

SCHOOL IMPROVEMENT PLAN 2019 – 2021 Version: 2.0, 2020

School name

Enfield Primary School

Vision statement

Motto:

Empowering students to learn and achieve.

Aim/ Vision:

1 year's growth for 1 year's work, for every student.



Enfield
PRIMARY SCHOOL



PLAN SUMMARY

Version: 2.0 – 2020

GOALS	TARGETS	CHALLENGE OF PRACTICE
<p>Increase student achievement and progress in Numeracy, leading with Number Sense: Fluency and Understanding</p> <p>Focus: Students year 3-5</p>	<p><u>2019:</u> For students enrolled in year 3 2019, to maintain and increase the number of students achieving at or above SEA (i.e. 43%, 12 students) as measured by PAT-M</p> <p><u>2020:</u> For students enrolled in year 3 2019, to maintain and increase the number of students achieving at or above SEA (i.e. 53%, 15 students), in Year 4 as measured by PAT-M</p> <p><u>2021:</u> For students enrolled in year 3 2019, to maintain and increase the number of students achieving at or above SEA (i.e. 60%, 17 students) in Year 5 as measured by PAT-M</p>	<p>We will implement shared common practice R-7 based on the Big Ideas in Number (Trusting the Count, Place Value and Multiplicative Thinking), focussing on developing flexible mental objects and part-part-whole.</p> <p>This will include Learning Design that has:</p> <ul style="list-style-type: none"> • specific learning intentions and success criteria, based on diagnostic & formative assessment; and • problem solving opportunities to explore and apply what has been learnt.
<p>Increase student achievement and progress in Writing, leading with the range and precision of contextually appropriate language choices.</p> <p>Focus: Students year 3-5</p>	<p><u>2019:</u> For students enrolled in year 3 2019, to maintain and increase the number of students that achieve at least 1 level growth, as measured by L&L levels (12 students, 46%)</p> <p><u>2020:</u> For students enrolled in year 3 2019, to maintain and increase the number of students that achieve at least 1 level growth, as measured by L&L levels in Year 4 (14 students, 53%)</p> <p><u>2021:</u> For students enrolled in year 3 2019, to maintain and increase the number of students that achieve at least 1 level growth, as measured by L&L levels in Year 5 (16 students, 61%)</p>	<p>We will explicitly teach the craft of writing and language conventions, focussing on developing the range and precision of vocabulary and language choices.</p> <p>This will include Learning Design that has:</p> <ul style="list-style-type: none"> • specific learning intentions and success criteria, based on diagnostic & formative assessment; and • dialogic talk (oral language) and reading activities to build content knowledge and vocabulary prior to writing.
<h2>PEDAGOGICAL SHIFT</h2>		
<p>Increase student confidence and ability to question, analyse, interpret and communicate thinking around a collaborative inquiry</p>	<p>During the team planning & Learning Design sessions, there will be a focus on including thinking routines and key strategies that support and inquiry-approach to learning.</p>	<p>We will incorporate inquiry-based pedagogies and problem solving as part of the learning design. This will include: thinking routines, questioning, analysing and interpreting, and reflecting on thinking processes collaboration.</p>
	<p>Teacher led inquiry to unpack and explore the inquiry-approach further to develop cross-curricular units of work.</p>	

