



# Challis in Focus 2016

*“The improvement journey continues . . . .”*



*Respect*

*Responsibility*

*Safety*

*Excellence*



Challis in Focus 2016 sets out the priorities for the year ahead as we continue the ambitious improvement journey that commenced in 2015. Our priorities are a continuation or extension of what we set out to achieve in 2015 with refined targets that aim to close the performance gap between Challis and the Australian Mean. Our success is dependent on high quality collaboration within and across professional learning teams, a growth mindset, highly reflective teaching practice, in-built accountability mechanisms and an absolute focus on improving the outcomes for each and every child attending our school

Professional learning, resource allocation, timetabling priorities, Performance Management and additional support will be focussed on the following three improvement strategies which are expanded on further in this Focus document:

Focus Area #1. Develop effective instructional strategies and common assessment practices, specifically,

- Continue the implementation of Explicit Direct Instruction
- Extend Talk 4 Writing from Pre Kindy to Year 6
- Develop a tracking system for monitoring Maths progress

Focus Area #2 Create a positive learning environment

- Continue the implementation of PBS across the school
- Develop high quality learning plans for students who require differentiation
- Continue the School Beautification Programme
- Extend the Stephanie Alexander Kitchen Garden project
- Implement IPADS across all classes to support learning programmes

Focus Area #3 Develop strong leadership across the school

- Continue the development of leadership skills of Team Leaders
- Increase the number of Senior Teachers
- Increase the number of Level 3 Teachers
- Create leadership opportunities within Professional Learning Teams

Whilst these focus areas are inclusive of all children in school, particular focus will be on ensuring children with special needs, Aboriginal children and children in the care of Department of Child Protection and Family Services are prioritised.

I trust that Challis in Focus 2016 provides clarity about the direction for the year ahead and the expectation that we will close the performance gap between current performance and the Australian mean. Our children deserve nothing less than excellence.

Lee Musumeci

## Focus Area 1:

### Develop effective instructional strategies and common assessment practices.

Initiative	Milestones	When	Owner	Milestone Measurement
<b>Continue the implementation of Explicit Direct Instruction (EDI)</b>	80% of established classroom teachers achieving EDI level 7 including lesson design by Semester 1 2017 80% of new staff (classroom teachers) achieving EDI level 1 by term 1 2016 80% of new staff (classroom teachers) achieving EDI level 2 by the end of term 2 2016 80% of new staff (classroom teachers) achieving EDI level 4 by the end of 2016 80% of new staff (classroom teachers) proficient in EDI level 7 including lesson design by the end of semester 1 2017 All specialists teachers to achieve EDI level 7 by the end of 2016 Academic vocabulary bank developed for K-6. Common definitions for academic words consistent from K-6. Common lesson template created and used for K-6 (Active Inspire)	Sem 1 2017 Term 1 2016 Term 2 2016 End of 2016 Sem 1 2017 End of 2016	Louise/ Team Leaders Kelly Vanessa /Hayes	<u>New staff (including CASHS and Armadale SHS staff)</u> 80% of teachers proficient in EDI level 1 term 1 2016 80% of teachers proficient in EDI level 2 term 2 2016 80% of teachers proficient in EDI level 4 end of year 2016 80% of teachers proficient in EDI level 7 (including lesson design) by the end of semester 1 2017 <u>Established staff</u> 80% of teachers proficient in EDI level 7 (including lesson design) by the end of semester 1 2016 <u>Specialist teachers</u> All specialists teachers to achieve EDI level 7 by the end of 2016 Academic Vocabulary back developed and used term 1 2016 Common lesson template developed and used term 1 2016
	<b>Extend Talk 4 Writing (T4W) from Pre Kindy to Year 6</b>	<u>Staff</u> T4W coordinator appointed T4W team leaders appointed & trained All staff trained (in house) Specialists trialling the use of T4W T4W library support appointed T4W survey- feelings towards writing/ competence – teachers and students <u>Planning</u> Whole school plan in place. Develop moderation document Use report data to measure progress towards targets (% of students receiving C-A grades) Word, sentence and text level goals set. <u>Application</u> Classroom teachers following T4W sequence. All available wet areas used for drama and role play <u>Culture</u> Develop a writing culture amongst the Challis community with authentic purposes for writing and opportunities to celebrate success established.	Dec 2015 Dec 2015 Jan 2016 Apr 2016 Feb 2016 Feb/July/Dec 2016 Jan 2016 Apr 2016 Jan, July, Dec 2016 Feb 2016 Oct 2016 Apr 2016 Sep 2016 Apr 2016 2016 2016	Mark
<b>Develop a tracking system for monitoring Maths progress – focus area Number</b>	Identify key achievement targets in Number for each year level. Map against whole school Maths plans to determine term-by-term targets. Create data tracker for monitoring of targets. Create/identify common assessments for key achievement targets in each year level. (pre-test, assessments Terms 1,2, 3 and 4) Provide PL on key areas of Number through LTT, coaching and feedback. Collect data, analyse and create action plans from data on key achievement targets in Number.	Dec 2015 Dec 2015 Jan 2016 Feb 2016 Terms 1-4 2016 Terms 1-4 2016	Sherry	Data monitoring tool created. Assessments created. 80%+ students reach Maths targets each term. Action plans implemented for students not meeting targets.

