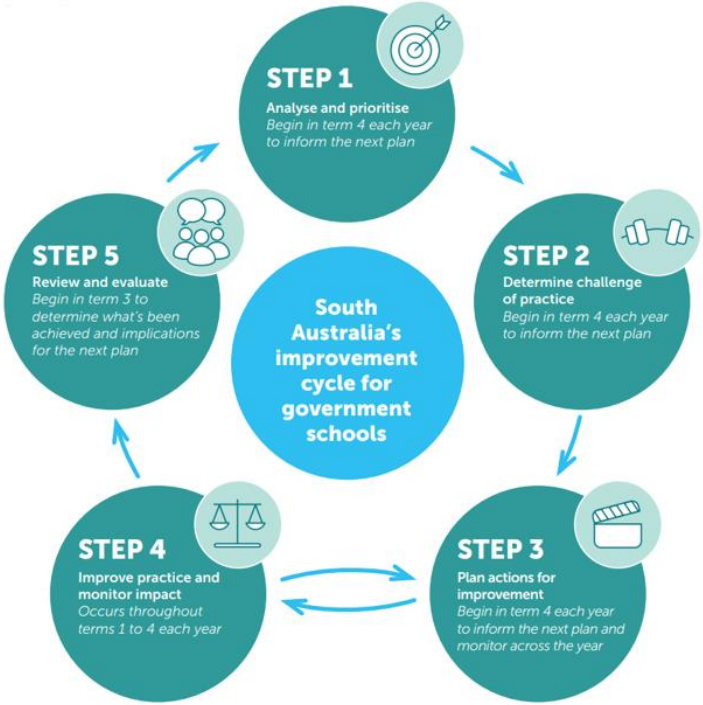
2022 – 2024

2024 School Improvement Plan

Enfield Primary School - 0660

Enfield
PRIMARY SCHOOL



Vision Statement

Empowering all students to learn and achieve.

2024 - SIP - Enfield Primary School – MATHS

STEP 1 Analyse and Prioritise

GOAL 1:

MATHS: Retain and improve student achievement in Mathematics.

SITE: Enfield Primary School

ESR Directions:

ESR 2 (Teaching): Strengthening and embedding pedagogical practices using student achievement data to differentiate learning and ensure all students are challenged.

ESR 3 (Leadership): Strengthening processes, including collaboratively refining whole school agreements to ensure new practices are embedded and coherent approach to curriculum and pedagogy is developed and maintained.

Target Setting - *These are recalibrated at the beginning of every year to reflect new enrolment numbers.*

2022

R – Year 2: These will be identified for 2023 as in 2022 we will develop an assessment schedule, selecting agreed measures with Maths Coach.

Data set: PAT-M – Students achieving SEA

2021		**Target 2022**			
Yr	% Number	**Yr**	Predicted to shift	Target % Number	Actual results
2	57.1% 12/21	**3**	+2	66.7% 14/21	68.4% 13/19
3	63.6% 14/22	**4**	+2	72.7% 16/22	57.9% 11/19
4	60.6% 20/33	**5**	+3	69.7% 23/33	63.0% 17/27
5	64.3% 18/28	**6**	+3	75% 21/28	59.4% 19/32

2023

Reception: Trusting the Count or Oral Addition & Subtraction misconceptions test:

Year 1 & 2: Addition & Subtraction misconceptions test

- **All students** who take a pre-test demonstrate growth in post-test.

Data set: PAT-M – Students achieving SEA

2022 Data Wk 1 enrol.		**Target 2023**			
Yr	% Number	**Yr**	Predicted to shift	Target % Number	Actual results
2	50% 14/28	**3**	+3	60.7% 17/28	%
3	60% 12/20	**4**	+3	75% 15/20	%
4	50% 11/22	**5**	+3	63.6% 14/22	%
5	68% 15/22	**6**	+2	77.2% 17/22	%

2024`

STEP 2: Challenge of Practice

Challenge of Practice:

We will strengthen the delivery of sequenced and planned units of work that are underpinned by the Enfield PS Maths R-6 Scope & Sequence and weekly teaching structure; incorporating problem solving, interleaving and deliberate explicit teaching of concepts.