STEP 1	Goal 1 – Numeracy	<p>Increase student achievement and progress in Numeracy, leading with Number Sense: Fluency and Understanding</p> <p>Focus: Students year 3-5</p>																																					
	Targets	<p><u>2019:</u> For students enrolled in year 3 2019, to maintain and increase the number of students achieving at or above SEA (i.e. 43%, 12 students) as measured by PAT-M</p> <table border="1" data-bbox="745 459 1144 630"> <thead> <tr> <th colspan="5">PAT-M</th> </tr> <tr> <th>Year Level</th> <th>Benchmark</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>101</td> <td>54</td> <td>54</td> <td>75</td> </tr> <tr> <td>4</td> <td>110</td> <td>56</td> <td>40</td> <td>44</td> </tr> <tr> <td>5</td> <td>112</td> <td>63</td> <td>58</td> <td>53</td> </tr> <tr> <td>6</td> <td>120</td> <td>54</td> <td>61</td> <td>42</td> </tr> <tr> <td>7</td> <td>121</td> <td>47</td> <td>50</td> <td>59</td> </tr> </tbody> </table>	PAT-M					Year Level	Benchmark	2017	2018	2019	3	101	54	54	75	4	110	56	40	44	5	112	63	58	53	6	120	54	61	42	7	121	47	50	59	<p><u>2020:</u> For students enrolled in year 3 2019, to maintain and increase the number of students achieving at or above SEA (i.e. 53%, 15 students), in Year 4 as measured by PAT-M</p>	<p><u>2021:</u> For students enrolled in year 3 2019, to maintain and increase the number of students achieving at or above SEA (i.e. 60%, 17 students) in Year 5 as measured by PAT-M</p>
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STEP 2	Challenge of Practice	<p>We will implement shared common practice R-7 based on the Big Ideas in Number (Trusting the Count, Place Value and Multiplicative Thinking), focussing on developing flexible mental objects and part-part-whole.</p> <p>This will include Learning Design that has:</p> <ul style="list-style-type: none"> • specific learning intentions and success criteria, based on diagnostic & formative assessment; and • problem solving opportunities to explore and apply what has been learnt. 																																					
STEP 3	Actions	Timeline	Roles & Responsibilities	Resources																																			
	<p>Using a teaching and learning cycle that is informed by the formative/ diagnostic testing on Big Ideas in Number.</p> <p>Learning Design R-7, focussing on:</p> <ul style="list-style-type: none"> • Learning Intention & Success Criteria • Formative Assessment & Feedback • Problem Solving 	<p>Term 1 Week 0</p>	<p>Teachers: ‘Setting the Scene’ Mapping students in their class (at/ above/ below SEA) Analyse what data is telling them Identify gaps/ teaching points Link back to the AC</p> <p>Teaching & Learning Coordinator/ SLLIP: Collate all student mapping to identify coaching points and intervention work at class level and for possible whole-school approach. Links identified for PDPs.</p>	<p>Student mapping template</p> <p>Staff meetings weeks 2&3 to include PD focussing on task design and planning effectively – SLLIP</p> <p>Introduce use of TfEL Companion to support work on the pedagogical focus: Setting the foundations for an effective learning culture – linking to Maths teaching and learning.</p>																																			

		By end of week 3	<p>Teachers: All start of year testing completed R-2: Trusting the Count 3-5: Back to Front Maths; Place value misconception 6-7: Multiplicative Thinking</p> <p>Teaching & Learning Coordinator/ SLLIP: Support with testing and initial analysis where needed. Checking in with every teacher.</p>	<p>Testing kits</p> <p>Time planned over weeks 2&3 to complete the testing</p> <p>Teachers to meet with Teaching & Learning Coordinator in 1 NIT session to discuss and start analysis process.</p>
		Week 4	<p>Teachers: Released in teams to analysis the data, refer back to student mapping from week 0 and discuss teaching and learning cycles for the term. What are the next steps in student's learning? How can we effectively plan for this?</p> <p>Teaching & Learning Coordinator/ SLLIP: Guiding questions and process to run the sessions. Ensure there are commitments to action by the end of the meeting. Feedback to Leadership team as part of whole-site review and monitoring.</p>	<p>Teachers released in teams for 100 minutes (double lesson) to meet with the Teaching & Learning Coordinator.</p> <p>Teachers bring along their planning documents and relevant data.</p>
		Week 9	<p>Teachers: Released in teams to reflect on progress since last meeting. Identify data & evidence to support this. Plan next steps and targets for students.</p> <p>Teaching & Learning Coordinator/ SLLIP: Guiding questions and process to run the sessions. Ensure there are commitments to action</p>	<p>Teachers released in teams for 100 minutes (double lesson) to meet with the Teaching & Learning Coordinator.</p> <p>Teachers bring along their planning documents and relevant data.</p>

