



## Elizabeth East Primary School Site Improvement Plan 2015 -2017

**Mission statement:** Elizabeth Primary School offers a globally competitive standard of education to the children and young people of its community.

We seek to be the school of choice for all families in the Elizabeth East area.

We are guided in all that we do by the agreed School values of Respect, Responsibility and Excellence.

We know that for students to be successful at school and in life they must have high levels of literacy and numeracy.

We know that students who learn to manage themselves socially and emotionally will be more successful in life.

We know that students who accept and appreciate social diversity are equipped to contribute to a fair and sustainable world.



## Teaching for Effective Learning

Our Learning Improvement Plan is underpinned by the SA Teaching for Effective Learning Framework. It guides our designs for learning and decision making about our practice.

In 2015 we will focus on: -

### Intellectual Challenge (12 months academic growth)

2.4 Challenge students to achieve high standards with appropriate support

4.4 Communicate learning in multiple modes

### Formative Assessment

2.1 Develop democratic relationships

3.4 Promote dialogue as a means of learning

4.1 Build learners' understandings

4.3 Apply and assess learning in authentic contexts

## Visible Learning

Our work will be guided by a change base model, where teachers and leaders : -

- Believe their fundamental task is to evaluate the effectiveness of their teaching on student's learning and achievement
- Believe that success and failure in student learning is about what they, as teachers, did or did not do...' we are change agents'
- Talk more about the learning than the teaching
- See assessment as feedback about their impact
- Engage in dialogue not monologue
- Enjoy the challenge and never retreat to 'doing their best'
- Believe that it is their role to develop positive relationships in classrooms/staffrooms
- Informal all about the language of learning

## Goals, Standard and Targets

### Reading:

In NAPLAN Reading students will show growth as follows:

Year 3		2014 Reading	2015 Target	Year 5		2014 Reading	2015 Target	Year 7		2014 Reading	2015 Target
	Lower 25%	50%	40%		Lower 25%	53.8%	30%		Lower 25%	52.6	40%
	Middle 50%	50%	50%		Middle 50%	30.8%	50%		Middle 50%	47.4%	50%
	Upper25%	0	10%		Upper25%	15.4%	20%		Upper25%	0%	10%

In Running Record data students will show growth as follows:

DIAF Standard		2013 Actual	2014 Actual	2015 Target
Reception	Level 9	41%	50%	75%
Year 1	Level 17	50%	64%	75%
Year2	Level 21	75%	54.83	85%
Year 3	Level 30+	30%	37%	80%
Year 4-7	Level 30+	70.43%	66.05%	90%

In PATR students will show the following growth:

	Year 3	Year 4	Year 5	Year 6	Year 7	2015 Target
Low Stanines 1-3	66%	79%	63%	74%	58%	50%
Medium Stanines 4-6	29%	21%	33%	26%	33%	40%
High ≥ Stanine 7	4%	0%	4%	0%	9%	10%

### Writing

In NAPLAN writing students will show growth as follows:

Year 3		2014 Writing	2015 Target	Year 5		2014 Writing	2015 Target	Year 7		2014 Writing	2015 Target
	Lower 25%	56%	40%		Lower 25%	58.3%	40%		Lower 25%	30.0%	25%
	Middle 50%	43%	50%		Middle 50%	41.7%	50%		Middle 50%	55.0%	60%
	Upper25%	0	10%		Upper25%	0%	10%		Upper25%	5.0%	15%

### Mathematics

In I Can Do Maths students will show growth as follows:

Year 1		2014 Maths	2015 Targets	Year 2		2014 Maths	2015 Targets
	Lower 25%	34.61%	10%		Lower 25%	36.37%	10%
	Middle 50%	34.61%	50%		Middle 50%	36.36%	30%
	Upper25%	30.76%	40%		Upper25%	27.27%	40%

In PATM students will show the following growth:

	Year 3	Year 4	Year 5	Year 6	Year 7	2015 Target
Low Stanines 1-3	86%	93%	79%	93%	73%	50%
Medium Stanines 4-6	14%	7%	21%	7%	24%	40%
High ≥ Stanine 7	0%	0%	0%	0	3%	10%

In NAPLAN Mathematics students will show growth as follows:

Year 3		2014 Numeracy	2015 Target	Year 5		2014 Numeracy	2015 Target	Year 7		2014 Numeracy	2015 Target
	Lower 25%	54%	40%		Lower 25%	42.3%	35%		Lower 25%	52.6%	30%
	Middle 50%	45.2	50%		Middle 50%	57.5%	65%		Middle 50%	42.1%	50%
	Upper25%	0	10%		Upper25%	0%	10%		Upper25%	5.3%	20%

Priority Area: BEHAVIOUR

2014 DATA SHOWS: there is a small number of students (between 2-6, depending on the year level) who account for 50-80% of SBM incidents in the classroom and yard.