STEP 3: Plan actions for improvement

Student Success Criteria (what students know, do, and understand):

Through the termly collection of student problem-solving work samples, we will see more students demonstrating an ability to:

- Solve routine and non-routine problems
- Solve single & multistep problems
- Select appropriate strategies and operation
- Describe, explain, or justify the selection

Sample size:

- 2 above x2 at x2 below
- Students who have attended EPS for at least 2 years and likely to stay for the upcoming year

How and when will this be monitored, tracked, and measured?

TERM 1 & 3

Work samples collected by week 6 (2x2x2)

Shared and discussed in staff meetings and through conversations with Maths Coach

TERM 2 & 4

Work samples collected by week 6 (2x2x2)

Moderation leading up to report writing

What actions should be taken to improve our practice and reach our goals? High-impact actions to address challenge practice…			
Actions - Maths	**Timeline**	**Roles & Responsibilities**	**Resources**
<u>Planning, Learning Design & Pedagogy</u> Strengthen teacher Maths Curriculum & unit planning to include: - Clear sequence of learning with identification of appropriate learning intentions & success criteria - Refinement of interleaving lessons – selection of questions, how often, how many, how to deliver effectively - Quality task design (task predicts performance) - challenge questions, differentiation of learning, assessments o Use of the *Problem-Solving Toolkit*	Ongoing Review regularly through the year	Teachers - Explicitly link LI and SC to the Australian Curriculum - Align teaching and learning plans to year levels. Reflect on progress throughout the unit and adjust accordingly - Continue to implement and refine weekly structure - Increased consistency with daily review - Increased consistency and implementation of interleaving - Continue to finesse task design/challenge questions/differentiation - Increased focus on developing problem solving skills - Continue to build skills and strategies in EDI to ensure embedded practice - Work with maths coaching to continue refining planning and classroom practice to align DfE, coaching/best practice and own unit plans and pedagogies - Explicitly teach students how to struggle and persevere Maths Coach - Continue to align LI & SC to Australian Curriculum within unit plans - Support teachers to 'fit it all in' via overviews and checking in processes - PD support on problem solving and how to implement as part of the weekly structure and how to select quality tasks; how to use EDI in maths - Explicit support/modelling of best practice in interleaving - Planning support 1:1 Leadership - Provide feedback on use of LI & SC in unit plans and on the sequence of learning within the unit plans - Provide time for staff planning for best practice, daily review and interleaving - Provide more PD on EDI strategies, best practice, pedagogical approaches; time to review and discuss, to ensure consistency across the site - Resourcing to select, create and implement quality challenge tasks and unit plans - Maths budget to support SIP; purchase maths picture books <u>Students</u> - Activity engage in all areas of mathematics, including warm ups, challenge tasks, explicit teaching and reflection - Engage with the strategies of EDI (e.g., think/pair/share, popsticks, show me boards) - Refer back to LI & SC when working through learning tasks and self-assessing - Use LI & SC to set personal learning goals - Use problem solving toolkit to assist in solving problems - Use positive language/attitudes/dispositions towards mathematics	<u>Professional Learning & Conversations</u> Maths Coach – Karly Hefferan: 0.2 FTE Teaching & Learning Coordinator Release to work with coach and peers Observations & feedback: peer, coach, leadership <u>Site-agreed approaches & docs</u> Site-agreed Maths Approach Site Maths scope & sequence document Site Assessment Schedule Planning templates Mathematics Unit plans & Yearly Overviews R-6 <u>Structures & Organisation</u> Map review cycles to complete on SIP Step 4 documentation: 2x term Staff meeting schedule and Pupil Free days to deliver targeted and agile PD <u>Partnership resources</u> Curriculum Masterclasses Aboriginal Learners Network <u>Research & evidence underpinning</u> DfE units of work & Best Practice paper Numeracy Guidebooks; and Literacy and Numeracy First Strategy Jo Boaler – Mathematical Mindsets John Hollingsworth - Explicit Direct Instruction John Hattie - Visible Learning in Mathematics Dianne Siemen – Big Ideas in Number Van de Walle – Elementary & Middle School Mathematics: Teaching Developmentally

