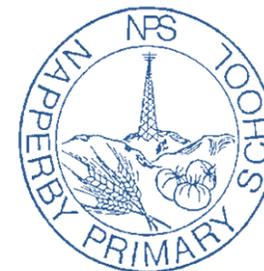




Napperby Primary School Site Improvement Plan 2017 – 2019



NAPPERBY PRIMARY SCHOOL VALUES

RESPECT

Caring for yourself, others and the environment

PERSISTENCE

To keep on trying, even when things seem hard



RESPONSIBILITY

Making right choices and accepting decisions

CONFIDENCE

Believing in yourself and your abilities

NAPPERBY PRIMARY SCHOOL VISION

“From small beginnings, learners are nurtured to shine”

**School Improvement Plan:
Addressing the achievement of the Directions from the External School Review conducted in Term 4, 2016**

Directions From ESR	Clarification – making the directions work for us	2017	2018	2019
One: <i>Strengthen self-review processes by developing opportunities for student influence to be incorporated with staff and community perspectives in whole-school improvement.</i>	School community voice is reflected in the school improvement plan. Classroom pedagogy enables students to have a voice in their learning.	We will have achieved <ul style="list-style-type: none"> ▪ By completing stage 1 of CIP we will have: ▪ Established learning environments which encourage discussion and problem solving ▪ Provided learning intentions and success criteria for lessons 	We will have achieved <ul style="list-style-type: none"> ▪ By completing stage 2 of CIP we will have: ▪ Incorporated student input into school improvement planning ▪ Shifted pedagogy from: <ul style="list-style-type: none"> - Closed to open - Information to knowledge - Telling to asking - Procedural to problem based ▪ Investigated and established a suitable numeracy intervention program for early years students 	We will have achieved <ul style="list-style-type: none"> ▪ By completing stage 3 of CIP we will have: ▪ Incorporated co-designing learning tasks with students ▪ Teachers regularly undertaking observations of each other and providing feedback
Two: <i>Strengthen teacher capacity to design and intentionally differentiate student learning experiences through planned interventions that are evidence-based and regularly reviewed.</i>	Track, monitor and respond to every student's progress. Regularly review classroom and school based interventions to determine their effectiveness.	We will have achieved <ul style="list-style-type: none"> ▪ Teachers have taught students the skills to teach, track and monitor their own learning ▪ Teachers using TfEL tools (or other suitable) to obtain feedback from students 	We will have achieved <ul style="list-style-type: none"> ▪ Investigated and established a suitable numeracy intervention program for early years students 	
Three: <i>Strengthen and embed challenge, intellectual stretch and feedback for learning through consistent whole-school processes.</i>	Identify what is 'intellectual stretch' & incorporate into Teaching & Learning programs. Concept of 'learning to fail' or 'failing to learn' introduced. Feedback must be more process and task oriented than praise or self-regulation.	Students will have achieved <ul style="list-style-type: none"> ▪ Recognised ways to move their learning from being 'uncomfortably challenged' (in the pit) to being 'comfortably challenged' ▪ Regularly provide feedback to teachers about their teaching and to each other about their learning ▪ 	Students will have achieved <ul style="list-style-type: none"> ▪ Be assessment capable learners: <ul style="list-style-type: none"> - Know the learning intention of the lesson - Able to ask questions about learning - Welcome mistakes - Actively seek feedback - Self-assess against success criteria ▪ Be active participants in designing their learning programs 	Students will have achieved <ul style="list-style-type: none"> ▪ Use "I can" statements when talking about their learning ▪ Use the language of learning ▪ Lead parents in a 3 way conversation about their learning ▪ Being able to demonstrate their learning in multiple ways