

# East Torrens Primary School Site Improvement Plan 2016-2020

- Campbell Partnership Vision: All learners and educators are engaged and successful

## Direction 1

Monitor and moderate student against the Australian Curriculum achievement standards by developing coherent whole school approach for the use of summative and formative assessment

## Direction 2

Ensure all students are well supported to achieve the DECD Standards of Education Achievement by utilising an agreed suite of diagnostic assessments to design intervention strategies and track progress.

- Campbell Partnership Mission: Campbell Partnership works to promote high levels of achievement and innovation for all learners, educators and the community across our sites services

**East Torrens believes “Every Child will learn”**

## Direction 4

Transforming the collaborative work of staff by ensuring professional learning teams (PLT'S) are used to build the school's capacity to focus on learning improvement as a shared endeavour.

## Direction 3


Building strong partnerships for powerful learning by ensuring teachers, students and parents share expectations, set goals and work together to support improved learning outcomes.

- Campbell Partnership Priority: Increase learners' literacy and numeracy achievement

- Campbell Partnership therefore we will:
  - Build educational leadership
  - Extend educator expertise
  - Intervention and Learner Support
  - Work with families and Community

**2017- “HOW WELL YOU TEACH = HOW WELL THEY LEARN”**

How well does the school improve student achievement, growth, challenge, engagement and equity?

Focus area and key evaluative questions	Evaluative questions	Lead	Evidence	Outcome	Next Steps 2017
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student learning</p>	<p>How well are students achieving over time?</p> <ul style="list-style-type: none"> <li>How well are students progressing against the Standard of Educational Achievement (SEA)?</li> <li>How effectively is student learning growth monitored and evaluated?</li> <li>To what extent are students engaged and intellectually challenged in their learning?</li> </ul>	<p>Leadership → Staff through PLTs</p> 	<ul style="list-style-type: none"> <li>Scorelink data</li> <li>SEA analysis sheet</li> <li>Pat – R, Pat-M, Naplan</li> <li>‘Putting faces on the data’ for each class teacher e.g. Ali, Mia</li> <li><a href="#">Powerful Learners = Results Plus.docx</a></li> <li>Data walls</li> <li>Hattie’s quadrants: <a href="#">K:\Clerical\Site Improvement Plan\2017\Attachment 2 - Hattie's Quadrants.docx</a></li> <li>Numeracy PLT’s</li> <li>EALD teacher mentoring mainstream teachers</li> <li>Major Growth Points:                             <ul style="list-style-type: none"> <li>Strong leadership with raised expectations</li> <li>Effective Teaching with teachers learning from each other</li> <li>Development and measurement of effective learning</li> <li>Development of positive school culture</li> <li>Engagement of parents and the community</li> </ul> </li> <li>Reflective questions - ‘limiting and enabling cards’</li> </ul>	<ul style="list-style-type: none"> <li>Teacher’s using Scorelink and Pat-R, Pat-M data to inform their teaching practice and give up-to-date information to parents (parent/teacher interviews)</li> <li>SEA outcomes: <a href="#">K:\Clerical\Site Improvement Plan\2017\Attachment 1 - NAPLAN SEA Results.docx</a></li> <li>SEA analysis sheet R13: <a href="#">K:\Clerical\Site Improvement Plan\2017\Attachment 3 - Yr 6 and 7 Data Sheet.docx.docx</a></li> <li>From Campbell Partnership days – very significant impact on ETPS</li> <li>ETPS actioned research shared at Partnership meetings with staff and replicated resources for all teaching staff e.g. professional reading “Putting Faces to the Data”. This lead to professional readings provided to staff on a regular basis</li> <li>PLT’s</li> <li>WOW – Watching Others Work</li> <li>Performance Development meetings</li> <li>Clear Expectations Chart – (non-negotiables) for teachers to monitor</li> <li>Wacky Wednesday – teacher’s sharing practice supporting school priorities</li> <li>Staff Meetings – strong focus on T&amp;D and not on admin</li> <li>One Note – Leading Cultural Change – sharing questions with staff on a weekly basis. E.g. “Am I limiting or enabling my students?” <a href="#">K:\Clerical\Site Improvement Plan\2017\Attachment 4- Limiting.docx</a></li> </ul>	<ul style="list-style-type: none"> <li>Professional conversations are the basis for analysing and actioning data at a classroom level</li> </ul>
	<ul style="list-style-type: none"> <li>How effectively are Aboriginal students / priority groups achieving and progressing compared to other groups in the school?</li> </ul>	<p>All staff</p>	<ul style="list-style-type: none"> <li>ACEO support 1 day a week to support reading in 2016</li> </ul>	<ul style="list-style-type: none"> <li>Strong relationships built with students and their families and students improved their reading running records. E.g. Isaiah went from Level 28 to level 29 (comprehension) and Skyla went from Level 12 to Level 17</li> </ul>	<ul style="list-style-type: none"> <li>This is an area for improvement to monitor identified students more closely</li> <li>IELPs are completed but need to be actioned more consistently</li> </ul>

