



**Lyndoch Primary School Improvement Plan 2017**

Priority Outcomes	Key Ideas	Strategies/Action	Targets	Outcomes
<p><b>PEDAGOGY:</b> Provide increasing opportunities for intellectual challenge for students.</p> <p>Cross curricula growth</p> <p>Numeracy improvement</p> <p>Literacy improvement</p>	<p>Important components of the pedagogic shift include: - The macro level: eg. Unit plans - The micro level: eg. Task design, student activities, feedback and questioning and - Student voice</p> <p>Meta-cognition and self-regulation have a high impact on improving student learning outcomes. Therefore we will support students to think about their thinking and teach self-regulation skills explicitly.</p> <p>LPS Mathematics Agreement provides details on expectations, including; Numeracy blocks containing</p> <ul style="list-style-type: none"> <li>• Mental routine</li> <li>• Fluency activities</li> <li>• Sharing time.</li> </ul> <p>LPS Literacy Agreement provides details on expectations, including; The Big 6: Oral language, Phonological awareness, Phonics, Vocabulary, Fluency and Comprehension.</p>	<ul style="list-style-type: none"> <li>▪ Professional learning for leaders and staff to develop a shared language and understanding of pedagogical practices which engage learners and develop intellectual challenge.</li> <li>▪ Professional goal setting for teachers using the “8 Effective Practices” and link to performance development process.</li> <li>▪ A team approach to pedagogical change.</li> <li>▪ Low floor, high ceiling activities for students.</li> <li>▪ Teacher as facilitator rather than “sage on the stage”.</li> <li>▪ Less teacher talk and more student talk in classrooms.</li> <li>▪ Provide opportunities for authentic student voice.</li> <li>▪ Start with students’ opinion then probe their opinion with thought provoking questions.</li> <li>▪ Focus on students’ reasoning more than having the right answers.</li> <li>▪ Get students thinking and enjoying productive struggle.</li> <li>▪ Get students to think about their thinking and how they learn best (metacognition).</li> <li>▪ Raise students’ self-expectations and guide them in setting challenging goals for themselves.</li> <li>▪ Promote students’ growth mindsets as per Positive Education Plan.</li> <li>▪ Complete Jo Boaler ‘How to Learn Maths’ on-line course.</li> </ul>	<p>Increase % of students with Growth Mindsets as indicated by data gathered by instruments such as the LPS Disposition Survey.</p> <p>Work towards 80% student talk and 20% teacher talk during a majority of lessons by the end of 2017.</p> <p>All students set at least one literacy SMART goal and one numeracy SMART goal for themselves by the end of term 2 2017.</p> <p>Work towards LPS literacy and numeracy published targets in:</p> <ul style="list-style-type: none"> <li>• Running records</li> <li>• Sight words</li> <li>• NAPLAN</li> <li>• PAT M</li> <li>• PAT R</li> </ul> <p>(see attached sheets for year level targets)</p>	<p>Increased student engagement.</p> <p>Students taking greater responsibility for their learning.</p> <p>Improved learning outcomes for all students.</p>