1 hour each day and move towards 2 hours each day.</p> <p>Once a fortnight from term 2.</p>	<p>Teaching staff and coordinator. SSO2 to support in play program. All staff in implementation</p> <p>Kati, Rachel support staff to be trained and to document.</p>	<p>Jane Farrell training in week 0. Jane Farrell visiting in week 4 term one to model and support implementation of program. Jane Farrell visiting in Term 3 to support extension and program maintenance. Access to Boardmaker to develop appropriate resources. Access to appropriate ICT to support learning and communication.</p> <p>Support from Sandra and/or Adam in finding a tool to formalise our documentation.</p>	<ul style="list-style-type: none"> <li>Initial assessment in term 1 of all students literacy skills. Students will be reassessed in term 4 and data will be interrogated.</li> <li>95% of students in the learning centre will show improvement from their pre-test in term 1 to post test in term 4 in the areas of reading, writing and letter identification.</li> <li>Implementation of literacy concepts integrated into the play program.</li> <li>Students are engaged in weekly writing and improvements documented anecdotally.</li> <li>Students choose and show enjoyment for a variety of texts.</li> </ul> <p>The Learning Centre will:</p> <ul style="list-style-type: none"> <li>Use the data tool Kati has designed, showing evidence of the effectiveness of the conductive Education program at Kidman Park PS.</li> <li>Develop a format to display this data and share finding</li> <li>Design a user friendly format to collect data efficiently.</li> <li>Report on student achievement in conductive Education using the data collection tool.</li> </ul>

	<p>Support the positive wellbeing of staff and students in the learning centre.</p>	<p>Documentation of how student work. Staff well being surveys.</p>	<p>Using tools from the Joy project we will support students to develop Joy spots, gratitude, and a sense of belonging.  Staff will write on the joy wall on a regular basis highlighting positive actions observed during the day at work.  Staff will follow the expectations of the learning centre and adhere to guidelines.  Staff will follow the grievance procedure if there are issues between team members.  Staff will revisit the learning centre 'y' chart on team work each term.</p>	<p>As specified in strategies</p>	<p>All staff are responsible</p>	<p>Time once a term during Monday meeting.</p>	<ul style="list-style-type: none"> <li>• Joy spots will be present in each class and students will have a role in setting these up.</li> <li>• Staff will work cohesively as a team supporting students.</li> <li>• Staff will feel comfortable to talk when issues arise and will be supported to trouble shoot any issues.</li> </ul>
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