## Focus Area 2: Develop a positive learning environment

Initiative	Milestone	By date	Owner	Milestone Measurement
<b>PBS whole school behaviour matrix</b>	<ul style="list-style-type: none"> <li>* Develop PBS Focus Term 1 2016.</li> <li>* Develop 2016 school reward tier.</li> <li>* PBS reward tasks to be decided.</li> <li>* PBS Session to be run by the PBS team for all new staff.</li> <li>* Implement 'Friendly Kids', Friendly Schools' programme</li> <li>* Publish the whole school reward tier within the school and wider community.</li> <li>* All staff implementing PBS within their classroom and the playground.</li> <li>* The PBS team to develop the focus for Term 2, 3 and 4. Teachers then develop the lessons for Term 2, 3 and 4.</li> <li>* All factions to reach 1000 tokens and reward their charity.</li> </ul>	<p>End of 2015</p> <p>January 2016</p> <p>February 2016</p> <p>End of Term One 2016</p> <p>End of Term 2</p> <p>Before the end of each term</p> <p>End of 2016</p>	<p>Kelly and PBS team members</p> <p>Kelly</p>	<p>Decrease in # of Office referrals relating to playground conflict</p>
<b>Attendance strategy implemented</b>	<p>Whole school attendance strategy implemented and monitored</p> <p>Identify the factors that cause Pre Primary attendance to be lower than school average.</p>	2015	Michael	<p>Whole school attendance improved semester 1 and 2</p> <p>Attendance targets met (95%) and reduced 'Indicated'</p> <ul style="list-style-type: none"> <li>* Whole school attendance to reach 95% average attendance. All students to be monitored.</li> <li>* Term reward for best class attendance. Attendance raffle for students over 95% average attendance.</li> <li>* Principal to send a letter home to all students that achieve 95% or better.</li> <li>* Newsletter articles about attendance Increase regular attendance to 75% and decrease indicated to 15%.</li> <li>* Focus on the students who are in the indicated 80%-89% attendance and move them into regular attendance 90% -100%</li> <li>* Teachers will be given regular updates of student attendance on a fortnightly basis.</li> </ul> <p>All teachers generating attendance notes from Integris by end of Term 1 (ongoing)</p> <ul style="list-style-type: none"> <li>* Letters sent home to all students that do not bring a note explaining absences.</li> <li>* Aboriginal attendance improved semester 1 and 2</li> </ul> <p>Aboriginal attendance to reach 92% average attendance</p> <p>Students at risk attendance improved semester 1 and 2</p> <p>Increase Pre-primary attendance to 92% average attendance</p>
<b>Success for every child</b>	<p>IEP's for children with special needs, aboriginal children working below expected level, children in the care of DCP</p> <p>Target setting to include discussion of IEP's</p>	Week 5 2015	Karen	<ul style="list-style-type: none"> <li>* IEP's are evident, are saved electronically, and are updated each term to reflect changes.</li> <li>* Ongoing monitoring of IEP use through target setting, case conferences and performance management.</li> <li>* IEP's are used as a working document by all staff and monitored regularly to ensure students success.</li> </ul>

