

Elizabeth Grove PS Site Improvement Plan 2015 - 2017

Respect ~ Honesty ~ Community

Action Plan: Well Being For Learning

We know:

"Wellbeing is central to learning, and learning is central to wellbeing." DECD Learner Wellbeing Framework 2007 "Positive schools have been defined as ones in which students experience predominantly high levels of subjective wellbeing in the form of positive emotions and positive attitudes towards school" (Huebner et al., 2009).

- ✓ Focussing on factors affecting learner wellbeing through learning environments, pedagogies, partnerships developed, policies and procedures, will strongly support the improving of learner wellbeing.
- ✓ Schools and staff who connect and implement a range of wellbeing oriented approaches that are inclusive of mental health and behaviour alongside teaching and learning programs have a greater impact on student achievement.
- ✓ Positive Education impacts on both traditional skills and happiness. The synergy between learning and positive emotion all argue that the skills for happiness, increasing resilience, positive emotion, engagement and meaning should be embedded in school curriculum and culture.
- ✓ Behaviour and attitudes of staff impacts behaviour and attitudes of students and families and vice versa.
- ✓ Attendance is crucial to learner wellbeing and to success. Children and students who have poor patterns of attendance are at risk of not achieving their educational, social or psychological potential and are disadvantaged in the quality of choices they are able to make in later life situations.
- ✓ Our commitment to improving attendance will be enhanced if we promote values and curriculum-based intervention strategies, as well as individual strategies for particular students. Programs such as Child Protection Curriculum, Student Leadership, Restorative Practices, Anti-Harassment, Buddy Class systems are all appropriate for intervening with students displaying poor attendance behaviour.
- ✓ Consistent use of Learning Code language will support our community in developing self regulation skills, common understandings, high behaviour and learning expectations as well as developing a culture of Positive Psychology.
- ✓ The school community will feel that Cultural Diversity is valued and acknowledged allowing students to feel positive and be proud of their history and a sense of belonging within the school community.

Success looks like (Targets): (Blue indicates improvement / Red No Improvement)

Student Attendance

Whole School Student Attendance & Unexplained Absences Targets

Year	Whole School	Unexplained	Actual / Target
2013	85.5%	9.1%	
2014	88%	5.1%	
2015	90% (88.5%)	4% (4.4%)	
2016	90%	3%	
2017	2017 targets to be set throughout Annual Review Day 2016		

Student Behaviour

Whole School Student Behaviour Targets – Violence and Threaten Good Order

Year	Exclusion (No Target Set)	Suspension	Take Home	Office Time Out	Actual / Target
2013	7	88% (55/68)	80% (55/63)	73% (675/921)	
2014	4	75% (80/106)	68% (86/126)	55% (182/333)	
2015	4	60% (86%) (101/117)	53% (85%) (108/127)	45% (50%) (391/599)	
2016		60%	40%	40%	
2017	2017 targets to be set throughout Annual Review Day in 2016				

Therefore we will (Strategies):

Student Attendance

- Building strong relationships with students through 'Knowing Your Students' and differentiating learning for them. These relationships extend to parents through phone calls, home visits, consistent whole school communication process, parent / teacher interviews, three-way interviews, attendance awards for classrooms and individuals at assemblies and information through class and school newsletters.
- Interventions actioned that reflect upon school attendance data and developed from processes such as student review meetings, regular meetings with DECD attendance counsellor and other external agencies, weekly analysis of attendance data, class and cohort profiling.
- Regular and relentless conversations with all stakeholders, using data to inform 'next steps, celebrating successes and in partnership with stakeholders construct 'pathways' for improved student attendance.

Positive Education (A transformational behaviour change agenda)

- PERMA model implemented and tracked, integrating Positive Education, Child Protection Curriculum and EGPS Learning Code. Positive Education embedded as a Specialist Area for students.
- Child Protection Curriculum explicitly taught each week using the co-constructed yearly overview.
- Acknowledging and celebrating our multicultural background at EGPS through understanding the meanings of celebrations, targeted deployment of BSSO's for learning intervention, pathways through Sport, Dance and Food.
- 'Back to School' programme explicitly taught in Term 1 and revised each term with an emphasis on problem solving, school and class routines, expectations and student voice.