<u>Tracking & Monitoring</u> Tracking and monitoring of student achievement & progress to inform planning and task design: - Moderation of tasks (task predicts performance) - Designing assessment tasks that match the learning intention and AC Maths Achievement Standard - Review of assessments used: class level and whole school on the assessment schedule	Ongoing Review regularly through the year Moderation each term Data analysis Term 4	<u>Teachers</u> - Design appropriate challenge tasks and quality moderation tasks (with coaching support) - Collect work samples for moderation 2 x D/E, 2 x C, 2 x A/B - Use A-E rubric to inform LI & SC when designing tasks; highlight throughout the year once evidence collected/sighted - Work as year level teams and across whole site to design better Summative Assessment tasks, reflecting AC standards - Follow assessment schedule; record all data on spreadsheets; analyse to inform teaching and learning/next steps/student goals - Provide feedback to leaders on assessment schedules/progress - Timetable daily review and weekly interleaving to 'check in' on student understanding; create if unavailable for your year level - Commit to implementing whole school initiatives/documents/PLTs <u>Maths Coach</u> - Support with task design for moderation, ensuring all teachers understand 'A' and 'B' level when using the A-E rubric - Support teachers to interpret and respond to the data - Time to explore and discuss alternative assessment options - Support teachers to implement daily review/interleaving <u>Leadership</u> - Provide time to effectively moderate at regular intervals throughout the year - Align complexity days to support testing/analysis/workload - Time to discuss data in staff meetings/PFDs - Ensure all staff have access to updated whole school documents - Provide clarity on expectations of EDI - Support teachers to follow assessment schedule/record data - Seek feedback from staff about what is working/needs improving in the assessment schedule - Research alternative whole school assessment options (e.g., Essential Assessment) to cover all maths strands/proficiencies - Provide resources to support implementation of actions <u>Students</u> - Use goals from the A-E rubric when completing assessment tasks - Engage with pre and post assessments and growth point discussions - Engage with EDI strategies - Engage with daily review/interleaving	<u>Professional Learning & Conversations</u> Maths Coach – Karly Hefferan Teaching & Learning Coordinator Scheduled time to read & analyse data, and map student progress. <u>Site-agreed approaches & docs</u> Site Assessment Schedule Site-agreed Maths Approach <u>Structures & Organisation</u> Termly student review meetings as per assessment schedule. Scheduled into staff meetings alongside PD <u>Partnership resources</u> Partnership data analysis days Curriculum Masterclasses <u>Research & evidence underpinning</u> DfE - Units of work; Best Advice Papers; Numeracy Guidebooks; and Literacy and Numeracy First Strategy Jo Boaler – Mathematical Mindsets John Hollingsworth - Explicit Direct Instruction John Hattie - Visible Learning in Mathematics Dianne Siemen – Big Ideas in Number Van de Walle – Elementary & Middle School Mathematics: Teaching Developmentally

2024 - SIP - Enfield Primary School - ENGLISH

STEP 1 Analyse and Prioritise

GOAL 2:

ENGLISH: Increase student achievement and progress in Writing.

SITE: Enfield Primary School

ESR Directions:

ESR 2 (Teaching): Strengthening and embedding pedagogical practices using student achievement data to differentiate learning and ensure all students are challenged.

ESR 3 (Leadership): Strengthening processes, including collaboratively refining whole school agreements to ensure new practices are embedded and coherent approach to curriculum and pedagogy is developed and maintained.

Target Setting

These are recalibrated at the beginning of every year to reflect new enrolment numbers. RELOOK AT THESE AND IDENTIFY STU HERE SINCE Yr3?