			by the end of the meeting. Feedback to Leadership team as part of whole-site review and monitoring.	
	Establish systems and processes to track and monitor growth for all Aboriginal (EAL/D) students in order to inform: <ul style="list-style-type: none"> • High impact teaching practices/ strategies at a classroom level • Identification of students for targeted intervention • Whole-site planning to implement additional literacy & numeracy support. • 	Term 1, 2020 Meeting twice per term	Inclusion of identified students' achievement and progress in Maths.	
	Total financial resources allocated			\$
	<p>Success Criteria</p> <p>What are students doing, saying, making or writing differently?</p>	<p>Formative: Based on the analysis of diagnostic and formative assessments, and evidence of student learning, we will see:</p> <ul style="list-style-type: none"> - an increase in students successfully demonstrating the skills associated with Trusting the Count: Reception to Year 1 - an increase in students successfully demonstrating the skills associated with Place Value: Year 2 to Year 5 - an increase in students successfully demonstrating the skills associated with Multiplicative Thinking: Year 5 to Year 7 - there will be evidence of students applying Big Ideas in Number strategies and skills in problem solving situations - evidence in Learning Design will reflect the Maths Agreement: <ul style="list-style-type: none"> o 3 number-based lessons per week o Daily subitising o students are developing knowledge and understanding of flexible mental objects and part-part-whole <p>Summative: From the analysis of the PAT-M data we will see an increase in the percentage of students successfully answering the easiest 50% of questions.</p>		

STEP 1	Goal 2 - Literacy	Increase student achievement and progress in Writing, leading with the range and precision of contextually appropriate language choices. Focus: Students year 3-5		
	Targets	2019: For students enrolled in year 3 2019, to maintain and increase the number of students that achieve at least 1 level growth, as measured by L&L levels (12 students, 46%) 2019: Results: 18/25 = 72%	2020: For students enrolled in year 3 2019, to maintain and increase the number of students that achieve at least 1 level growth, as measured by L&L levels in Year 4 (14 students, 53%)	2021: For students enrolled in year 3 2019, to maintain and increase the number of students that achieve at least 1 level growth, as measured by L&L levels in Year 5 (16 students, 61%)
STEP 2	Challenge of Practice	We will explicitly teach the craft of writing and language conventions, focussing on developing the range and precision of vocabulary and language choices. This will include Learning Design that has: <ul style="list-style-type: none"> • specific learning intentions and success criteria, based on diagnostic & formative assessment; and • dialogic talk (oral language) and reading activities to build content knowledge and vocabulary prior to writing. 		
STEP 3	Actions	Timeline	Roles & Responsibilities	Resources
	Using a teaching and learning cycle that is: <ul style="list-style-type: none"> • informed by the formative/ diagnostic testing of the EALD Language & Literacy Levels, • Introduces the use of Seven Steps to Writing to explicitly teach the craft and conventions of writing Learning Design R-7, focussing on: <ul style="list-style-type: none"> • Learning Intention & Success Criteria • Formative Assessment & Feedback 	Term 1 Week 0	Teachers: Attending Seven Steps to Writing training – Day 1 Teacher will bring their learning back to school, develop it further through whole-staff and Teaching Sprint cycles. Examples of practice to be shared throughout the year to build capacity and effective practice	Cost of attending training Purchase of online resources to support implementation
		Week 0	Teachers: ‘Setting the Scene’ Mapping students in their class (at/ above/ below SEA) Analyse what data is telling them Identify gaps/ teaching points Link back to the AC	Student mapping template Staff meetings weeks 2&3 to include PD focussing on task design and planning effectively – SLLIP

