

Clovelly Park Primary School Site Improvement Plan –Wellbeing and Student Engagement 2016-2018

KEY FOCUS AREAS	PRIORITIES	TARGETS	STRATEGIES	BUDGET	EVALUATION
Student Learning Achievement, Growth, Equity, Challenge and engagement	<p>Improve mental health outcomes for all students</p> <p>Agreed whole school approach to SEL programs under KIDS MATTER</p>	<p>Students develop understanding of positive mental health and manage their own social emotional learning</p> <p>Expansion of Student Leadership</p> <p>Expand and Integrate SEL programs Kimochi, What's the Buzz, Art Therapy for targeted classes/ students</p>	<ul style="list-style-type: none"> • Development of play spaces and play buddies that support school context • Expand “you can sit with me” program and develop “buddy benches” • Expand yard Leader into mentor program for JP students • Leadership training for Year 6/7 students plus 2 staff 		<ul style="list-style-type: none"> • Students can articulate their understanding of emotional regulation • Data shows that students approach yard leaders for support at play times
Effective Teaching <i>Australian Curriculum-</i> learning areas, general capabilities, cross-curriculum priorities <i>Effective pedagogy-</i> TfEL, assessment, inquiry,	Teachers have embedded practice of AC Health, Personal and Social capability with CPC weekly.	All teachers are trained in CPC and use scope and sequence	<ul style="list-style-type: none"> • Teachers plan in year levels weekly sessions, common shared language and strategies 		
Effective Leadership <i>Australian Professional Standards for Teachers,</i> Building capacity - teachers and leaders	Build the capacity of all teachers to understand how to support positive mind set and student engagement	All teachers use language of agreed SEL program	<ul style="list-style-type: none"> • Targeted professional learning in staff meeting times • Student free days devoted to SEL PD 		<ul style="list-style-type: none"> • Staff feedback indicates that they are confident in using behaviour strategies and assessing outcomes
Improvement Agenda Analysis and use of data including monitoring, evaluation and self-review to inform teaching and improve practice	Staff have greater confidence and skills to understand and manage challenging behaviour, maintain student safety and student participation	<p>Increase in number of students managing behaviour</p> <p>Behaviour data related to bullying informs actions and responses</p>	<ul style="list-style-type: none"> • Staff use strategies of common SEL program • Teachers set targets around positive behaviour with class • SMART training online 100% of staff completed by end of 2017 • Behaviour, Yard and Attendance Data instructs classroom behaviour strategies 		<ul style="list-style-type: none"> • Progress indicated by improvement in less use of Bat phone, take homes and suspensions
School Community Partnerships Student influence, Parent partnerships, Marion Inland, wider community	<p>Promote across the school and community</p> <p>Develop parent space before Assembly</p>	<p>Teachers provide regular feedback to parents about SEL programs in class</p> <p>Students and parents recognise connections between good mental health and academic achievement</p>	<ul style="list-style-type: none"> • Parent conversations and workshops • Parent coffee café for networking and information sessions 		<ul style="list-style-type: none"> • Student surveys indicate they can articulate when they are not engaged and seek support • Parents surveys indicate that their needs are being met