Focus area and key evaluative questions	Evaluative questions	Lead	Evidence	Outcome	Next Steps 2017
Effective Teaching	<p>How effectively are teachers supporting students in their learning?</p>	<ul style="list-style-type: none"> <li>How effectively are teachers using the Australian Curriculum and SACE to support and improve student learning?</li> <li>How effectively are teachers using DECD pedagogical frameworks to guide learning design and teaching practice?</li> <li>To what extent is assessment used to inform curriculum planning and instruction?</li> <li>To what extent does the school cater for the varied needs of learners?</li> </ul>	<p>Leadership, PLTs, Lead Teacher – Suzi, &amp; Staff</p> <ul style="list-style-type: none"> <li>Resources given on 'Natural Maths' strategies</li> <li>PLT's - time for discussing 'Theory to Practice' useful</li> <li>Wacky Wednesdays in-house professional development between staff</li> <li>Australian Curriculum co-ordinator (2016)</li> <li>Change in teacher practice with whole school discussions about ETPS catering for 'the tail' well but increased emphasis needs to be made with the 'middle and upper range students' (The Stretch)</li> <li>Budgets (human and financial aligned to school priorities)</li> </ul>	<ul style="list-style-type: none"> <li>Mental routine kits made and now used on a daily basis in each class</li> <li>Building confidence &amp; consistency across site/yr. levels in pedagogy and buildings accountability amongst colleagues</li> <li>Three workshops on transforming tasks</li> <li>Results Plus strategies (intellectual stretch) implemented.</li> <li>Staff meetings around Guy Claxton, Hattie (Know thy Impact)</li> <li>Kym Brown -Powerful Learning</li> <li>Lead teacher from school staff in Numeracy working side by side with teachers and leading PLT's</li> </ul>	<ul style="list-style-type: none"> <li>Increasing accountability and support for staff to keep improving, especially through participation in collegiate groups</li> <li>Extend educator expertise over time by: <ul style="list-style-type: none"> <li>understandings of Tfel/AC/EYLF</li> <li>differentiated and targeted teaching</li> <li>research based, consistent and agreed practices</li> <li>collaboration and data informed practice</li> </ul> </li> </ul>
Effective Leadership	<p>How effectively does the school leadership foster a culture of learning?</p>	<ul style="list-style-type: none"> <li>To what extent is a positive and focused approach to improvement and change evident?</li> <li>How well does leadership facilitate the development of coherent high quality curriculum planning and effective teaching?</li> <li>To what extent are the school's professional learning and performance and development processes effective in building teacher capacity?</li> <li>To what extent is collective responsibility and collective action evident?</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting/PLT's has a focus on specific External Review directions'</li> <li>Our school focus is based on 'students' and how we can support &amp; improve their learning</li> <li>See External Review – page 8 – highlighted section <a href="#">External Review - highlighted section.docx</a></li> <li><a href="#">External Review - building teacher capacity.docx</a></li> <li>Intent: "How well you teach = How well you learn"</li> <li>Collaboration and Teamwork underpin teaching and learning using student data to inform/improve decision making within a PLT context. Professional Development. Conversations help teacher's to reflect on their own practice and shape their learning goals</li> </ul>	<ul style="list-style-type: none"> <li>PLT's are a key recommendation from the 2016 ESR and have been embedded as the foundation of our improvement journey in 2017.</li> <li>The focus in 2017 will be Numeracy &amp; year level teams. "The aim is to ensure that all students are well supported to achieve higher levels of learning through high levels of collaboration &amp; sharing of expertise amongst teachers." ESR 2016</li> <li>The mantra for 2017 is:- "HOW WELL YOU TEACH = HOW WELL THEY LEARN"</li> <li>In 2017 Performance Development will centre on our ESR recommendations, with the starting points being directions 3 &amp; 4: - "The schools performance and development processes can now be extended to ensure there is high and reciprocal accountability supported through the work of each Professional Learning Team." ESR2016</li> </ul>	<ul style="list-style-type: none"> <li>Whole School agreements are written after the pedagogical approach has been embedded. This promotes high ownership of agreements</li> <li>Direction 4: "Transform the collaborative work of staff by ensuring Professional Learning Teams (PLTs) are used to build the school's capacity to focus on learning improvement as a shared endeavour."</li> <li>Performance Development Conversations – which chn are doing well? Who are you worried about? What things have you been doing consistently to lift improvement?</li> </ul>

