

# Manifold Heights Primary School - School Improvement Plan 2022



**Purpose: Every student has access to high quality instruction and wellbeing supports with minimal variation between classrooms**

## 2022 AIP School Improvement Plan: The Key Improvement Strategies

Maximising Learning for all students

Maximising Wellbeing for all students

### What are our 4 Key Actions?

<p><b>KIS 1 Wellbeing</b> Develop a <u>whole school approach to health and wellbeing</u> through aligning the <u>School Wide Positive Behaviour Support (SWPBS)</u> framework, <u>Respectful Relationships</u> and <u>Berry Street</u>.</p> <p><b>Leader of Wellbeing School Improvement Team:</b> Peta Mundine and Alicia Wakeman</p>	<p><b>KIS 2 Learning</b> Deepen <u>collaborative</u> planning practices to improve student outcomes.</p> <p><b>Leader of collaborative teacher practices:</b> DMT</p>	<p><b>KIS 3 Learning</b> Review, develop and implement an evidenced based <u>Instructional Model</u>.</p> <p><b>Leader of Pedagogy School Improvement Team:</b> Christian Smith and Tom Quinlan</p>	<p><b>KIS 4 Learning</b> Develop and implement an <u>evidenced based</u> and <u>whole school approach</u> to the teaching of <u>writing</u>.</p> <p><b>Leader of Literacy School Improvement Team:</b> Karyn Bath and Maddy Stapleton</p>
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### How will we achieve our KIS? – The outcomes and activities

<ul style="list-style-type: none"> <li>Establish a School Improvement Team (SIT) with members from each teaching team, including SWPBS rep</li> <li>Wellbeing Leader join DMT</li> <li>Create an action plan to develop a whole school approach to health and wellbeing (template provided)</li> <li>All staff to engage in Respectful Relationship professional learning</li> <li>SIT to access multiple evidence based Health and Wellbeing Models for consideration</li> <li>Begin to develop the Mano Health and Wellbeing model aligning SWPBS, RR and Berry Street</li> <li>Develop scope and sequence of Respectful Relationships lessons and integrate with SWPBS and Berry Street</li> <li>Explore Mental Health Menu and associate funding to support student and staff wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Explore collaborative planning approaches from other schools</li> <li>Review Specialist timetable to facilitate each teaching team an uninterrupted 2-hour collaborative planning block</li> <li>Establish a Collaborative Planning guide to maximise the quality of planning                             <ul style="list-style-type: none"> <li>- Data to inform planning (inc moderation)</li> <li>- Aim to complete 80% of work program</li> </ul> </li> <li>Establish 'handover' protocols for Specialists and Classroom Teachers to maximise our duty of care of all students</li> <li>Establish consistent Reading, Writing and Maths planners to be utilised across the school</li> <li>Establish protocols of 'storage' of weekly work programs</li> <li>Leaders to support 'Collaborative' planning sessions</li> </ul>	<ul style="list-style-type: none"> <li>Establish a School Improvement Team (SIT) with members from each teaching team</li> <li>Create an action plan to review, develop and implement an evidenced based Instructional Model (template provided)</li> <li>As a staff, engage with professional reading/s to build our understanding and knowledge of an 'Instructional Model'</li> <li>As a staff, develop an agreed definition of an 'Instructional Model'</li> <li>SIT to access multiple evidence based 'Instructional Model' for consideration</li> <li>Staff to engage in 'Gallery Walk' of multiple evidence based 'Instructional Models' and identify 'Instructional Models' or elements for consideration</li> <li>SIT and DMT to draft Mano 'Instructional Model' using feedback from Gallery Walk</li> <li>Draft workshoped with all staff</li> <li>Launch Mano 'Instructional Model'</li> <li>Mano Instructional Model displayed in a prominent location in every learning space</li> <li>SIT and DMT to provide professional learning on each element of the Mano 'Instructional Model'</li> <li>Classroom visits (peer observations with checklist) to ascertain engagement in Mano 'Instructional Model'</li> <li>Planning docs aligned to Instructional Model</li> </ul>	<ul style="list-style-type: none"> <li>Establish a School Improvement Team (SIT) with members from each teaching team</li> <li>Create an action plan to develop and implement an evidence based approach to the teaching of writing (template provided)</li> <li>Audit/investigate the current situation and writing practices at Mano</li> <li>Professional reading to establish what makes an 'effective' writing lesson as a staff</li> <li>Investigate 'best practice' research based approaches to teaching Writing</li> <li>Staff engage in 'Gallery Walk' of research based Writing approaches to consider</li> <li>SIT and DMT document expectations/structures of a Writing lesson (in line with the School Instructional Model).</li> <li>Whole School Professional Development Day - to develop consistent language and approach to teaching Writing</li> <li>Ongoing Professional Learning at Staff Meetings and PLT in establishing and embedding whole school approach to teaching Writing P – 6</li> <li>Launch Writing approach in classrooms</li> <li>Writing Moderation and development of exemplars for Assessment of Writing</li> </ul>
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### Professional Learning Teams

