EDWARDSTOWN PRIMARY SCHOOL
IMPROVEMENT PLAN 2015-2018

Working together to develop powerful and expert learners for now and the future

Powerful and expert learners at EPS are:
**School Mission:**
Working together as powerful and expert learners for now and the future.

**Powerful and expert learners are** creative, flexible and innovative thinkers, able to apply their skills and address challenges. They need to be tenacious and resourceful, imaginative and logical, self-disciplined and self-aware, resilient, collaborative and inquisitive.

**Powerful learning** cultivates curiosity and a love of learning. It relies on high quality teaching practices that involve problem solving, inference, deductive reasoning and creative thinking. **Expert learning** involves deep understanding and skilful action by the learner, such as taking responsibility for creating knowledge about the world and critically engaging with this knowledge. The learner engages with deeper learning, knows the conditions that maximise this learning and can apply this learning to their lives.

**School Values:**
- Respect
- Care and Compassion
- Doing your best

**2015-2018 Priorities:**
Edwardstown Primary School will develop powerful and expert learners through the following priorities:
Priority: Deliver effective 21st century pedagogies
Consistent and cohesive pedagogies will be developed through the collegiate Professional Learning Team (PLT) structures that operate in year levels throughout the school. These teams will engage in collaborative planning for inquiry based learning specific to the developmental needs of their students.

Students will have an increased level of input into decisions regarding their learning, resulting in increased interaction, engagement and ownership.

Outcomes:
- Teachers pedagogies are of a high standard
- Inquiry based learning is the predominant pedagogy.
- Students are challenged and supported to use powerful learning strategies and dispositions through deeper levels of thinking, understanding and application.
- ICTs are embedded in learning programs.
- Feedback from students guides pedagogies.

Priority: Raise the achievement of every student
Teachers and students will engage with a variety of authentic and relevant assessment tools and processes to ensure highly effective learning and teaching practices resulting in improved student learning outcomes. These assessments will guide learning programs and enable us to monitor student and school performance.

Outcomes:
- Improve student performance in literacy and numeracy
- Monitoring processes provide data for improvement
- Achievement levels are consistently and accurately applied.
- Formative assessment processes include peer formative feedback.
- Report formats and content reflect the Australian Curriculum and are accessible to parents
- Attendance levels are improved to maximise student achievement.

Priority: Implement the Australian Curriculum
The implementation of the Australian Curriculum will be completed by the end of 2016, with planning, assessment and reporting on all learning areas. We will continue to build teacher knowledge and use of General Capabilities and Cross Curriculum perspectives.

Outcomes:
- Teachers use all aspects of the AC to program for learning, assess student achievement and report to parents.
**Yearly Plans**
Each year an action plan with clear strategies and targets is developed from the School Improvement Plan. These plans are developed with teachers and School Council. They guide our professional learning and focus in classrooms and they are monitored in an ongoing manner each term, with a major review each year.

**Reporting Against the School Improvement Plan**
Progress with the School Improvement plan is reported to the community via the newsletter, Council and Annual Report.

**Targets**
When all three priorities are met, student achievement targets will be maximised and will lead to the achievement of challenging targets. These targets are indicative of students’ development as powerful and effective learners who have access to strong and consistent teacher pedagogies, improved student achievement and an engaging and targeted curriculum. See chart attached for specific targets for 2015.