



## EAST ADELAIDE SCHOOL SITE IMPROVEMENT PLAN – Numeracy and Literacy 2016

The Site Improvement Plan is underpinned by the East Adelaide School Assessments and Whole School Agreements in Literacy and Numeracy 2016

Priorities	Targets (SMART)	Strategies	Evaluation Measures
<p><b><i>Students develop high level proficiencies for successful problem solving</i></b></p>	<p>Each student's progress to demonstrate 12 month growth as reflected in PAT Maths data</p> <p>Tracking the achievement growth of students at Moderate or High risk of not progressing into the top two NAPLAN Bands</p> <p>13 in Band 9 at Year 7 19 in Band 8 at Year 7</p> <p>25 in Band 8 at Year 5 25 in Band 7 at Year 5</p>	<p>Develop a whole school Numeracy Agreement</p> <p>Use Learning Design to ensure consistency within the cycle of planning, programming and assessing</p> <p>Use a range of diagnostic, formative and summative assessment tasks</p> <p>Moderate student work samples to inform targeted teaching practice</p> <p>Analyse data in PLCs to inform teaching impact on student learning</p> <p>Explicitly teach and implement strategies through guided inquiry processes that embed thinking skills and questioning</p> <p>Differentiate the learning with multi entry points</p> <p>Engage in professional learning to build teacher confidence and capacity</p> <p>Utilise TfEL tools to inform teacher practice</p>	<p>School based diagnostic assessment – PAT Mathematics</p> <p>NAPLAN testing data for Years 3, 5 and 7</p> <p>Student Achievement against Australian Curriculum</p> <p>Teachers' practice demonstrates current Mathematical teaching methodologies</p> <p>Teacher Performance and Professional Development discussions / dialogue</p> <p>TfEL engagement tool</p>
<p><b><i>Students further develop positive attitudes to learning and applying Mathematics/Numeracy</i></b></p>	<p>All students demonstrate confidence in their Mathematical skills and abilities</p> <p>All students demonstrate increased engagement in Mathematical learning</p>	<p>Develop <i>Growth Mindset</i> culture in all classrooms</p> <p>Formalise Mathematics intervention to support identified students</p>	<p>Whole school perception survey undertaken in Term 3</p> <p>Improved transfer of skills and understanding as evidenced by assessments</p>

<p><b>Students infer meaning across a variety of texts using a range of higher level comprehension strategies</b></p>	<p>Each student's progress to demonstrate 12 month growth as reflected in PAT R and PAT Vocabulary data</p> <p>Tracking the achievement growth of students at Moderate or High risk of not progressing into the top two NAPLAN Bands</p> <p>22 in Band 9 at Year 7 16 in Band 8 at Year 7</p> <p>35 in Band 8 at Year 5 20 in Band 7 at Year 5</p> <p>Tracking reading progression: 85 of 111 Reception students achieve Reading Level 5 or above by end of Term 3</p> <p>80 of 108 Year 1 students achieve Reading Level 18 or above by end of Term 3</p> <p>75 of 84 Year 2 students achieve Reading Level 24 or above by end of Term 3</p>	<p>Review whole school Reading Comprehension Agreement</p> <p>Use Learning Design to ensure consistency within the cycle of planning, programming and assessing</p> <p>Use a range of diagnostic, formative and summative assessment tasks</p> <p>Moderate student work samples to inform targeted teaching practice</p> <p>Targeted analysis of formative and summative data in PLCs to inform teaching impact on student learning</p> <p>Explicitly teach higher levels of questioning including inferring, analysing, critiquing, summarising, synthesising and reflecting on texts</p> <p>Use a range of multi / digital literacies</p> <p>Embed Guided Reading processes into our practice in teaching/learning</p> <p>Differentiate the learning with multi entry points</p> <p>Engage in professional learning to build consistency of practice R - 7 in Guided Reading</p> <p>EALD teachers mentor and lead teacher learning</p> <p>Implement intervention strategies for Waves 2 and 3 students</p> <p>Develop <i>Growth Mindset</i> culture in all classrooms</p> <p>Review and update early intervention strategies</p>	<p>School based diagnostic assessments –</p> <ul style="list-style-type: none"> <li>- Running Records/ Literacy Pro</li> <li>- NAPLAN</li> <li>- PAT-R Comprehension / Vocabulary</li> </ul> <p>Teachers' practice demonstrates current Literacy teaching methodologies</p> <p>Teacher Performance and Professional Development discussions / dialogue</p> <p>Student goal achievement in One Plans</p> <p>Improved reading for meaning as evidenced by assessment</p>
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