Target 2022

Data set: EALD Levelling

Yr	
R	Increase the number of students achieving benchmark LEAP level 4 by at least 2 students.
1-6	All students to make at least 1 year's growth (increase by at least 1 LEAP level)

Target 2023

Data set: NAPLAN Writing

2021 Data Wk 1 enrol.		**Target 2023**			
Yr	% Number	**Yr**	Predicted to shift	Target % Number	Actual results
3	68% 15/22	**5**	At least maintain 2021 results	68% 15/22	%

Data set: EALD Levelling

Yr	
R-6	All students to demonstrate growth in their writing based on LEAP levelling process
	At least 50% of students to increase by at least 1 LEAP level

Target 2024

STEP 2: Challenge of Practice

Challenge of Practice:

We will establish low variance, consistent pedagogical practices in Writing through:

- Embedding the connection between the Big 6 and writing; and
- Explicitly teaching sentence level structure and text structure.

STEP 3: Plan actions for improvement

Student Success Criteria (what students know, do and understand):

Through the termly collection of student writing samples, and assessment against the LEAP level sentence structures criteria, we will see more students demonstrating an ability to:

- R-2: Accurately write simple and compound sentences at year level appropriate level.
- 3-6: Accurately write simple, compound, and complex sentences at year level appropriate level

Sample size:

- 2 above x2 at x2 below
- Students who have attended EPS for at least 2 years and likely to stay for the upcoming year

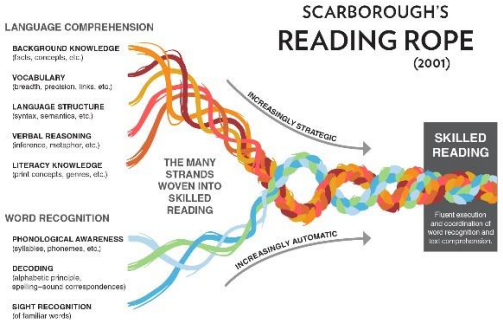
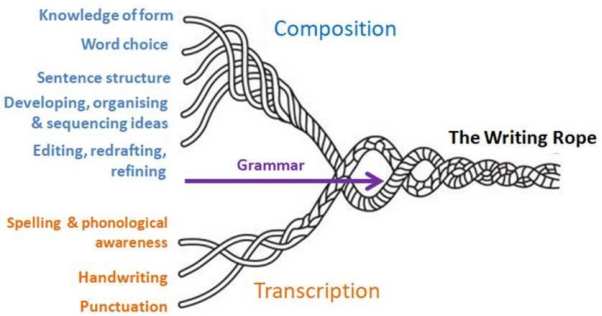
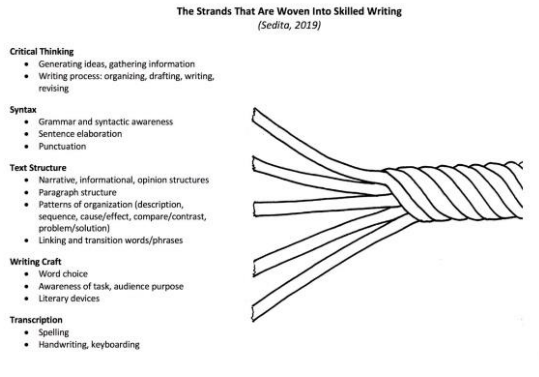
How and when will this be monitored, tracked, and measured?

TERM 1, 3 & 4

Work samples collected by week 7 (2x2x2)
Samples assessed against the LEAP level sentence structures criteria – results recorded
Shared, discussed, and moderated in staff meetings and through conversations with Literacy Coach & Coordinator

TERM 2

LEAP Levelling – full process for DfE mandated data collection and to inform planning
Shared, discussed, and moderated in staff meetings and through conversations with Literacy Coach & Coordinator