TARGET 2015: there will be a 50% reduction in the number of recidivists. There will be a 50% reduction in the number of incidents per recidivists.

Strategies	Time Lines	Resources	Responsibilities
<ol style="list-style-type: none"> <li>1. Replace Reflection Room with a structured yard play session.</li> <li>2. Build relationships between year levels through formalised buddy class programs.</li> <li>3. Embed play program 'Play is the Way' into PE NIT program.</li> <li>4. Improve compliance by using Wellbeing Scope and Sequence.</li> <li>5. Strengthen the implementation of <i>The Incredible 5 Point Scale</i> as a common language tool to discuss behaviour.</li> <li>6. NIT teachers will collaboratively review use of step system in NIT times.</li> <li>7. NIT and class teachers will collaboratively review use of transition strategies.</li> <li>8. Teachers will activate students as resources for their own and each other's learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. SWEC will work on yard program to present to staff - to commence in middle of T1.</li> <li>2. T1 Wk 1.</li> <li>3. T&amp; D for PE teacher T1 to begin implementation in T 2.</li> <li>4. Wk 0 refresh and implement from T1 Wk1.</li> <li>5. Wk 0 implement T1 Wk1</li> <li>6. Learning Team meeting (Week 1 staff meeting)</li> <li>7. Wk 0 implement from T1 Wk1</li> <li>8. Dylan Wiliam workshop week 7 - ongoing.</li> </ol>	<ul style="list-style-type: none"> <li>• Teachers will ensure that through their classroom budget that 2 spare hats are made available to students at all times.</li> <li>• Training for PE teacher in 'Play is the Way'.</li> <li>• SWEC to plan structured yard play sessions.</li> <li>• Training and development for teachers in <i>The Incredible 5 Point Scale</i>.</li> <li>• Class and yard data will be analysed once a term to identify recidivist behaviour.</li> <li>• Training and development for SSOs in non-confrontational behaviour management problem solving.</li> <li>• Dylan Wiliam - Assessment for Learning (AFL).</li> </ul>	<p><u>Teachers have a responsibility to:</u></p> <ul style="list-style-type: none"> <li>• Establish positive relationships with students that model mutual respect and understanding, through the provision of feedback, and by being consistently calm and predictable.</li> <li>• Develop structures and engaging learning programs, relevant to individual student needs.</li> <li>• Provide physical environments conducive to positive behaviours and effective engagement in learning (for example, tidy classrooms, access to resources, daily classroom schedules, etc.)</li> <li>• Be positive, consistent and clear in approach when managing student behaviour.</li> <li>• effectively transit the full range of students from play into learning.</li> </ul> <p><u>SSOs have a responsibility to:</u></p> <ul style="list-style-type: none"> <li>• Be positive, fair, democratic, consistent and clear in their approach when managing student behaviour.</li> <li>• Seek the support of teaching staff when dealing with issues of student behaviour when necessary. Ensure that students who display inappropriate behaviours are referred to the teacher on duty (yard and class).</li> </ul> <p><u>Leadership have a responsibility to:</u></p> <ul style="list-style-type: none"> <li>• Support staff in the implementation of pro-active student behaviour management.</li> <li>• Ensure appropriate training and development programs are provided to ensure that staff have a strong skill and knowledge base of effective behaviour management strategies.</li> <li>• Document all serious student behaviour incidents, and regularly analyse student behaviour data.</li> </ul>

**Priority Area: WRITING**

**2014 DATA SHOWS:** In 2014, except at Year 7, we failed to have any significant impact on writing improvement. There was no decline in writing between Years 5-7.

**Target 2015 :** At each year level at least 50% of students will show medium or high growth in writing as measured by grades and/or NAPLAN

