

Koonibba Aboriginal School – Site Improvement Plan 2017

Site Priorities: *To improve students social and emotional skills to improve communication and resolving of conflict.*

DIAF Area: Focus on Learning

- Strategic Priority: Implementing methodologies on Restorative Justice and Positive Behaviour Support.

<p style="text-align: center;">Priorities</p> <p><i>These are the agreed “big picture” results that have been identified through analysis of data</i></p>	<p style="text-align: center;">Targets</p> <p><i>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</i></p>	<p style="text-align: center;">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 style="text-align: center;">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 improve students’ ability to interact and socialise positively. ● To improve students’ ability to resolve conflicts through non-threatening approaches highlighted by Bill Hansberry ● To reduce disruptions to learning ● Students taking responsibility for their actions. ● Child Protection Curriculum 	<ul style="list-style-type: none"> ● To improve students’ skills in: Getting Along, Organisation, Co-operation, Resilience Persistence. ● Staff and students achieving explicit outcomes. ● Staff and student well-being ● Students using positive interactions and communications ● Students resolving conflicts themselves ● Safe and supportive learning environments ● Positive leadership role modelled by staff and students. ● Being self-aware of their emotions. ● Develop skills to self-regulate emotions safely and appropriately 	<p><u>Focus Areas</u></p> <ul style="list-style-type: none"> ● Professional Development with Bill Hansberry ● Consistent behaviour management approach by all staff. ● Using restorative justice conversations with students and parents ● Involving families in conflict resolution. ● Keep families informed of all developments ● Positive behaviour support for students anecdotally, assemblies, newsletters, positive home visits. ● Display and go through the Compass of Shame with students. ● Display other models by Bill Hansberry. ● Staff, students and families to relook at school vision and values. ● Monitoring student and staff well-being. ● Students agree and work towards end of day/week/fortnight/term reward and support agreed guidelines and conditions ● Whole staff training on the effective deliver of Child protection. 	<ul style="list-style-type: none"> ● Less class exits ● Less recordable incidents (pink slips) ● Less incidents involving students leaving school (yellow slips) ● Less suspensions ● Less staff involvement in conflict resolution. ● More positive home visits ● More rewards for positive behaviour ● Improved resilience ● Improved academic achievements ● 90% of class involved in end of term whole class rewards.

Site 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

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<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><u>Structured Learning Focus</u></p> <ul style="list-style-type: none"> • Do a site audit on student voice • Survey students on what they want to learn and how. • Working with Martin Westwell, Mark, Pi and others. • 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) • Staff modelling reflective practice. 	<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.

Site Priorities: STEM- Science Technology Engineering and Mathematics.

Strategic Priority:

- Staff to develop understanding, knowledge and skills to effectively implement STEM within the curriculum.
- To involve student voice in STEM activities

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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"> • Access training and support (Martin, Mark and Pi) • 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 	<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.