<p style="text-align: center;"><b>ICT</b></p>	<p>Develop ICT leadership structure</p> <p>Consistent and targeted use of iPads in all classrooms</p>	<p>Feb 2016</p> <p>End of 2016</p>	<p>Hayes</p>	<p>ICT leaders for all year groups appointed and trained</p> <p>Consistent and targeted use of iPads in all classrooms observed during walkthroughs</p>
<p style="text-align: center;"><b>Improve the Physical appearance of School Grounds</b></p>	<ul style="list-style-type: none"> <li>* Develop plan for school beautification program</li> <li>* Funding sourced for extending Nature Playground</li> <li>* Upgrade and beautify all entrances.</li> <li>* Create new garden areas at front of school once new car park has been created.</li> <li>* Approach Education Department to Paint Mallee Block and specific demountables,.</li> <li>* Replace pathways throughout the school with consistent paving.</li> <li>* Extend Stephanie Alexander Kitchen Garden</li> <li>* Build an outdoor classroom</li> <li>* Physical improvements to the Parenting Centre</li> </ul>	<p>Feb. 2016</p> <p>Oct. 2016</p> <p>Dec. 2016</p> <p>Dec. 2016</p> <p>June 2016</p> <p>Dec2016</p>	<p>Kelly / Louise Team Leaders</p> <p>Lee/ Heather</p> <p>Lee/ Heather</p> <p>Lee</p> <p>Lee</p>	<ul style="list-style-type: none"> <li>* Appearance of school grounds is significantly improved</li> <li>* Gardens are maintained</li> <li>* Appearance of older classrooms is improved.</li> </ul> <p style="text-align: center;">*</p> <p style="text-align: center;">The vegetable garden is thriving and produce is used in cooking activities</p>

## Focus Area 3: Developing Leadership

Initiative	Milestone	By date	Owner	Milestone Measurement
<b>Review the formal leadership structure within the context of an increasing enrolment trend</b>	Leadership structure for 2017 developed	End Term 1 2016	Lee	Redefined leadership structure will be in place by Semester 2, 2016
<b>Growing leadership</b>	Level 3 and senior teacher candidates identified and supported to apply for L3T and ST status. Senior Teachers take on roles within school.	End Term 1 2016	Lee	Increased number of Senior teachers and L3T  Distributed responsibility and accountability across the school.
	Focus Area leaders appointed within each year level team.	Jan 2016		Enhanced success of the Effective Teaching and Learning strategies.
	Ongoing upskilling of current Team Leaders.			
	Identify next wave of Team Leaders and provide opportunities to develop leadership skills.			More people in leadership roles.
	Develop an internal support Network for teachers	End of Term 1	Nikita	
<b>Coordination of the Challis Parenting and Early Learning Centre</b>	Appoint a Coordinator of CPELC	Start of 2016	Lee	Smooth coordination of the CPELC.



## *2016 Measures of Success – Key Performance Indicators (KPI's)*

	<b>Year 3</b>	<b>Year 5</b>	<b>Whole School</b>
<b>Attendance</b>			<p>Increase percentage of children in the regular attendance from 70% to 75%</p> <p>Aboriginal attendance -Increase percentage to 92% to match 2015 regular attendance rate.</p> <p>Pre-Primary attendance percentage will be greater than or equal to overall school attendance.</p>
<b>Behaviour</b>			Reduce total suspension days by 10%
<b>Reading</b>	80% over NMS- equal to state average	70% over NMS- equal to state average	<p>80% of all children will achieve the relevant PM year target</p> <p>PIPs- increase the percentage of children with above average value added</p>
<b>Spelling</b>	75% over NMS – above like schools	75% over NMS- above like schools	
<b>Writing</b>	85% over NMS – above state average	75% over NMS- above like schools	
<b>Grammar and Punctuation</b>	80% over NMS- equal to state average closing the gap on state mean	70% over NMS above like schools	
<b>Maths</b>	75% over NMS -well above like schools	75% over NMS -well above like schools	



An Independent Public School