<p><b>Prep</b> Lisa Helmore Dani Grant Gemma O'Dea</p>	<p><b>Grade 1</b> Ande Santilli Aimee Cameron Lisa Charter</p>	<p><b>Grade 2</b> Jeannette Orford Karyn Bath Cassie Baum</p>	<p><b>Middles</b> Alicia Wakeman Maddy Stapleton Sam Valentine Eden Dove Tom Quinlan</p>
<p><b>Seniors</b> Elle Thomas N. Seeckts/S. Seeckts Will Urquhart Jess Chapman Nathan Gibson</p>	<p><b>Specialists</b> Meegan Baker John Hambrook Julie Walker/April Hughes Sue Bencic/Amy Tickner</p>		

### School Improvement Teams (SITs)

<p><b>SIT 1: Wellbeing</b> Peta Mundine Alicia Wakeman Gemma O'Dea Aimee Cameron Nathan Seeckts Sharon Seeckts Megan Baker Amy Tickner</p>	<p><b>SIT 2: Pedagogy</b> Christian Smith Lisa Helmore Jeanette Orford Tom Quinlan Sam Valentine Elle Thomas April Hughes Julie Walker</p>	<p><b>SIT 3: Literacy</b> Karyn Bath Dani Grant Lisa Charter Maddy Stapleton Will Urquhart Nathan Gibson Sue Bencic</p>	<p><b>SIT 4: Numeracy</b> Tom Fleming Ande Santilli Cassie Baum Eden Dove Jess Chapman John Hambrook</p>
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### Success Indicators What are our AIP Targets?

<p><b>NAPLAN</b></p> <p><b>Writing</b> Yr 3 Top 2 Bands = 53% (51% in 2021) Yr 5 Top 2 Bands = 18% (14% in 2021)</p> <p><b>Numeracy</b> Yr 3 Top 2 Bands = 44% (43% in 2021) Yr 5 Top 2 Bands = 23% (19% in 2021)</p> <p><b>Benchmark Growth - Writing</b> Above Benchmark = 18% (15% in 2021)</p> <p><b>Benchmark Growth - Spelling</b> Above Benchmark = 17% (13% in 2021)</p> <p><b>Benchmark Growth - Numeracy</b> Above Benchmark = 28% (27% in 2021)</p> <p><b>Staff Opinion Survey</b></p> <ul style="list-style-type: none"> <li>Teacher collaboration = 68% (64% in 2021)</li> <li>Professional learning through peer obs = 61% (58% in 2021)</li> <li>Instructional leadership = 62% (55% in 2021)</li> <li>Moderate assessment tasks together = 68% (58% in 2021)</li> <li>Understand how to analyse data = 77% (74% in 2021)</li> <li>Staff professional safety = 66% (63% in 2021)</li> <li>Use pedagogical model = 82% (79% in 2021)</li> <li>Guaranteed and viable curriculum = 75% (72% in 2021)</li> </ul> <p><b>Attitudes to School Survey</b></p> <ul style="list-style-type: none"> <li>Emotional awareness and regulation = 74% (72% in 2021)</li> <li>Resilience = 15% (9% in 2021)</li> <li>Student voice and agency = 68% (66% in 2021)</li> <li>Stimulated learning = 81% (78% in 2021)</li> <li>Self-regulation and goal setting = 88% (86% in 2021)</li> <li>Differentiated learning challenge = 82% (78% in 2021)</li> </ul> <p><b>Parent Opinion Survey</b></p> <ul style="list-style-type: none"> <li>Not experiencing bullying = 70% (66% in 2021)</li> <li>Managing bullying = 75% (71% in 2021)</li> <li>Student connectedness = 85% (81% in 2021)</li> <li>Positive transitions = 75% (71% in 2021)</li> <li>Confidence and resiliency skills = 80% (76% in 2021)</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Reduce the Average Days Absent per student = 15 (16.0 days in 2018-2020)</li> <li>Reduce the (average) percentage of students with more than 20 days absent = 22% (25% in 2021)</li> </ul>
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