Wellbeing For Learning

- Consistent Whole School language approach using Learning Code and PERMA to underpin key principles for learning.
- Differentiation of curriculum in Literacy and Numeracy implementing agreed pedagogical approaches. Strongly connected to student achievement data, established learning goals and learning plans (NEP's, ILP's, ELP's) and or in all curriculum areas learning code displayed, referred to, imbedded in all aspects of school life Back to School programme explicitly taught each term, including problem solving, routines and expectations Planning in PLT's -curriculum overviews Professional Learning
- Student Leadership Framework implemented and inclusive of all Middle School students which provide for a range of pathways and opportunities for learners.

How will we measure success (Evaluation Measures)?

Data sets used from Student Data Warehouse and EDSAS: Student Attendance and Behaviour Data Sets (Investigation in 2015 of Student Wellbeing Survey / Data Set connected to PERMA initiative)

Perception Data: Opinion Survey (Student/Parent/Teacher), Psychological Survey (Staff)

100% Parent / Teacher Interviews achieved by end of Term 2 2015, 'Walk and Talk' follow up perception data 2016, consistent use of Learning Code and PERMA language across the site

Green reflects embedded, Orange reflects work in progress, Red reflects future work

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Action Plan: Numeracy

We know:

Numeracy is the ability to access, use, interpret and communicate mathematical information and ideas, in order to engage in and manage the mathematical demands of a range of situations in adult life.

Numerate behaviour involves managing a situation or solving a problem in a real context, by responding to mathematical content/information/idea represented in multiple ways.(OECD pg 32)

- ✓ Effective mathematics teaching engages students in tasks that promote mathematical reasoning & problem solving & that have multiple entry points & varied solution strategies.
- ✓ Effective mathematics teaching engages students in making connections between mathematical representations to deepen understanding of concepts and procedures.
- ✓ Effective mathematics teaching facilitates dialogue among students to build shared understanding of mathematical ideas by analysing and comparing student approaches and arguments.
- ✓ Effective mathematics teaching uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas.
- ✓ There are cognitive benefits to automaticity and that effective mathematics teaching builds fluency with procedures on a foundation of conceptual understanding. This enables students, over time, to become skilful in using procedures flexibly as they solve mathematical problems.
- ✓ That a 3 part lesson structure allows for the essential components of a maths lesson to be effectively taught and that when students know what is expected of them they perform to a higher standard.
- ✓ Effective mathematics teaching uses evidence of student thinking to assess progress toward mathematical understanding and to adjust teaching continually in ways that support and extend learning.

Success looks like (Targets): () refers to no. of students / Different colours represent cohorts of students

SEA at Year 3,5,7 : 10% increase for cohorts in numeracy (= 3 students)

Year 3: 3 and above, Year 5: 5 and above and Year 7: 6 and above NAPLAN Proficiency Bands

NAPLAN Area	2013			2014			2015			2016			2017		
Year Level	3	5	7	3	5	7	3	5	7	3	5	7	3	5	7
Numeracy	52%	36%	34%	54%	56%	70%	69%	44%	64%						

Top 2 Band Growth : 10% increase for cohorts in numeracy (=3 students)

Year 3 (Bands 5 & 6), Year 5 (Bands 7 & 8), Year 7 (Bands 8 & 9)

NAPLAN Area	2013			2014			2015			2016			2017		
Year Level	3	5	7	3	5	7	3	5	7	3	5	7	3	5	7
Numeracy	(1) 3%	(1) 3%	(0) 0%	(1) 4%	(2) 8%	(1) 3%	(4) 14%	(0) 0%	(1) 3%						

PAT-M Target Data will be included in 2016 as it becomes part of the whole school assessment agreement. **The set up and training in this assessment will occur in 2015/2016.**

Baseline attitudinal data in mathematics will be collected on students in 2015/2016.

