



# Robina State School SCHOOL IMPROVEMENT PLAN 2021

## Explicit Improvement Agenda

## Our School's

## Our teachers'

### Performance Indicators

### Performance Indicators

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>Continued improvement in <i>all</i> students' learning outcomes in Reading, Writing and Mathematics across <i>all</i> year levels.</li> <li>All teachers planning collaboratively and delivering English and Mathematics using the Australian Curriculum with an emphasis on differentiation.</li> <li>Continue the use of peer coaches to build teacher capacity to analyse student data to determine where each student is in their progression of learning and inform their differentiated teaching and learning, to provide explicit and precise feedback and set individual learning goals to move forward.</li> </ul> | <ul style="list-style-type: none"> <li>*All students show continued measurable improvement in achievement in Reading, Writing and Mathematics— as per Assessment Schedule and OneSchool Data.</li> <li>*Whole School Curriculum Plans in English and Mathematics developed and used by all teachers—<b>differentiation</b> focus in Reading and Writing in each year level.</li> <li>*Increase % teachers who are confident with embedding Indigenous Perspectives in the curriculum. 23% to 50%</li> <li>* Teachers reviewing the success of <b>differentiated</b> instruction in Reading and Writing on fortnightly cycles.</li> <li>* 100% engagement of teachers in peer coaching program.</li> </ul> | <ul style="list-style-type: none"> <li>* I deliver <b>differentiated</b> Reading and Writing lessons using <b>RSS Agreed Practices</b>.</li> <li>*I use evidence to track individual student progress in Reading, Writing and Mathematics and analyse data each fortnight to determine successful strategies.</li> <li>*I reward and recognise student progress and engagement.</li> <li>*I provide explicit and precise feedback to each of my students about where to next.</li> <li>*I collaboratively plan English and Mathematics in my year level team and deliver <b>differentiated lessons that challenge my students at appropriate levels</b>.</li> </ul> |
| <ul style="list-style-type: none"> <li>Review and refine our Whole School Social and Emotional Wellbeing Program</li> <li>Recommence Celebration of Learning Days and extend invitations to Parents to attend fortnightly celebrations.</li> </ul>   | <ul style="list-style-type: none"> <li>*Every student receiving Social and Emotional Wellbeing lessons and understanding and using common language in developing our school's Positive Culture for Learning. Increase in school wide implementation to 90% as evidenced by SET.</li> <li>*Provide PD in regard to Staff wellbeing and develop a staff wellbeing team.</li> <li>*Every classroom sharing learning through various communication methods</li> </ul>   | <ul style="list-style-type: none"> <li>*I teach my students proactive strategies to develop their Social and Emotional Wellbeing and enhance their interactions with other students and members of the school community.</li> <li>*I communicate with my parent body on a weekly basis. (Including a minimum of 2 positive personal notes in relation to learning, to parents about individual students)</li> <li>* I participate in sessions conducted by the staff wellbeing team.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Strengthen parent and community engagement by providing access to classroom practices and performance information to promote student success in Reading, Writing and Mathematics.</li> </ul>  | <ul style="list-style-type: none"> <li>* Develop an online learning space to promote the Teaching of Reading and parental support for their child's Reading development, including oral language.</li> </ul>  | <ul style="list-style-type: none"> <li>*I keep parents well informed about their child's Literacy and Numeracy progress and share evidence of improvement in Reading, Writing and Numeracy.</li> </ul>  |

Improving Learning and Performance

Building a Relational Culture

Developing a Stronger Community

Carmel Baker

Kate Bentley

P&C



# Targets aligned to the School Improvement Plan 2021

Explicit Improvement Agenda Focus	Target as measure of success	Data source
<ul style="list-style-type: none"> <li>◆ Improvement in all student learning outcomes in Reading, Writing &amp; Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>◆ Increase % students A English 25% to 27% Mathematics 30% to 35%</li> <li>◆ Increase % students B English 35% to 37% Mathematics 40% to 45%</li> <li>◆ Maintain students in D/E English &amp; Mathematics at or below 5%</li> <li>◆ Increase in percentage of students in upper 2 Bands in NAPLAN:            Year 3 <b>Reading</b> Maintain 100% &gt;NMS <b>Numeracy</b> 97%&amp; to 100% &gt; NMS            Increase from 60% to 65% U2B Increase 39% to 45% U2B  <b>Writing</b> Increase from 54% to 60% U2B            Year 5 <b>Reading</b> 98% to 100% &gt; NMS <b>Numeracy</b> 96% to 100% &gt;NMS            Increase from 49% to 55% U2B Increase from 31% to 35% U2B  <b>Writing</b> Increase from 10% to 30% U2B</li> <li>◆ 90% Indigenous students achieving C or higher in English</li> <li>◆ Raise Mean Score in Reading and Writing in Yr 3 and 5 by &gt;30 scale score points</li> </ul>	<p>A-E assessment and NAPLAN aligned to the Australian Curriculum</p>
<ul style="list-style-type: none"> <li>◆ Increase Attendance rate</li> </ul>	<ul style="list-style-type: none"> <li>◆ Maintain the attendance rate at &gt; 95% Indigenous students 89% to 95%</li> <li>◆ Decrease the % attendance rate &lt; 85% by 2% in 80–85% range</li> </ul>	<p>OneSchool Performance Dashboard</p>
<ul style="list-style-type: none"> <li>◆ Parent Communication</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teachers providing parents with regular updates on Curriculum and class activities through the promotion and use of Skool Bag</li> <li>◆ Celebration of Learning sessions with formal invitations issued to parents inviting them into classrooms for a session to share the students' learning.</li> </ul>	<p>Parent Feedback SOS</p>