

Koonibba Aboriginal School- Site Improvement Plan 2018

Site Priorities: Supporting students to develop self-regulation skills

Results Plus- Pedagogical Shift

- Strategic Priority: Using Student Voice to determine areas of learning within STEM and other curriculum areas.
- Improve students’ ability to slow thinking processes, share thinking and allow others to share.
- Change student disposition to accept feedback as positive and a helpful way to learn and improve.
- Staff to provide more time for students to provide answers without prompts.
- Movement away from competing with each other to collaborating with each other.

Targets <i>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</i>	Strategies <i>The key actions that staff – teachers, SSOs, leaders – commit to do, so that learners are supported at classroom level to achieve the Targets</i>	Evaluation Measures <i>The processes, data and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets (how will we know?)</i>
<ul style="list-style-type: none"> • Students making decisions and designing their learning through student voice. • All students have the opportunity to actively participate in learning activities • Students value specific roles in group work to achieve collaborative learning/success. 	<p><u>Structured Learning Focus</u></p> <ul style="list-style-type: none"> • Students collaboratively selecting areas of learning. • Using strategies such as the Community of Inquiry. • More informal discussions • More shared learning opportunities • Students recognising all contributions from conversations, topics, discussions and learning • Immediate constructive feedback • Staff to question students’ performance to encourage self-reflection, willingness to view other’s learning/thinking and to build on their current achievements • Staff to allow students time to slow think and then respond. Less prompts more questions • Acknowledge all forms of self-regulation 	<ul style="list-style-type: none"> • Higher levels of contributing by all students • More productive group/partner work. • Students seeking feedback and acting on it. • Students continually working at improving what they have already done. Looking deeper and narrower. • Recognising everyone has something to contribute • Students sharing ideas and thinking without fear of ridicule • Sharing learning isn’t copying.

	<ul style="list-style-type: none"> • Adopt primary connections strategies (group work with specific roles for each child). • Opportunities for students to collaborate with different peers. • Shared leadership and other roles • Providing opportunities to build noticing and executive functions skills. • Staff to role model appropriate social interactions. • 	
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Priorities: Student Voice

- Strategic Priority: To increase opportunities for Student Voice.
- to develop students as decision makers of their learning.
- To develop students as designers of their learning

<p>Priorities</p> <p><i>These are the agreed "big picture" results that have been identified through analysis of data</i></p>	<p>Targets</p> <p><i>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</i></p>	<p>Strategies</p> <p><i>The key actions that staff – teachers, SSOs, leaders – commit to do, so that learners are supported at classroom level to achieve the Targets</i></p>	<p>Evaluation Measures</p> <p><i>The processes, data and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets (how will we know?)</i></p>
<ul style="list-style-type: none"> • To involve students in what they would like to learn. • Students choosing pathways to investigate through project based learning opportunities. • Students see feedback as a tool for success 	<ul style="list-style-type: none"> • Students to design how their projects are presented and assessed. • Students decide the duration of investigation. • Students posing questions. • Students able to accept feedback and act on it 	<p>Structured Learning Focus</p> <ul style="list-style-type: none"> • Do a site audit on student voice • Survey students on what they want to learn and how. • Uzsing Martin Westwell, Mark, Pi and others strategies. • Best practice pedagogy • Sharing practices (teachers and students) • Collaboration on best practice. • Open ended tasks that focus on thinking processes • Presentations by students to other students (class and assembly) 	<ul style="list-style-type: none"> • Finished products • Student Sharing learning and processes. • Student engagement levels. • Evidence students are using reflective practices • Staff meetings. • Feedback from Martin, Mark and Pi. • Students acceptance and use of feedback.

		<ul style="list-style-type: none">• Staff modelling reflective practice.• Ill-formed problems. Getting children to identify problems then discuss how to solve. Generating ideas.• Opportunities for students to identify learning intent.• Opportunities for questions• Longer waiting time for responses to encourage longer answers, more speculation• Students to represent thinking/solutions to problems in their own way.	
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Site Priorities: STEM- Science Technology Engineering and Mathematics.

Strategic Priority:

- Staff to develop understanding, knowledge and skills to effectively implement STEM across the curriculum.
- To involve student voice in STEM activities
- Using Science and Maths concepts through practical application to create solutions to problems

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<ul style="list-style-type: none"> • To increase student engagement in STEM 	<ul style="list-style-type: none"> • Pre-assessing students to identify individual starting points • Creating open ended tasks. • Create opportunities for peers to teach/learn with older/younger students. 	<p><u>Structured Learning Focus</u></p> <ul style="list-style-type: none"> • Acknowledging current understandings • Collaboratively identifying problems • Collaboratively generating ideas • Collaboratively testing ideas, evaluating, formulating, presenting and reflecting. See cycle of learning chart. • Access training and support (Using strengths to support each other • Using group work to learn • Collaboration of staff to share best practice and reflect. • To provide opportunities for peers to teach/learn with older/younger students • Set up a Stemaker area • Purchase ipads, furniture, tools, necessary tools and equipment for a variety of tasks and problem solving activities. • Train staff to use ipads and put appropriate programs on to support STEM. 	<ul style="list-style-type: none"> • Students sharing workloads in group time. • Successful teamwork • Sharing learning and best practice • Students choosing learning paths and extension activities.