Therefore we will (Strategies):

Pedagogy

- Align Maths Learning Intentions & Success Criteria to the AC through sharing and conferencing with students.
- Display vocabulary (word wall) & maths question prompts in classrooms (highly visible) and incorporate in the learning program.
- Develop automaticity with number facts (eg through explicitly teaching the Natural Maths secret code & providing students with a context in which to apply procedures to solve problems).
- All teachers use evidence based teaching practice & lesson structure based on Eight Effective Practices to Improve Numeracy. Numeracy Committee to research, develop and present agreement a whole school Numeracy block approach/lesson framework.
- Audit current resources & purchase new resources as required, with classrooms having kits of basic Maths equipment accessible.
- Productive dispositions are actively developed as part of maths lessons.

Professional Learning

- All teachers use the AC Achievement Standards, Content Descriptors, Proficiency Strands & Numeracy Continuum to design learning for students that is differentiated.
- Develop a resource for staff of agreed vocabulary, pedagogical approach, calculation methods, question/scaffold prompts & problem solving processes.
- Unpack NAPLN/PAT-M questions in PLTs and incorporate weekly in the learning program.

Assessment and Reporting

- Consistent use of formative & summative assessments to track student achievement as part of PLT's learning agenda.
- Develop and implement a whole school consistent approach to tracking & monitoring students' progress including in the area of mathematics.

How will we measure success (Evaluation Measures)?

Whole school pedagogical agreements in teaching mathematics is researched, presented to staff, agreed upon and implemented across the site. (2016 Action)

All teachers are using the AC Achievement Standards, Content Descriptors, Proficiency Strands & Numeracy Continuum to design learning for students that is differentiated.

Observations carried out as part of the EGPS Performance Development Agreement will reflect an anecdotal change in teacher practice and student engagement.

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Action Plan: Literacy

We know:

"Literacy is the ability to understand, use and reflect on written texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate effectively in society." (OECD, 2009, p14)

- ✓ Learning is a social process. Schools provide opportunities and unique advantages for developing speaking and listening skills. Such development depends upon creating conditions for children to interact with others: to engage frequently in worthwhile talk and attentive listening, build a good stock of words, explore how language works, understand what is said to and respond appropriately.
- ✓ When educators have high expectations of students, high achievement is more likely. Students who are expected to learn, are supported and challenged to do so at a complex and sophisticated level are invariably more engaged and successful.
- ✓ Research and experience has taught us that sustainable change and improvement are most likely to occur when all the members of a school community share a vision and are committed to contribute in ways consistent with that vision.
- ✓ For educators to be effective, it is vitally important that the culture they work in supports and challenges them to use evidence-based teaching practices that make a positive difference to a child's or student's learning.
- ✓ Early Intervention is important in reducing the literacy gap.

Success looks like (Targets): () refers to no. of students / Different colours represent cohorts of students

EGPS reading expectations are in line with the DECD SEA (reflects levels from Fountas and Pinnell)

By the end of Reception students at/above level 5 (at or above SEA)

By the end of Year 1 at/above level 15 (at or above SEA)

By the end of Year 2 at/above level 21 (at or above SEA) By the end of Year 3 at level 30.

