



# Site Improvement Plan

## 2015



# Eden Hills Primary School Site Improvement Plan 2015

## Strategic Priority 1a:

### *Maximising potential in numeracy through effective teaching and learning practices*

Intended Outcomes	Key Data	Targets and Indicators of success																														
<p>Improving student learning outcomes and engagement with the development of quality teaching and learning programs using the</p> <ul style="list-style-type: none"> <li>• International Baccalaureate Primary Years Program, (IB PYP)</li> <li>• Australian Curriculum (AC)</li> <li>• Teaching for Effective Learning (Tfel) Framework</li> <li>• Australian Teacher Standards(ATSL)</li> </ul> <p>to underpin reflective practice and improved pedagogy in numeracy.</p>	<p>NAPLAN School based Data: PAT M Numeracy for Inclusion testing Teacher judgement/Anecdotal records Trusting the Count/Ann Baker Checklist</p>	<p>1. Maintenance of students performing in DECD higher achievement bands, and a reduction of students performing below the DECD Standard of Educational Achievement for NAPLAN.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 20px;"> <thead> <tr> <th style="width: 25%;">Year Level</th> <th style="width: 25%;">DECD SEA for NAPLAN</th> <th style="width: 50%;">DECD Higher Bands for NAPLAN</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">Band 3</td> <td style="text-align: center;">Bands 5 &amp; 6</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">Band 5</td> <td style="text-align: center;">Bands 7 &amp; 8</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">Band 6</td> <td style="text-align: center;">Bands 8 &amp; 9</td> </tr> </tbody> </table> <p>2. School based data will reflect 80% of students achieving the following benchmarks by the end of each year of schooling:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Year Level</th> <th style="width: 75%;">Numeracy</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">R</td> <td>Trusting the Count/Ann Baker Assessment tool</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Trusting the Count/Ann Baker Assessment tool PAT M</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Trusting the Count/Ann Baker Assessment tool PAT M</td> </tr> <tr> <td style="text-align: center;">3</td> <td>PAT M 40</td> </tr> <tr> <td style="text-align: center;">4</td> <td>PAT M 45</td> </tr> <tr> <td style="text-align: center;">5</td> <td>PAT M 50</td> </tr> <tr> <td style="text-align: center;">6</td> <td>PAT M 54</td> </tr> <tr> <td style="text-align: center;">7</td> <td>PAT M 55</td> </tr> </tbody> </table> <p>PAT M: Progressive Assessment Testing Mathematics</p>	Year Level	DECD SEA for NAPLAN	DECD Higher Bands for NAPLAN	3	Band 3	Bands 5 & 6	5	Band 5	Bands 7 & 8	7	Band 6	Bands 8 & 9	Year Level	Numeracy	R	Trusting the Count/Ann Baker Assessment tool	1	Trusting the Count/Ann Baker Assessment tool PAT M	2	Trusting the Count/Ann Baker Assessment tool PAT M	3	PAT M 40	4	PAT M 45	5	PAT M 50	6	PAT M 54	7	PAT M 55
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**Strategic Actions**

Track and Monitor every learner's growth – whole school schedule for standardized testing

- Combine Trusting the Count and Ann Baker Strategies checklist as assessment tool
- PAT M
- Reviewing and setting benchmarks for levels of schooling

Develop a numeracy improvement cycle

- Whole school schedule for standardised testing
- Data analysis and action planning using school and national data
- Moderation of student work samples, within and across levels of schooling
- Development of understanding of conceptual progression using AC, George Booker, Victorian progression points, AIZ

Reflect and enact changes in pedagogical practice

- Whole staff numeracy agreement on pedagogies used in quality teaching (skill development, automaticity, problem solving situations, inquiry, differentiation)
- Ann Baker training and sharing
- Walkthroughs and Observations
- IB program mapped against Australian Curriculum with cross curriculum numeracy capability evident in units of inquiry

