O'Sullivan Beach School plans for improvement in a way that builds upon its current strengths, whilst strategically implementing new priorities. The DECD Improvement and Accountability Framework outlines the principles of improvement and effectiveness that are embedded in our school's Site Improvement Plan.

**OUR VISION:**

*Achieving personal excellence in a team environment* is the articulated vision share by our school community and is achieved through the provision of a.....

- safe and supportive learning environment
- diverse and challenging curriculum, with an emphasis on fostering
- self directed learners who love to learn.

**OUR VALUES:**

Our school community models the values of

1. **Learning** - we enable individuals to learn and grow within our school community. We value our collective skills, knowledge, professionalism, commitment and diligence and we encourage professional development and personal growth. We strive for continuous improvement.

2. **Adaptability** - we demonstrate resilience and creativity to adapt and contribute positively to our changing world and we maintain a positive attitude and have hope for the future.

3. **Respect** - we provide a safe place to learn where we all feel secure, we have a positive regard for all individuals and an appreciation of uniqueness and diversity. We role model positive behaviours and language.

4. **Team Work**

5. **Responsibility** - we are accountable for our actions and we follow through on our commitments. We take responsibility for results, being upfront about mistakes and taking considered risks.

**OUR COMMITMENT:**

Our commitment to developing pedagogy and achieving higher level student outcomes will result in engaged students who have developed 21st Century Learning Skills. To inform this development, the Governing Council will conduct a consultation to inform the improvement planning for 2012 and beyond.

We are pleased to present the 2012 Site Improvement Plan to our school community.

Sally Menadue  
Principal  
March 2012

Abby Bowman  
Governing Council Chairperson
At O'Sullivan Beach School, we believe if what is learned depends on the way it is learned, then effective pedagogy is about teaching in such a way that all our students are able to reach their potential.

### Key Strategies

<table>
<thead>
<tr>
<th><strong>2012 Priorities</strong> (What do we want to achieve this year?)</th>
<th><strong>Key Strategies</strong> (What will it take to get there?)</th>
<th><strong>Evidence</strong> (How will we measure/evaluate learner progress?)</th>
<th><strong>Targets</strong> (Key indicators of learner success)</th>
</tr>
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<tbody>
<tr>
<td><strong>1: Reading R-7:</strong> Improve literacy levels for all students by:</td>
<td>- maintain current reading programmes yet broadening content</td>
<td>- data collected and collated (Chris) informs our reading programmes</td>
<td>100% of non NEP students attaining agreed reading benchmarks</td>
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<td>- improving R-7 reading comprehension and fluency</td>
<td>- data and agreements are published and are embedded in practice - staff are using these to inform planning for improved teaching and learning outcomes</td>
<td>100% of NEP students experiencing growth</td>
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<td>- developing a coherent approach to writing via a team focus on genre</td>
<td>- elements of TIEL and Regional directives are embedded in agreements</td>
<td>NAPLAN results reflect student literacy improvement</td>
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<td>- embracing TIEL, regional directives and initiatives to guide pedagogical shift</td>
<td>- cultural shift towards Higher Order Thinking skills being domain of all students</td>
<td>students above benchmark are maintaining/increasing growth</td>
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<td></td>
<td>- 2011 writing focus is embedded in Whole School Literacy Agreements - Whole School, Students and Classroom</td>
<td>for writing - students plan for whole school events (purposeful), they are exposed to a range of quality writing and student progress data is used to support/plan/intervene</td>
<td>by the end of the year, 100% of students have had their various forms of writing published in our school newsletters</td>
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<td>- whole school agreement to uninterrupted literacy block 1 each day</td>
<td>feedback survey indicates 50% more families are reading our newsletters</td>
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<td></td>
<td></td>
<td>- embed high order thinking skills into R-7 literacy practices</td>
<td>SOS data shows 100% of non NEP students showing significant growth</td>
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<td>- embed 2011 writing focuses as a part of Literacy Agreements</td>
<td>Jolly Phonics data shows 100% of non NEP students showing significant growth</td>
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<td></td>
<td></td>
<td>- whole school agreement to uninterrupted Literacy blocks for SOS and Jolly Phonics in lesson 1 each day</td>
<td>all data collected through Torch, NAPLAN, RR and Waddington shows growth in literacy</td>
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<td>- teachers use reading logs to record data on every student</td>
<td>100% of Aboriginal Learners in the early years are achieving minimum agreed reading benchmarks</td>
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<td></td>
<td>- all classes are implementing the ABC Reading Eggs programme into their literacy programmes</td>
<td>100% of students have shown growth in ABC Reading Eggs data</td>
</tr>
</tbody>
</table>
At O'Sullivan Beach School, we believe if what is learned depends on the way it is learned, then effective pedagogy is about teaching in such a way that all our students are able to reach their potential.

Research shows that improved student outcomes are achieved through the growth of quality pedagogy that is supported through engagement in the DECD Teaching for Effective Learning (TfEL) framework. These improved outcomes will be measured using a survey to establish a pedagogical baseline to inform regional targets.

