



EAST ADELAIDE SCHOOL SITE IMPROVEMENT PLAN – Numeracy and Literacy 2018

The Site Improvement Plan is underpinned by the East Adelaide School Assessments and Whole School Agreements in Literacy and Numeracy 2017

Priorities	Targets (SMART)	Actions	Evaluation Measures
<p>Students develop high level proficiencies for successful problem solving</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 to be retained in the top two NAPLAN Bands</p> <p>10 in Band 9 at Year 7- (14% of 70 students) 14 in Band 8 at Year 7- (19% of 70 students)</p> <p>16 in Band 8 at Year 5 – (17% of 92 students) 17 in Band 7 at Year 5 – (18% of 92 students)</p>	<p>Numeracy Leaders' Group</p> <ul style="list-style-type: none"> - Implement whole school Agreement - Assistant Principal & teacher leaders provide coaching and mentoring - Mentoring of SENA assessment, learning intentions & success criteria - Support early careers teachers specifically with sequential learning design <p>Professional Development</p> <ul style="list-style-type: none"> - Provide ongoing PD in Learning Design for consistency within cycle of LDAM - Embedding Natural Maths - deeper understanding of curriculum & proficiencies as school wide commitment - PD through PMA <p>Professional Learning Teams</p> <ul style="list-style-type: none"> - Utilise triangulated data to inform teacher practice, teaching impact & target teaching - Track of student progress using PAT M & Achievement Standards & SENA - Participate in development of broad assessment tasks that enable students to show what they can do, know & understand and moderation of student tasks - Develop learning intentions & success criteria - Individuals to know ACARA expectations of year level before and year level above in order to differentiate learning through design learning <p>Teachers</p> <ul style="list-style-type: none"> - Explicitly target teaching of trusting the count & place value R-7 - Implement strategies to embed deeper thinking skills & effective questioning & growth mindset - Use PAT resources to identify strategies to target teaching - Differentiate the learning with multi entry points - Seek & be responsive to feedback from students - Discuss student progress/data at Performance and Development Meetings <p>Intervention</p> <ul style="list-style-type: none"> - Utilise Too Smart program to for years 2 & 3 - Implement Quicksmart for years 4, 5 & 6 - Establish feedback loops between SSOs & teachers regarding student progress - Facilitate parent workshops re Too Smart & info sharing for teachers re Too Smart & Quick Smart 	<p>School based diagnostic assessment – PAT Mathematics Yrs 3-7</p> <p>SENA</p> <p>NAPLAN testing data for Years 3, 5 and 7</p> <p>Student Achievement against Australian Curriculum</p> <p>Teacher Performance and Professional Development discussions / dialogue</p> <p>Teachers' practice demonstrates current Mathematical teaching methodologies & deeper understanding of using evidence to target teaching</p> <p>TfEL Compass feedback evaluated</p> <p>Whole school perception survey undertaken in Term 3</p>
<p>Students further develop positive attitudes to learning and applying Mathematics/Numeracy</p>	<p>All students demonstrate confidence in their Mathematical skills and abilities</p>		

<p>Increase learner achievement and retention in higher skill bands in Reading through the explicit targeting of reading comprehensions</p>	<p>Each student's progress demonstrates 12 month growth as reflected in PAT R and PAT Vocabulary data</p> <p>Tracking the achievement growth of students to be retained in the top two NAPLAN Bands</p> <p>12 in Band 9 at Year 7 – (17% of 70 students) 20 in Band 8 at Year 7 – (28% of 70 students)</p> <p>22 in Band 8 at Year 5 – (24% of 92 students) 17 in Band 7 at Year 5 – (18% % of 92 students)</p> <p>Tracking reading progression: 80 of (90) Reception students achieve Instructional Reading Level 5 or above by end of Term 4</p> <p>100 of (118) Year 1 students achieve Instructional Reading Level 13 or above by end of Term 3</p> <p>84 of (108) Year 2 students achieve Instructional Reading Level 21 or above by end of Term 3</p>	<p>Leaders' Group</p> <ul style="list-style-type: none"> - Embed whole school Literacy Agreements - Develop new assessment folder & implement agreed to assessments within given timeframes - EALD teachers mentor and lead teacher learning - Support early careers teachers specifically with sequential learning design <p>Professional Development</p> <ul style="list-style-type: none"> - Provide ongoing PD in Learning Design to ensure consistency within the cycle of planning, assessment & moderation specifically in reading comprehension, foci – inference, oral language & vocab development - Working with Cengage consultant re successful whole school reading comprehension improvement to continue building consistency of practice R - 7 in Guided Reading <p>Professional Learning Teams</p> <ul style="list-style-type: none"> - Utilise triangulated data to inform teacher practice, teaching impact & target teaching - Track of student progress using PAT R & Achievement Standards <p>Teachers</p> <ul style="list-style-type: none"> - Use a consistent approach for the collection of Running Records (RR) R-7 - RR is analysed & informs next steps for teaching and embedded in Guided Reading - Explicitly teach & model higher levels of questioning - Explicitly teach reading strategies as part of teaching practice - Differentiate learning with multi entry points <p>Intervention</p> <ul style="list-style-type: none"> - Develop criteria to prioritise students for intervention - Utilise the Minilit program to include more students - Use PASAM in Rec to collect initial data for analysis, and supporting Phonological awareness program based on results - Review and update early intervention processes 	<p>School based diagnostic assessments –</p> <ul style="list-style-type: none"> - Running Records using PM Benchmarks/ Literacy Pro - NAPLAN - PAT-R Comprehension / Vocabulary - PROBE <p>Teachers' practice demonstrates current Literacy teaching methodologies</p> <p>Teacher Performance and Professional Development discussions / dialogue</p> <p>Student goals achieved</p> <p>Improved reading for meaning as evidenced by assessment</p>
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