

## YOUTH EDUCATION CENTRE - SITE IMPROVEMENT PLAN 2017

| Strategic Priorities  | Whole School Actions/Strategies   | Specific Targets   |
|---|---|--|
| <p style="text-align: center;"><b>Positive Behaviour for Learning</b></p> | <ul style="list-style-type: none"> <li>• All teachers describe implementation of PBL to peers and line managers through performance development plans and shared professional learning</li> <li>• Collaborative development of a Positive Student Behaviour platform in conjunction with AYTC Behaviour Support Framework (BSF) development team and led by the YEC Wellbeing Team.</li> <li>• Wellbeing Team to identify and address priority areas for School-wide improvement within YEC using Effective Behaviour for Learning (EBL) and School-wide Evaluation Tool (SET)</li> <li>• All teachers and leaders identify 2 personal focus aspects of PBL for their PDP using EBL 'Classroom Settings' section</li> <li>• Common language and expectations for behaviour learning are developed with YEC and AYTC through collaboration in BSF team.</li> <li>• Students are able to reflect on their role in developing classroom behavioural expectations</li> <li>• Student responses to SET will demonstrate student knowledge and impact of positive behavioural interventions</li> </ul>  | <p>Effective Behaviour for Learning (EBL) and School-wide Evaluation Tool (SET) demonstrate improved consistency with Positive behaviour principles</p>  |
| <p style="text-align: center;"><b>Numeracy</b></p>                        | <ul style="list-style-type: none"> <li>• All teachers to engage in professional learning regarding the 'Big Ideas in Number', beginning with 'Trusting the Count' and 'Place Value'. Training to be provided by external and internal sources</li> <li>• All teachers trial and implement 'Trusting the Count' and 'Place Value' lessons</li> <li>• All teachers and leaders identify the areas of teaching 'Trusting the Count' and 'Place Value' that they are implementing through professional development plan conversations</li> <li>• Development of whole-school numeracy agreement in consultation with staff and community to guide explicit numeracy teaching across the curriculum and incorporating the "Big Ideas in Number".</li> <li>• 'Trusting the Count' and 'Place Value' are directly observed in peer and line manager teaching observations</li> <li>• Intake assessments in numeracy are recorded against the YEC numeracy continuum and updated as students demonstrate growth.</li> <li>• Feedback from students enrolled for more than three months demonstrates increased confidence in numeracy</li> </ul> | <p>Every student enrolled at the Youth Education Centre for six months or longer shows education growth (SACE, AC, Literacy and Numeracy) commensurate with the time enrolled and in accord with their Individual Learning Plan.</p> |