			<p>Teaching & Learning Coordinator/ SLLIP: Collate all student mapping to identify coaching points and intervention work at class level and for possible whole-school approach. Links identified for PDPs.</p>	<p>Introduce use of TfEL Companion to support work on the pedagogical focus: Setting the foundations for an effective learning culture – linking to the teaching and learning of writing.</p>
		Week 4	<p>Teachers: Released in teams to analysis the data, refer back to student mapping from week 0 and discuss teaching and learning cycles for the term. What are the next steps in student's learning? How can we effectively plan for this?</p> <p>Teaching & Learning Coordinator/ SLLIP: Guiding questions and process to run the sessions. Ensure there are commitments to action by the end of the meeting. Feedback to Leadership team as part of whole-site review and monitoring.</p>	<p>Teachers released in teams for 100 minutes (double lesson) to meet with the Teaching & Learning Coordinator.</p> <p>Teachers bring along their planning documents and relevant data.</p>
		Week 9	<p>Teachers: Released in teams to reflect on progress since last meeting. Identify data & evidence to support this. Plan next steps and targets for students.</p> <p>Teaching & Learning Coordinator/ SLLIP: Guiding questions and process to run the sessions. Ensure there are commitments to action by the end of the meeting. Feedback to Leadership team as part of whole-site review and monitoring.</p>	<p>Teachers released in teams for 100 minutes (double lesson) to meet with the Teaching & Learning Coordinator.</p> <p>Teachers bring along their planning documents and relevant data.</p>

		Weeks 2-8	<p>Teaching & Learning Coordinator Organise PD sessions, Wednesdays after school to implement follow up training sessions for Seven Steps to Writing and develop plan for implementation</p> <p>Teachers: Attend at least 4 sessions to learn and be part of the planning for implementation. Sharing their practice and work collaboratively on planning.</p>	<p>Seven Steps to Writing Online resources and training videos</p> <p>Sheena Cameron Writing book</p>
	<p>Establish systems and processes to track and monitor growth for all Aboriginal (EAL/D) students in order to inform:</p> <ul style="list-style-type: none"> • High impact teaching practices/ strategies at a classroom level • Identification of students for targeted intervention • Whole-site planning to implement additional literacy & numeracy support. 	<p>Term 1 Meeting twice per term Dates TBC</p> <p>Week 6, Term 1, 2020</p>	<p>Intervention Team: Establish Intervention team PLC (EALD teacher, AET, Specialist Intervention Teachers)</p> <ul style="list-style-type: none"> ○ Group Norms ○ Meet at least twice per term <p>Create targets/ goals, action plan and success criteria, which connect to SIP, Aboriginal Education Strategy 2019-2029 and the Aboriginal Learner Achievement Leader's Resource.</p>	<ul style="list-style-type: none"> • Teaching Sprint process and tools • EAL/D Hub resources and training • Develop effective use of key intervention staff to increase progress/ growth i.e. knowing the students to inform timetabling and implementation of intervention and support.
		<p>Start beginning of term 1, 2020 Complete by end of T2, 2020</p>	<p>Complete EAL/D Hub training units and use to plan how to share with staff and discuss how best for all staff to complete.</p>	
	Total financial resources allocated			\$
	<p>Success Criteria</p> <p>What are students doing, saying, making or writing differently?</p>	<p>Formative: Based on the analysis of student writing samples, once per term, and in Learning Design, we will see:</p> <ul style="list-style-type: none"> - an increase in how often students are writing (Sheena Cameron – Quickwrites) - evidence of planning, editing and publishing - evidence that the teaching and learning of writing has been influenced by the Seven Steps to Writing techniques - consistent use of punctuation from year 1 upwards - increased use of compound and complex sentences from year 2 upwards - increased use of appropriate word and word groups for their year level (see Language & Literacy Levels rubric) 		

Writing samples will be collected in terms 1 and 3 from student books and from the EALD Language & Literacy Level process in terms 2 and 4.t

Summative: From the analysis of the EALD Language & Literacy Levels data, twice per year, we will see an increase in the number of students achieving at their appropriate year level benchmark, or one level below.

Approved by	Principal	Governing Council Chairperson	Education Director
Signature			
Date			