Strategies	Time Lines	Resources	Responsibilities
<p>All teachers will: -</p> <ol style="list-style-type: none"> <li>1. Have a sound understanding of <i>how language works</i> in each text type.</li> <li>2. Develop a working knowledge of the link between oration (speaking) and writing in all text types.</li> <li>3. Consistently implement the Elizabeth East Primary School <i>Text Type Map</i>.</li> <li>4. Moderate student writing samples in each explicit text type, per term, per year level, per student using ESL levels.</li> <li>5. Use rubrics, self and peer assessment in the explicit teaching of all types of writing.</li> <li>6. Activate students as resources for their own and each other's learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Workshops T1-4 (Pupil free day T3)</li> <li>2. T 1 Wko</li> <li>3. T1-T4</li> <li>4. T2 (Pupil-free day)</li> <li>5. T1-T4</li> </ol>	<ul style="list-style-type: none"> <li>• Ongoing training with Bev White <i>Primary Australian Curriculum Implementation Officer</i> (staff meetings and pupil free-days)</li> <li>• Teaching resource - <i>Composing written texts across the Australian curriculum F-6</i></li> <li>• <i>EEPS Text Type Map</i></li> <li>• Text Type Writing check lists</li> <li>• Performance Improvement meetings and observations</li> <li>• Internal self review</li> <li>• Literacy Handbook</li> <li>• Links between types of writing and subjects other than English (i.e. Science, Maths, Technology, History, etc.)</li> <li>• Dylan Wiliam - <i>Assessment for Learning</i></li> <li>• Coordinator T&amp;L coaching, modelling</li> </ul>	<p><u>Teachers have a responsibility to:</u></p> <ul style="list-style-type: none"> <li>• Apply all training and development to planning/programming and pedagogy/methodology.</li> <li>• Use the <i>Register Continuum</i> to each text type.</li> <li>• Celebrate (assemblies, newsletters, etc.) and visually display student writing of different text types at various stages/completion.</li> <li>• Model and collaborate with colleagues about the teaching of writing.</li> <li>• Reflect on successes through internal self review</li> <li>• Provide explicit directions in writing instructions to SSOs who support students with learning difficulties.</li> <li>• Assess using the agreed <i>EEPS Text Type Writing</i> check lists and moderation.</li> </ul> <p><u>SSOs have a responsibility to:</u></p> <ul style="list-style-type: none"> <li>• Seek assistance when working with students is proving problematic.</li> </ul> <p><u>Leadership have a responsibility to:</u></p> <ul style="list-style-type: none"> <li>• Support the continuous improvement of teachers planning/programming and pedagogy/methodology in the interest of improved student writing outcomes</li> </ul>



**Priority Area: Mathematics**

**DATA SHOWS:** in 2014 at year levels students are continuing to not meet National Minimal Standards or higher. Data indicates

**Target 2015:** At each year level 50% of students will make medium or high growth in Mathematics as measure by grades and/or NAPLAN

Strategies	Time Lines	Resources	Responsibilities
<p>All teachers will: -</p> <ol style="list-style-type: none"> <li>1. Investigate the effect of student dialogue (dialogic talk) on problem solving and reasoning in mathematics.</li> <li>2. Develop a Foundation maths assessment tool.</li> <li>3. Develop the Numeracy block with rigour, consistency and structure.</li> <li>4. Develop greater consistency in pedagogy across classes.</li> <li>5. Standardise test administration of 'I Can Do Maths'.</li> <li>6. Analysis NAPLAN/PAT M data to identify teaching points.</li> <li>7. Use Inquiry Based Pedagogy for every student everyday.</li> <li>8. Activate students as resources for their own and each other's learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. T3</li> <li>2. T 1 (Reception teachers and teaching and learning coordinator)</li> <li>3. T1 (pupil-free day)</li> <li>4. T 1-4</li> <li>5. T4</li> <li>6. T1 (pupil-free day)</li> <li>7. T1</li> <li>8. T1 Wk 7 (pupil-free day)</li> </ol>	<ul style="list-style-type: none"> <li>• Bev White 'Talking for Mathematical Learning'</li> <li>• Work with Michael Charters Unisa</li> <li>• I Can Do Maths</li> <li>• Back to Front Maths</li> <li>• Ann Baker - Natural Maths</li> <li>• Dylan Wiliam - <i>Assessment for Learning</i></li> <li>• Coordinator Teaching &amp; Learning coaching</li> </ul>	<p><u>Teachers have a responsibility to:</u></p> <ul style="list-style-type: none"> <li>• Apply with integrity whole school numeracy agreements.</li> <li>• Make more frequent use of assessment data to identify teaching points for differentiated teaching programs.</li> <li>• Use formative assessment strategies to ascertain levels of learning in each lessons.</li> <li>• Provide explicit directions in mathematics instructions to SSOs who support students with learning difficulties.</li> <li>• ensure that SSOs have the mathematical skills to support the student.</li> <li>• share their learning from Ann Baker T/D.</li> </ul> <p><u>SSOs have a responsibility to:</u></p> <ul style="list-style-type: none"> <li>• Will seek assistance when working with students is proving problematic.</li> </ul> <p><u>Leadership have a responsibility to:</u></p> <ul style="list-style-type: none"> <li>• Support the continuous improvement of teachers planning and pedagogy in the interest of improved student mathematics outcomes.</li> </ul>