Year	Reception	Year 1	Year 2	Actual / Targets
2013	Taking and Analysing Running Record Training			
2014	(6) / 16%	(11) / 36%	(18) / 60%	
2015	(25) / 80%	(9) / 28%	(14) / 51%	
2016	85%	90%	50%	
2017	2017 targets to be set throughout Annual Review Day 2016			

SEA at Year 3,5,7 : 10% increase for cohorts in identified areas (=3 students)

Year 3: 3 and above, Year 5: 5 and above and Year 7: 6 and above NAPLAN Proficiency Bands

NAPLAN Area	2013			2014			2015			2016			2017		
	3	5	7	3	5	7	3	5	7	3	5	7	3	5	7
Reading	63%	57%	59%	58%	73%	80%	82%	59%	65%						
Spelling	83%	50%	68%	65%	84%	66%	86%	68%	38%						

Top 2 Band Growth : 7% increase for cohorts in identified areas (=2 students)

Year 3 (Bands 5 & 6), Year 5 (Bands 7 & 8), Year 7 (Bands 8 & 9)

NAPLAN Area	2013			2014			2015			2016			2017		
	3	5	7	3	5	7	3	5	7	3	5	7	3	5	7
Reading	(7) 26%	(5) 18%	(2) 6%	(5) 21%	(3) 11%	(6) 19%	(8) 28%	(3) 13%	(3) 13%						
Spelling	(7) 30%	(4) 14%	(1) 3.6%	(10) 38%	(3) 11%	(5) 15%	(11) 38%	(5) 23%	(7) 35%						

How will we measure success (Evaluation Measures)?

All students will make progress every term - measured by Running Records R-7 (Fountas & Pinnell), Oxford Word List R-7, Phonological Awareness Test R-2, Concepts of Print R-2, Decoding Checklist R-2, Words Their Way 1-7, NAPLAN, PAT-R (1-7), EALD Language and Levels (R-7 EALD students and identified students with the purpose of setting whole school focus in writing). There is a reduction in the gap for students who are not meeting DECD SEA in Reading and Spelling as areas of focus for 2015 & 2016. Teachers will be able to articulate strategies planned for from the analysing of student achievement data, resulting in the ability to skilfully differentiate the curriculum.

Green reflects embedded, Orange reflects work in progress, Red reflects future work

Therefore we will (Strategies):

Pedagogy

- Consistency in pedagogies and strategies used from Reception to Year 7 to teach the Big 6 (Early literacy experiences(concepts of print) and oral language, phonological awareness, letter-sound knowledge, vocabulary, fluency and comprehension) – Guided Reading used to teach reading and comprehension skills; scaffolded pedagogy used to teach text types; Daily 5 structure used as the main structure of Literacy Block.
- Uninterrupted Literacy Block for R-4 and 5-7 with set compulsory components of explicit teaching, Guided Reading with teacher and support staff, reflection at the end of the lesson and Daily 5 skills structure for learning activities.
- Implement Intentional Play-based Oral Language focus in R-2 classes connected strongly to EY's transition.
- Use scaffolded literacy across all curriculum areas to increase oral language, comprehension, mathematical skills and reading skills.
- Set individual smart goals for students in reading aiming to increase reading level by 6-8 levels per year and celebrate progress through data wall, PLT reflections and Student Review Meetings.

Professional Learning

- PLT's to share resources, experiences, new learning and successes
- Formative and Summative assessment strategies include:
 - ✓ Self-assessment and peer-assessment/ Student reflections and Questioning
 - ✓ Learning intentions made clear to students with clear criteria and expectations for set learning tasks
 - ✓ Just in time feedback
- PLT's will analyse agreed data sets (running records, PAT-R) and plan for differentiation of learning.
- EALD Language and Literacy levels used to inform teaching of writing and oral language skills across cohorts.
- Induction for all staff including TRT's, SSO's and Contract Teachers in the area of Literacy Pedagogical Approach.

Assessment and Reporting

- Collecting, analysing and using data to differentiate the curriculum and set individual learning goals for all students. This is inclusive of NEP's, ILP's and ELP's.
- Implement Jolly Phonics program R-2, targeted teaching in PA and Words Their Way Yrs 1-7 depending on student ability within the Literacy Whole School Agreement.
- MiniLit as our targeted intervention program for Years 1-7
- Set individual smart goals for students in writing aiming to improve Language and Literacy Levels to reach benchmark level or above. This data will be included from 2017 onwards with specific targets identified.