Focus area and key evaluative questions		Evaluative questions	Lead	Evidence	Outcome	Next Steps 2017
School Community Partnerships	How well does the school develop partnerships with students, parents and the wider community to improve student learning?	<ul style="list-style-type: none"> <li>How authentic is the influence of students on their learning and throughout the school?</li> <li>To what extent does parent engagement with the school impact on student learning?</li> <li>How effectively does the school contribute to and use the education and child development (ECD) local partnership to support its improvement agenda?</li> </ul>	Leadership	<ul style="list-style-type: none"> <li>Parent and student annual survey. See <a href="#">Client Opinion Survey - Annual Report 2016.docx</a></li> <li><a href="#">Attachment 5 - School Community Partnerships.docx</a></li> </ul>	<ul style="list-style-type: none"> <li>Review feedback from surveys</li> </ul>	<ul style="list-style-type: none"> <li>continuing to collect parent/student/staff feedback through annual survey</li> </ul>
		<ul style="list-style-type: none"> <li>How well does the school engage with and use community resources, agencies and other educational services and institutions?</li> </ul>	Leadership	<ul style="list-style-type: none"> <li>OPAL (Campbelltown Council)</li> <li>Felixstow Support Services</li> <li>Chaplaincy</li> <li>The Baptist Community Care Program</li> <li>Domestic Violence Unit</li> <li>Attendance</li> </ul>	<ul style="list-style-type: none"> <li>OPAL presentations in 2016 – Re. Bike Education and Healthy Lifestyle – focus on drinking water and less sugary drinks</li> <li>Chaplaincy – CPSW runs weekly Lego club, ‘What’s the Buzz?’ Program, ongoing applications for grants</li> <li>Stronger connections with outside agencies in order to holistically support students involved in trauma</li> </ul>	<ul style="list-style-type: none"> <li>Look into continuing our connection with Campbelltown Council Staff / potential community initiatives for 2017</li> </ul>
Improvement Agenda	How effective are the school's self-review processes in informing and shaping improvement?	<ul style="list-style-type: none"> <li>How embedded and planned are the systems and practices for self-review?</li> <li>How well does the school make data-informed judgements about student learning?</li> <li>How well are the results of data and evidence translated into targeted actions?</li> <li>To what extent does the school monitor student achievement and review effectiveness of improvement processes and strategies?</li> </ul>		<ul style="list-style-type: none"> <li>Term 4 Pupil Free Day was used for Whole School Review</li> <li>Teacher Expectations Sheet (in staffroom)</li> </ul>	<ul style="list-style-type: none"> <li>Review of External Directions, Results Plus, Powerful Teaching, PLTs, improvements</li> </ul>	<ul style="list-style-type: none"> <li>The visible Learning Plus School Matrix Tool</li> </ul>
<b>Partnership</b>						
<ul style="list-style-type: none"> <li>How is the work of the partnership being embedded within your site?</li> <li>How is the work of the portfolios impacting on student outcomes within your site?</li> <li>Partnership meetings summaries of main actions are given to all staff via staff meetings by Principal</li> <li>Leadership staff are briefed by Principal regarding Partnership priorities and actions</li> <li>Professional readings are given to staff from the Partnership e.g. ‘Putting Faces on the Data’, Hattie, etc.- this is part of our philosophy</li> <li>Results Plus Data work around portfolios has been a very strong influence for change at East Torrens</li> </ul>						
<b>Self-Review</b>						