**LEADER:**
*Sally Menadue, Principal,* (student engagement) &
*Lynn Wilson, Counsellor,* (student well-being)

### 2012 Priorities
*(What do we want to achieve this year?)*

**2: Student Engagement for Learning:**
Improve student engagement and well-being to enable safe and orderly learning environments by:
- embedding values into our whole school community
- whole school approach to support students to attend regularly
- Using TfEL to focus on developing staff pedagogy
- developing stronger student leader opportunities
- strategies for purposeful feedback for learning
- students are supported to reach their potential through engagement in quality learning tasks

<table>
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<tr>
<th>Key Strategies</th>
<th>Evidence</th>
<th>Targets</th>
</tr>
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<tr>
<td>continue embedding values into our whole school ethos</td>
<td>90% of school community using language</td>
<td>surveys indicate greater community understanding in school values</td>
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<tr>
<td>programme implemented term 1 and 2 focussing on a value per week</td>
<td>all teachers engaging in programme teaching at least one value per week</td>
<td>25% improvement in student attendance</td>
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<tr>
<td>develop effective systems and processes to deal with non-attendance</td>
<td>DUX data shows increase in families communicating absence reasons to school</td>
<td>60% improvement in parents communicating reasons for student absence</td>
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<td>timetabling time in staff meeting structures for staff to share effective practices</td>
<td>staff having NIT time together and sharing practice, discussing student engagement levels</td>
<td>team meetings reflecting staff sharing effective practice/pedagogy and analysis/learning of the observations on each other</td>
</tr>
<tr>
<td>teachers familiarising themselves with the TfEL document focussing on whole school element, team element and individual element</td>
<td>Staff using TfEL observation tool to collect data on effective pedagogy as well as data on student engagement</td>
<td>improved student engagement showing a 50% reduction in class chill outs/buddy classes</td>
</tr>
<tr>
<td>giving more students a voice through TfEL tool and Mind Matters survey</td>
<td>Staff observing each other, focussing on chosen element and giving each other purposeful feedback</td>
<td>100% of students access consistency of quality pedagogy that is supported by a strong professional development programme</td>
</tr>
<tr>
<td>have students attending Governing Council and relevant sub committees</td>
<td>staff planning and programming for effective student engagement together</td>
<td>Teachers programmes have SMART strategies embedded</td>
</tr>
<tr>
<td>providing more opportunities for students to use and develop their leadership skills</td>
<td>6/7 students engaged in Community Mentoring Programmes, ICAN, What's the Buzz, Youth Worker counselling</td>
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</tr>
<tr>
<td>Students participating in a range of targeted programmes</td>
<td>whole school engaged in Play is the Way</td>
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<tr>
<td>opportunities for students to</td>
<td></td>
<td></td>
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<tr>
<td>o participate in community mentoring programme</td>
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<tr>
<td>o meet with our youth worker for individualised counselling</td>
<td></td>
<td></td>
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<td>o participate in a range</td>
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<th>Context</th>
<th>Research shows that improved student outcomes in maths and science are enhanced through the provision of a system-wide Maths and Science strategy to drive improvement. The professional development programmes 'Maths for All' and 'Science Connections' are necessary, but not sufficient strategies for implementation of this priority.</th>
<th>LEADER: Debbie Harwood &amp; Sally Menadue (Maths/AC focus teacher and principal)</th>
</tr>
</thead>
</table>

### 2012 Priorities
(What do we want to achieve this year?)

**3: Australian Curriculum:** Comply with the Australian Curriculum timelines by:
- embedding science practices
- development of school pedagogical expectations in numeracy
- being development of consistent numeracy practices
- familiarisation of Australian English and History Curriculum
- report to families in Science and Maths
- students are supported to reach their potential through engagement in quality learning tasks
- students are engaged in quality learning programmes that support improved outcomes across all areas of learning, in particular Maths and Science

### Key Strategies
(What will it take to get there?)

- Embed science practices through R-7 scope and sequence and national expectations
- report to families in Science and Maths aligned to Australian Curriculum Achievement Standards
- Commence development of school pedagogical expectations in numeracy in conjunction with the Primary Maths Association
- Team planning in Science and Numeracy
- Numeracy scope and sequence developed
- Staff participating in Ann Baker Maths PD looking at classroom pedagogy, problem solving, numeracy blocks and metacognitive strategies
- Our school will commit 4 pupil free days (2 of our own and 2 ‘extra’ from DECD) to implement Maths and Science and prepare for Achievement Standards and Assessment and Reporting
- staff meeting time set aside for familiarisation of History and English curriculum

### Evidence
(How will we measure/evaluate learner progress?)

- identified whole school assessment practises in science and maths
- collegiate team sharing of data to inform practice
- surveys/reflections
- Mathletics results
- staff sharing time in staff meeting and pupil free days (whole school and cluster)
- peer observations
- performance development evidence
- staff learning from PD will be evident in the changes to:
  - their programming
  - their pedagogy
  - their conversations with each other
  - their assessment for, of and as learning

### Targets
(Key indicators of learner success)

- 100% of students provided access to the Australian Science and Maths curriculum for their year level
- 90% of all students undertaking NAPLAN assessment achieve National Minimum Benchmark
- 100% of Non NEP students in years 3, 5 and 7 demonstrate a growth from previous mean scores that is at the middle or higher quartiles of the NAPLAN Numeracy test
- students achieving 90% or more with assigned Mathletics activities
- change in student attitude towards numeracy via survey
- 100% of year 4-7 students are benchmarked against diagnostic standards in maths (PAT maths)
- 100% of staff have attended professional development in maths and science during 2012 which is aligned with the Regional Improvement Plan, with surveys undertaken to establish a base line in maths and science to inform improvement strategies