



School Improvement Plan 2018



LITERACY

**INQUIRY BASED
LEARNING**

NUMERACY



Priority 1: LITERACY

At Edwardstown Primary School, we strive to Develop Powerful and Expert learners for now and the Future.

Our core business is developing learners who demonstrate intellectual engagement, embrace challenge and display persistence and rigour ; to see effort as a means to higher achievement and significant learning.

Goals for 2018:		Running Record Targets		PAT-R Scale Score Targets		
<ol style="list-style-type: none"> Rigorous and informative system to track, monitor and respond to every learner's growth Identify and develop best pedagogical practice through professional development opportunities Develop R – 7 Consistent agreements around practice and assessment; Literacy Agreement Identify and implement clear differentiation strategies to accelerate learner growth 		Reception	RR Level 8-10	<i>Yr. Level</i> Year 2	<i>Mean Score</i> 103	<i>Exp. Growth</i> 11
		Year 1	RR Level 18 - 20	Year 3	112	9
		Year 2	RR Level 26 - 28	Year 4	120	8
				Year 5	126	6
			Year 6	129	3	
			Year 7	131	2	
STRATEGIES (From the goals listed above, what are the implications steps/ key actions required?)	TACTICS <i>When/ How/ Who?</i>	IMPROVEMENT INDICATORS (How will we know we are making a difference? Key indicators of improvement towards the target(s))			RESOURCES (Inc. Budgets)	
Collection – Analysis of data Use Seesaw to collect evidence and anecdotal records Agreement on pre-assessment tasks	Identify individual students in waves 1, 2 & 3 from R.R., PAT-R & NAPLAN data. Students record self on Seesaw.	Continuous formative assessment R.R. using Oxford owl to Level 30 (Wk 6, Termly) Learning intention uptake and staff knowledge of individual students.			Renew Oxford owl & materials IPad & Seesaw app.	
Upskill all staff in Writing Moderation and levelling Use of Jolly Grammar	Writing workshop – Fiona Jackson Literacy Levels EALD – Ross Hamilton PLT time to moderate	Moderation of writing tasks with consistent rubric Apply skills and teach knowledge Improved skill & richness in writing samples			\$900 & purchase of resources Release teachers 1 per term.	
Guided Reading differentiation Daily Reading (RAD) Daily 5 Professional Development	Webinar, seminars Pupil Free Day to upskill staff Peer observations and feedback Investigate with WPPS/ Belair PS	Teacher knowledge increased Students growth in achievement			Martin, Caroline, Robyn & Georgia completed Levelling	
Literacy Agreement unpacked Ensure all Big 6 included (oral Language)	AP & Coordinator work with PLT groups to finalise Regular opportunities for oral language.	Consistent literacy approach across R-7 reflective practice Collect video evidence of improvement (Seesaw)			AP/ Coordinator Identify PLT Leaders	
Coaching model with staff Observing colleagues & providing rigor and stretch	Identify excellent pedagogical practice and releases teachers Provide feedback through peer observations.	Change in pedagogy Greater students voice Use TfEL Observation Tool to show growth			Release time - TRTs	

Priority 2: INQUIRY BASED LEARNING

Inquiry-based approaches to learning provide opportunities for investigation, creating an interesting, engaging, and meaningful curriculum that uses student's interests and questions as a starting point for developing powerful and expert learners.

At Edwardstown Primary School we strive to be **Powerful and Expert Learners** who are: **collaborators, communicators, self-managers, thinkers, researchers, critical and creative thinkers, and have a growth mindset.**

Goals for 2018:

1. Establish a common understanding of what Inquiry looks like at EPS.
2. Learning Teams (PLTs) (Reception, Year 1/2, Year 3/4, Year 4/5/6 & Year 6/7) will develop three units of inquiry per year (Inc. Passion Project – Design & Technology)
3. Focus on the conceptual understandings and ensure students understand the big ideas and skills for learning-move from topics to concepts
4. Embed Learner Powers to support students to successfully engage and achieve in the Inquiry model
5. R-7 Literacies embedded into units of inquiry.
6. Specialist teachers will either develop a unit of inquiry as a stand-alone or support units of inquiry developed by PLTs to ensure an inquiry unit occurs once per PLT.

TARGETS

- Higher Order Thinking
- Problem Solving & Questioning
- Student Voice
- More As & Bs
- Data Collection of Wellbeing & Engagement survey

STRATEGIES (From the goals listed above, what are the implications steps/ key actions required?)	TACTICS <i>When/ How/ Who?</i>	IMPROVEMENT INDICATORS (How will we know we are making a difference? Key indicators of improvement towards the target(s))	RESOURCES (Inc. Budgets)
Focus on central idea and guiding questions	Anne Pillman to work with Middle Primary Team (Term 1) Each term PLT teams released for ½ planning day	LDAM sheet developed and teacher follow agreed format Evidence of student voice	Release time for Teachers per term
Enhance individual Project Based Learning - P.B.L = Passion Projects	PLT Planning Time	Link with curriculum areas noted and identified by students Develop rubrics	Anne Pillman
Unpack Inquiry Cycle and ensure all teachers follow process	Professional Development as opportunities arise	Performance plans include Inquiry Cycle	Kath Murdoch
Ensure Learner Powers are explicitly taught and modelled	Provide all teachers with Power of Inquiry by Kath Murdoch	R.H.S of report card reflects students ability to display dispositions	

Priority 3: NUMERACY

Numeracy is defined as the capacity, confidence and disposition to use mathematics in daily life. Students bring new mathematical understanding through engaging in authentic problem solving. It is essential mathematical ideas with students' interactions are relevant and meaningful in the context of their current lives.

Goals for 2018:

1. **R – 7 Numeracy – Improve students' ability to apply mathematical skills with balance for fluency, understanding, reasoning and problem solving.**
2. **Extend student achievement through collaborative guided inquiry in Maths learning for higher order thinking: collaborative learning, feedback, meta-cognition and self-regulation; individualised instruction and peer tutoring.**
3. **Collaborate with Partnership schools to moderate, assess, develop and set challenging student centred tasks catering for middle/upper band students.**

Targets

- 100% SEA Achievement
- Upper Band % growth (identify specific students) specific number per year level

STRATEGIES (From the goals listed above, what are the implications steps/ key actions required?)	TACTICS When/ How/ Who?	IMPROVEMENT INDICATORS (How will we know we are making a difference? Key indicators of improvement towards the target(s))	RESOURCES (Inc. Budgets)
Ensure strong knowledge of Australian Curriculum by all staff	Time to plan together and develop Numeracy Blocks Ensure taught 1 hour per day	Collect base data of students achievement in PAT-M and NAPLAN Provide individual students data on 'diamond'	
Natural maths strategies are core strategies used across R-7 – use 2 day cycle	Parent workshop year 1 & 2 for information to support students	Formative assessment and moderation Better understanding of skills and growth in achievement	Ensure teacher resources available
Collaborative moderation of rich tasks in Partnership PLT groups – Transforming Tasks	Twice per term in Terms 1 and 2 Task Design format	Evidence of higher order tasks and using student voice	
Bernie (Literacy & Numeracy Coordinator) working across R-7 coaching and modelling excellent teaching practice	Term 1 working with Year 3 to 5 Unpacking NAPLAN questions DP running problem solving lesson for UP classes	Change in rigor and student voice Authentic learning tasks	Every Wednesday PLTs