

## EVANSTON GARDENS SITE PLAN 2017 Literacy

PRIORITY OUTCOMES <i>Literacy</i>	KEY IDEAS	STRATEGIES/ACTION	TARGET	EVALUATION
<b>DATA:</b> Track, monitor <b>and respond to</b> every learner's growth.	To inform pedagogy and teaching strategies through relevant data collection including formative assessment	PLC to assess plan and teach collaboratively  Implementation of score link to track student growth	To increase student achievement 1) 100% National Minimum Standard 2) Increase the% in upper bands of NAPLAN 3) Running records 90% to reach DECD target	Through standardised testing NAPLAN PATm and PATrc Writing assessment SEA (A-E) Oxford words Phonological awareness SPA/PASM
<b>PLANNING:</b> Implement a literacy improvement cycle.	Focussed explicit T&D (Reading Comprehension)  Monitor Whole school agreement through Performance Development (individually and group) Oral Language (R-4)	Embed EGPS literacy agreement Plan using the data and classroom observation Daily 5 across the school Sharing practise and moderation Oral Language Project	To increase student's skills for Reading Comprehension eg as above Daily CAFÉ Big 6 ( this includes our oral language project as part of this approach )	Whole school agreed practises are reflected in documented programs including tier 1,2 and 3. Observation in classroom of lesson delivery  Oral Language Project
<b>PEDAGOGY:</b> Enact changes in pedagogical practice.	To use TfEL) and share practice using Dylan William's formative assessment TLC structure (Year2)	To develop stronger PLC and TLC sharing of pedagogy through collaborative processes of practice(TfEL)	To increase shared understanding and use of effective teaching practice enhancing student engagement and learning.	Through documentation and growth in teaching skills- self and group evaluation, performance development
<b>INTERVENTION:</b> Identify and enact clear intervention processes.	Using Tier 1,2,and 3 framework  Targeted programs for Tier 3	Differentiation  Personal learning plans eg NEP, IEP PLP,ILP	Growth in Tier 1 and 2  Growth individual students according to their plans	See evaluation data  Through improvement in data of the focussed areas of their plan

## EVANSTON GARDENS SITE PLAN 2016 Numeracy

PRIORITY OUTCOMES	KEY IDEAS	STRATEGIES/ACTION	TARGET	OUTCOMES
<p>DATA:</p> <p>Track, monitor <b>and respond to</b> every learner's growth.</p>	<p>Consistent data collection <b>and analysis</b> to inform the teaching and learning <b>cycle</b>.</p>	<p><b>Regular updating of Scorelink as per assessment schedule.</b></p> <p><b>Continued use and monitoring of formative assessment strategies as per TLCs.</b></p>	<p>To increase student achievement</p> <ol style="list-style-type: none"> <li>1) 100% National Minimum Standard <b>in NAPLAN 3 year targets</b></li> <li>2) Increase the % <b>of students</b> in the upper bands of NAPLAN</li> </ol>	<p>There is an increase in student achievement outcomes measured though</p> <ul style="list-style-type: none"> <li>• NAPLAN</li> <li>• PATm</li> <li>• <b>A-E Grades – confirmed through moderation</b></li> </ul>
<p>PLANNING:</p> <p>Implement a numeracy improvement cycle.</p>	<p><b>Come to an understanding of the whole school Numeracy Agreement and review regularly.</b></p> <p><b>Collaborative planning model.</b></p>	<p>Enact numeracy agreement</p> <p><b>Team planning sessions to create programs and lessons with multiple entry and exit points within open ended tasks (differentiation) by using relevant data. Targeted planning in response to formative assessment.</b></p>	<p><b>To increase students' achievements in mathematics.</b></p>	<p><b>Programming based on the EGPS Numeracy Agreement and Australian Curriculum proficiencies and student needs.</b></p>
<p>PEDAGOGY:</p> <p>Enact changes in pedagogical practice.</p>	<p><b>Work towards developing a positive disposition towards mathematics in students.</b></p> <p><b>Enacting positive pedagogical change.</b></p>	<p>To develop stronger PLC and TLC sharing of pedagogical strategies <b>through collaborative practice (TfEL) and observation.</b></p>	<p>To increase shared understanding and use of effective teaching practice enhancing student engagement and learning.</p>	<p><b>Through observation and student's verbal reporting or documentation</b></p>
<p>INTERVENTION:</p> <p>Identify and enact clear intervention processes.</p>	<p>Using Tier 1,2,and 3 framework</p> <p>Targeted programs for Tier 3 students.</p>	<p>Differentiation.</p> <p>Personal learning plans, eg NEP, IEP etc</p> <p><b>SMART goals are set.</b></p>	<p>Growth in Tier 1 and 2</p> <p>Growth of individual students according to their goals.</p>	<p><b>All teachers are intervening in students' learning in a timely manner to enable the achievement of goals.</b></p>

## EVANSTON GARDENS SITE PLAN 2017 Wellbeing

Priority Outcomes	Key Ideas	Strategies/Actions	Targets	Outcomes
<p>DATA</p> <p>Monitor and plan for improved student wellbeing and engagement.</p>	<p>Consistent data collection and analysis is used to inform discussion and decision making in relation to student wellbeing and engagement.</p>	<p>Analysis and review of attendance and behaviour data twice per term.</p> <p>Student wellbeing data collected twice per year.</p> <p>Staff wellbeing surveys completed annually.</p>	<p>Student attendance rates increase to 90% in 2017.</p> <p>Number of behaviour incidents decreases by 10% in 2017.</p> <p>Increased number of positive responses in student and staff wellbeing surveys.</p>	<p>Consistent data collection, analysis and monitoring of wellbeing and engagement.</p> <p>Early identification and intervention of students at risk.</p>
<p>PLANNING</p> <p>Implement the EGPS Learner Wellbeing Framework.</p>	<p>Rigorous implementation of the EGPS Learner Wellbeing Framework will result in improved student wellbeing, engagement and achievement.</p>	<p>Provide regular opportunities for staff to develop and review EGPS Learner Wellbeing Framework and supporting resources (staff meetings, wellbeing team).</p>	<p>EGPS Learner Wellbeing Framework collaboratively reviewed and implemented throughout 2017.</p>	<p>Consistent use of wellbeing and positive education language.</p> <p>Increased engagement in social and emotional learning programs and development of student personal and social skills.</p>
<p>PEDAGOGY</p> <p>Promote student wellbeing, resilience and engagement in learning.</p>	<p>Creating learning environments where students are inspired, engaged and empowered will promote the wellbeing and resilience of our learners.</p>	<p>Supporting staff to implement EGPS Learner Wellbeing Framework through collaborative sharing of practice and wellbeing resources.</p>	<p>Increased shared understanding and use of EGPS Learner Wellbeing Framework.</p> <p>Improved student connectedness to school community and sense of self-worth.</p> <p>Increased student personal and social capabilities.</p>	<p>Improved student resilience, wellbeing and engagement in learning.</p>
<p>INTERVENTION</p> <p>Develop support plans for targeted individual students.</p>	<p>Individual student learning and behaviour plans are developed to support student wellbeing and learning needs.</p>	<p>Ongoing monitoring of student attendance, wellbeing, engagement and achievement.</p> <p>Termly student review meetings and consultation/referral discussions held.</p> <p>Ongoing communication between school and parents/caregivers.</p>	<p>Improved engagement in learning and academic achievements for targeted students.</p>	<p>Individual student learning and behaviour support plans for identified at risk students developed in partnership with families and support services.</p>