



Edwardstown Primary School

Action Plan

July 2016- July 2017

Developing Powerful and Expert Learners for now and the Future



		Outcomes	Actions	When/ Who	Evidence of Progress
Curriculum, Pedagogy and Achievement	Literacy	Literacy agreement ratified and adopted by staff Improved RR, PAT-R and NAPLaN results	2016: <ul style="list-style-type: none"> Finalise documents and present to staff at staff meeting Provide intervention with LLI for targeted students 2017: <ul style="list-style-type: none"> New staff trained in Jolly Phonics/Grammar Update Literacy Agreement with specific strategies across R-7 	2016: Term 3/Early Term 4 <ul style="list-style-type: none"> SSOs-Teachers to analyse & monitor student data boards. (once per term) 2017: <ul style="list-style-type: none"> Source appropriate Literacy training for staff (Big 6) Alex and Martin to adjust Literacy Agreement to depict R-7 	Staff trained & use Jolly Phonics/Grammar, R-5 Guided Reading structures in all classes Literacy Agreement embedded across R-7
	Numeracy	Natural Maths strategies are consistently taught R-7 Students demonstrate 'stretch' and rigor in their Maths lessons Numeracy Agreement is understood and implemented in all classes Improved scores in Pat-M and NAPLaN Numeracy.	2016: <ul style="list-style-type: none"> Modelling of teaching by Bernie across the school Transforming tasks workshop In service by Ann Baker for Leaders Numeracy Leaders Course- NAPLaN data analysed to show growth points and next steps 2017: <ul style="list-style-type: none"> Collaborative moderation of Maths across Partnership. Develop a formal assessment for JP students in maths skills 	2016: <ul style="list-style-type: none"> Every Thursday, Semester 2 Term 4 with Anne Pillman Vicky & Bernie attend PAT training Vicky & Kathy attend Numeracy Leaders course, Term 3 2017: <ul style="list-style-type: none"> Vicky (DP) to provide T & D on collection and analysis of Maths ass. Bernie to in service new teachers and model rigor in Natural Maths 	All teachers are confidently using Natural Maths terminology in lessons and developing Problem Based scenarios. Learner engagement Survey reflects improvements Collegiate observations between PLTs - provide feedback
	Inquiry	Consistent approach to Inquiry Based Learning that links with AC	2016: <ul style="list-style-type: none"> Staff released to finalise S&S. 2017: <ul style="list-style-type: none"> Work with CLGPS to up skill teachers with Inquiry teaching (shareT and D) Consult with Learning Improvement for Inquiry support 	2016: <ul style="list-style-type: none"> Commence in Term 3, completed by end of 2016 – half day per team SLIPPS– Anne Pillman to attend 2 meetings per term (Results Plus) 2017: <ul style="list-style-type: none"> 5 staff members and AP to attend Kath Murdoch Inquiry Leaders workshop in Adelaide in Term 3. Transforming tasks workshops continue with Anne Pillman 	Scope and sequence produced for Year 1-7 in HASS PLTs plan and teach Units in line with AC using Inquiry cycle.
	Digital Technologies	Teachers use the AC: Digital Technologies in their planning and teaching across the curriculum Staff and students develop a common digital language understood and implemented across the curriculum	<ul style="list-style-type: none"> Staff meetings focussing on increasing familiarity with the AC: Digital 16/17 Teachers to attend Digitech and Future Schools conference Technologies linked with curriculum and evident in teaching, AC Co-ordinator released 2 days/week to work in classrooms 2017- Christie to model and in service teachers with new Resources	Term 3 2016/17 <ul style="list-style-type: none"> Pupil free day, Melbourne Convention Centre 	Staff have a deeper understanding of the scope of the AC: Digital Technologies Students appropriately use digital solutions
				2016: Term 3 – Link with Fulton Hogan Engineering for STEM project NIT 1/2 classes Modelled teaching – Yrs. 3/4 2017: <ul style="list-style-type: none"> WeDo Lego T and D, May R-7 Offer "play" time in staff mtgs to learn from colleagues. 	Increased uptake of BYOD R-7 More teachers offering extra curr. activities in Coding and Maker Space
	Learner Powers	Students are challenged and supported to develop learner powers (dispositions), through deeper levels of thinking, understanding and application. Learner Power language is adopted and embedded across all curriculum areas.	2016: <ul style="list-style-type: none"> Teacher working party to develop a cohesive list of desirable assets and present them to staff – based on Kath Walker Learner Assets Student self-reflections are based on LP strengths and growth points 2017: <ul style="list-style-type: none"> Team to work with DP to adjust RH side of report in line with dispositions (General Capabilities) 	2016: Term 3: Year 7 Student team survey R-7 classes and provide Assembly debrief All classes unpack the powers and use common language 2017: <ul style="list-style-type: none"> School Report reflects learner power skills Yr 7 student team finalise and present Avatars representing Learner Powers 	Students are able to identify and use the Learner Powers in their daily lessons Staff, parents (Council) and students gain an understanding of learner dispositions. Results reflect greater rigor and application to learning.