Identify and enact clear intervention processes

- Maths for Inclusion
- Graduated intervention programs for identified students
- Evidence of differentiated program

# Eden Hills Primary School Site Improvement Plan 2015

## Strategic Priority 1b:

### ***Maximising potential in literacy through effective teaching and learning practices***

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**Strategic Actions:**

- Development of R-7 Scope and Sequence curriculum document
- Whole staff agreement on pedagogies used in quality teaching of literacy
- Reviewing and setting benchmarks for levels of schooling
- Whole school schedule for standardised testing
- Whole staff analysis of school and national data
- Moderation of student work samples, within and across levels of schooling
- Development of whole school process for student monitoring
- Graduated intervention programs for identified students
- All staff participate in professional development, relevant to quality teaching of literacy
- Funding allocated for R-3 Mentor Teacher

# Eden Hills Primary School Site Improvement Plan 2015

**Strategic Priority 2:**  
***Maximising potential through understanding and developing executive function skills to promote engagement and wellbeing***

Intended Outcomes	Key Data	Targets and Indicators of success
<p>Improved positive outcomes and engagement for students through the development of executive function skills:</p> <ul style="list-style-type: none"> <li>➤ Inhibition</li> <li>➤ Organisation</li> <li>➤ Planning</li> <li>➤ Prioritisation</li> <li>➤ Activation/Initiation</li> <li>➤ Time Awareness and Management</li> <li>➤ Sustained Attention</li> <li>➤ Working Memory</li> <li>➤ Self-monitoring/Metacognition</li> <li>➤ Shifting/Flexibility</li> <li>➤ Goal-Directed Persistence</li> <li>➤ Emotional Control</li> </ul>	<p>Student surveys            Behaviour data            Attendance data            Learner Profile and attitude analysis, self, peer and teacher            Academic data            Play is the Way            Student at Risk (Star) Profiles            Learner wellbeing Framework            Numbers involved in community and service groups            Restorative Justice records            Pre and Post survey</p>	<p>Students can articulate strengths and areas for development using the learner profile attributes            Bullying data shows a reduction in the amount and severity of bullying            Staff able to articulate what positive engagement and wellbeing looks like and its link with positive outcomes            Evidence and strategies for boys in education is being transferred into classroom practice            Students have access to a relevant differentiated curriculum            Staff perception data indicates that they are being supported in their work and relationships with students, peers and parents.            Staff can identify explicit teaching opportunities within their Unit of Inquiry            DECD Engagement Recording sheets completed, analysed and actions ascertained for identified children            100% of staff trained in EF            Behaviour data - % less office time-out            Parent workshops and feedback is an integral part of whole school learning and awareness of EF</p>

### Strategic Actions

Staff Professional Development to support understanding of Executive Function(EF), the implications of poor EF and the strategies to develop these skills and/or supportive strategies in young people.

Articles read in lieu of staff meeting – discussions, connect to classroom practice

Work with Eden hills Kindergarten and within Partnership to share strategies and professional learning

Revisit Student learner wellbeing framework, Child Protection Curriculum, Protective practices, school values

### Good Beginnings

Play is the Way whole school focus – commitment by all staff

Supporting students to make connections through community and service groups, chess club, whole school activities, student voice through SRC, class meetings and units of inquiry including action.

Helping hands continue with their peer support role.

Consistent use of learner profile language

Research Boys at School evidence re their learning and engagement

Relationship between play and EF researched and acknowledged

Student Surveys: ongoing data analysis, specifically targeting and addressing issues that are emerging

Student support worker – providing student and parent workshops, supports individual children and families, liaises with outside agencies

Private psychologists liaising with the school to provide support,

Engagement supported through Functional Behavioural observations, Alert and Whats the Buzz program

Issue all staff with observation recording sheet DECD

Teachers observing peers and recording using engagement recording sheet

Parent workshops and

### Resources:

School Psychologist

Behaviour support

Professional development