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice			
Actions - Writing	**Timeline**	**Roles & Responsibilities**	**Resources**
<u>Planning, Learning Design & Pedagogy</u> Strengthen teacher planning to intentionally design and consistently deliver units of work that: • Support the effective implementation of the site agreed English & Literacy block approach • Use Syntax Project scope and sequence to underpin the explicit & sequential teaching of writing • EDI Engagement Norms (strategies) to maximise all students actively participating in learning – A/B pairs, choral reading/ response, mini whiteboards		Teachers - Explicitly link LI and SC to the Australian Curriculum - Align teaching and learning plans to year levels. Reflect on progress throughout the unit and adjust accordingly - Plan units of work that incorporate Big 6 and the Teaching & Learning Cycle for Writing - Continue implementation of the Syntax Project: targeted sentence/ paragraph/ text level construction and links to LEAP and mentor texts - Continue to refine the daily Literacy Block Instructional Routines - Build student content knowledge by linking topics to literacy through: mentor texts, Fluency Pairs texts and content - Meet regularly in PLTs to analyse data, share & reflect on practice, and participate in PD - Literacy Guarantee Coach - Work with JP teachers using a coaching model focussing on the delivery of InitiaLit routines. - Support teachers to implement the Literacy Block instructional routines effectively to 'fit everything in' - Work with Leadership to develop: o Consistent literacy block approach to teaching phonics, spelling, and morphology across R-6 o Consolidate a whole-school scope and sequence of phonics, spelling, and morphology instruction with progress monitoring o Embed choral and paired reading practices with appropriate reading materials for all year levels (including decodable texts for emergent readers) Leadership - Continued focus on developing consistency in practice and low variance across classes: R-6 scope & sequence that includes grammar, writing and reading - Mapping year levels – what is working/ not working - Sourcing high quality, relevant PD to continue development of teacher practice and capacity - Work with teachers and Literacy Coach to bring OG approach into year 2/3 to bridge the junior primary/ primary space	<u>Professional Learning & Conversations</u> Identified staff attending Orton Gillingham training: Bec, Pam, Sonia, Nicola DfE Speech Pathologist buy-in Literacy Guarantee Unit Coach predominantly supporting junior primary Teaching & Learning coordinator predominantly coaching primary teachers <u>Site-agreed approaches & docs</u> InitiaLit scope & sequence and scripts (R-2) – developing for 3-6 <u>Structures & Organisation</u> Timetabled literacy lessons/ blocks Developing site scope & sequence throughout the year <u>Partnership resources</u> Partnership (LET) Curriculum Lead – developing levels of planning and AC knowledge & understanding Curriculum Masterclasses <u>Research & evidence underpinning</u> DfE - The Big 6 & Best advice papers DfE Phonics scope & sequence (R-2 & 3-6) Teaching & Learning Cycle for Writing Hochman & Wexler - The Writing Revolution Joan Sedita - The Writing Rope Scarborough's Reading Rope The Grammar & Syntax project High Impact Teaching Strategies – Ed Dept. Vic

<u>Tracking & Monitoring</u> Tracking and monitoring of student achievement & progress to inform planning and task design: • Track and monitor progress (formative) through the collection and moderation of writing samples • A-E rubric to triangulate all data & evidence to assess student achievement • Improve use of data analysis to inform planning and intervention		Teachers - Follow the site assessment schedule; record all data on spreadsheets; analyse to inform teaching and learning/next steps/student goals - Provide feedback to leaders on assessment schedules/progress - Selection of students (2x2x2) for writing moderation sessions – collect writing samples for these students termly - Use of AC English A-E rubric to support planning and assessment of students - Assess before you teach (cold write) and summative end piece as evidence of progress for students. - Literacy Guarantee Coach & Buy-in Speech Pathologist - Facilitating professional conversations at a teacher, PLT, leadership, and whole-school level to analyse data and support identification of gaps, misconceptions, trends to inform planning and target setting - Development of Wave 2 and 3 intervention practices - Support teachers with analysing writing samples and identifying next steps for students Leadership - Revisit Assessment Schedule with staff to - Provide professional learning opportunities – Syntax Project - Plan for at least 2 moderation opportunities throughout the year	<u>Professional Learning & Conversations</u> Literacy Coach – Jo Culf Teaching & Learning Coordinator Speech Pathologist – Ann – once a week Scheduled time to read & analyse data, and map student progress. <u>Site-agreed approaches & docs</u> Site Assessment Schedule LEAP levelling process <u>Structures & Organisation</u> Termly student review meetings as per assessment schedule. Scheduled into staff meetings alongside PD <u>Partnership resources</u> Partnership data analysis days Curriculum Masterclasses Aboriginal Learners Network