EVANSTON GARDENS SITE PLAN 2017 Literacy

PRIORITY OUTCOMES *Literacy*	KEY IDEAS	STRATEGIES/ACTION	TARGET	EVALUATION
DATA: Track, monitor and respond to every learner's growth.	To inform pedagogy and teaching strategies through relevant data collection including formative assessment Whole school literacy data is collected and analysed	Implementation of score link and staff using it effectively to track student growth and to inform their programming and planning Staff to share at staff meetings, effective ways they are using formative assessment to drive learning	All staff effectively using data and formative assessment to inform and improve practice	Classroom and performance development conversations will focus on data and assessment Staff sharing effective practice Growth Data showing improvement
PLANNING: Implement a literacy improvement cycle.	Embed Literacy agreement Re-visiting the Big Six with a focus on Oral Language (R-4) Development Developing staff capacity to use quality questioning techniques to improve student achievement	To increase teachers capacity to deliver the Big Six through professional development and sharing and collaboration Provide training and development opportunities to explore quality questioning techniques Focus on Sheena Cameron's Book 'Oral language' to develop questioning skills	Literacy agreement is embedded and used by all staff. Staff have an understanding of the Big Six, particularly Oral Language teaching strategies. Staff are using quality questioning techniques	Literacy agreed practices are reflected in documented programs including Observation in classrooms of lesson delivery, reflect the Big Six Teachers using more effective questioning strategies to support student understanding.
PEDAGOGY: Enact changes in pedagogical practice.	Continue to develop effective formative assessment strategies (Dylan Wiliam) to inform programming and planning	To further develop teacher capacity to effectively use formative assessment through working collaboratively	To increase shared understanding and use of effective teaching practice enhancing student engagement and learning.	90% of students achieve NAPLAN National Minimum Standard Increase in the % of students achieving in upper bands of NAPLAN 90% to reach DECD SEA target for Running Records

Reviewed 22/06/2017

EVANSTON GARDENS SITE PLAN 2017 Numeracy

PRIORITY OUTCOMES	KEY IDEAS	STRATEGIES/ACTION	TARGET	EVALUATION
DATA: Track, monitor and respond to every learner's growth.	Consistent data collection and analysis to inform the teaching and learning cycle. Use PAT Math, NAPLAN and other agreed Maths assessments to inform programming	Regular updating of Scorelink as per assessment schedule. Continued use and monitoring of formative assessment strategies Staff meeting time to analyse data sets	To increase student achievement 90% of students achieve NAPLAN National Minimum Standard Increase the % of students in the upper bands of NAPLAN	There is an increase in student achievement outcomes measured though - NAPLAN - PAT M - A-E Grades – confirmed through moderation
PLANNING: Implement a numeracy improvement cycle.	Come to an understanding of the whole school Numeracy Agreement and review regularly. Use Collaborative planning model.	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.	To increase students' achievements in mathematics. The numeracy agreement is enacted in all classrooms	Programming based on the EGPS Numeracy Agreement and Australian Curriculum proficiencies and student needs. Evident in classroom observations and Performance Development Mtgs
PEDAGOGY: Enact changes in pedagogical practice.	Work towards developing a positive disposition towards mathematics in students. Enacting positive pedagogical change.	To develop stronger sharing of pedagogical strategies through collaborative practice and observation. Targeted PD to unpack the Big Ideas in Number	To increase shared understanding and use of effective teaching practice enhancing student engagement and learning.	Through observation and student's verbal reporting or documentation

Reviewed 22/06/2017

EVANSTON GARDENS SITE PLAN 2017 Wellbeing

Priority Outcomes	Key Ideas	Strategies/Actions	Targets	Outcomes
DATA Monitor and plan for improved student wellbeing and engagement.	Consistent data collection and analysis is used to inform discussion and decision making in relation to student wellbeing and engagement.	Analysis and review of attendance and behaviour data twice per term. Student wellbeing data collected twice per year. Staff wellbeing surveys completed annually.	Student attendance rates increase to 90% in 2017. Number of behaviour incidents decreases by 10% in 2017. Increased number of positive responses in student and staff wellbeing surveys.	Consistent data collection, analysis and monitoring of wellbeing and engagement. Early identification and intervention of students at risk.
PLANNING Implement the EGPS Learner Wellbeing Framework.	Rigorous implementation of the EGPS Learner Wellbeing Framework will result in improved student wellbeing, engagement and achievement.	Provide regular opportunities for staff to develop and review EGPS Learner Wellbeing Framework and supporting resources (staff meetings, wellbeing team).	EGPS Learner Wellbeing Framework collaboratively reviewed and implemented throughout 2017.	Consistent use of wellbeing and positive education language. Increased engagement in social and emotional learning programs and development of student personal and social skills.
PEDAGOGY Promote student wellbeing, resilience and engagement in learning.	Creating learning environments where students are inspired, engaged and empowered, will promote the wellbeing and resilience of our learners.	Supporting staff to implement EGPS Learner Wellbeing Framework through collaborative sharing of practice and wellbeing resources. Use Positive Education strategies to address student well being Work to develop growth mindsets in all	Increased shared understanding and use of EGPS Learner Wellbeing Framework. Improved student connectedness to school community and sense of self-worth. Increased student personal and social capabilities. All learners demonstrating a growth mindset	Improved student resilience, wellbeing and engagement in learning.

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