



EDITHBURGH PRIMARY SCHOOL

“Partnerships in Learning - A way to the future”

Improvement Plan 2015

The 2014 outcomes targets show improvement in the identified areas. With small cohorts of students at each year level the improvement focus is on improvement over time for individual students.

We are committed to ensure a learning environment that improves learning outcomes for all students by

- providing quality teaching
- challenging students to meet higher expectations
- teaching skills which are transferable across all areas of learning, impacting on student lives and their future
- meeting individual needs through differentiated curriculum
- using a range of assessment strategies to monitor student progress and determine best learning
- working in partnership with families, the community, Southern Yorke Peninsula Partnership and small schools cluster (PLC)

so impacting on their lives and futures.

<i>Focus areas</i>	<i>Strategies</i>	<i>Building capacity</i>	<i>Targets</i>
<p>Mathematics – to improve mathematics outcomes for all students</p>	<ul style="list-style-type: none"> ● Staff <ul style="list-style-type: none"> ○ participate in PD focussing on skills, concepts and pedagogy (Mike Chartres – Mathematics in Action Program) ○ participate in Professional Learning Communities to share learning and ideas ○ use range of site based assessments to determine required learning and interventions ○ design assessment tasks that require deep knowledge and understanding ○ use DECD Standards to monitor progress ○ develop mathematics agreement ● Students will <ul style="list-style-type: none"> ○ engage with and learn mathematical vocab and language to support understanding ○ engage in problem solving, rehearse range of problem solving strategies and select appropriate strategy ○ articulate their learning with additional time added to lessons 	<p>Staff supported in increasing their base knowledge in the area of mathematics in conjunction with Teaching for Effective Learning (pedagogy framework)</p> <p>Teachers</p> <ul style="list-style-type: none"> ● Effectively plan and assess to cater for range of student needs ● Monitor progress ● Identify and provide individual intervention requirements <p>Students become</p> <ul style="list-style-type: none"> ● confident in using and utilising mathematical processes ● confident with problem solving 	<p>All students achieve DECD standards as outline in Educational Achievement Standard document</p> <ul style="list-style-type: none"> ● NAPLAN: <ul style="list-style-type: none"> ○ All year 3 students achieve above NMS ○ All year 5 students show medium to upper progress from Year 3 ○ All year 7 students show medium to upper progress from Year 5 ● Pat Maths scale scores <ul style="list-style-type: none"> ○ Year 3 > 38.6 ○ Year 4 > 39.6 ○ Year 5 > 44.8 ○ Year 6 > 54.4 ○ Year 7 > 54.9

	<i>Strategies</i>	<i>Building capacity</i>	<i>Targets</i>
English – to promote students engagement with reading to promote understanding of all written texts	<ul style="list-style-type: none"> • Staff listen to students read to support <ul style="list-style-type: none"> ○ Vocab development ○ Correct pronunciation to help with reading, spelling and writing ○ Development of fluency with reading Students will <ul style="list-style-type: none"> ○ Read on a regular basis at school aloud to an adult who is monitoring what they are reading ○ Read regularly to an adult who is monitoring what they are reading 	Provide training in the teaching of reading as required <ul style="list-style-type: none"> • Running Record Training Spend professional time sharing experiences, strategies and ways forward to improve reading skills and comprehension.	All students R-2 to read at appropriate level (as determined by Running Records) by the end of <ul style="list-style-type: none"> • R – level 9 • Year 1 – level 20 • Year 2 – level 30 Pat R Scores by end of year level to be above <ul style="list-style-type: none"> • Year 3 – 103.0 • Year 4 – 111.2 • Year 5 – 117.1 • Year 6 – 120.2 • Year 7 - 123.5
	<i>Strategies</i>	<i>Outcomes</i>	
Well Being	<ul style="list-style-type: none"> • Build positive school culture through <ul style="list-style-type: none"> ○ School community group ○ Student voice ○ Play is the Way program ○ Individual learning plans (set learning and social goals) for each child (ILP) to promote focus on individual learning • Continue 'Eat well, be active' philosophy <ul style="list-style-type: none"> ○ Promote healthy eating options in newsletter • promote healthy eating site guidelines • Healthy eating a curriculum focus • Promote physical activity through daily fitness and other opportunities • Link to neighbouring sites for collaborative activities • Employment of Pastoral Care Worker to support students and families 	<ul style="list-style-type: none"> • Students using site values • Students strive to meet identified goals • Students choose healthy food options • Students engage in physical activities • Students supporting and interacting with each other 	
Attendance	<ul style="list-style-type: none"> • Document and promote strategies for school attendance – school policy • Absences must be accompanied by a written explanation 	<ul style="list-style-type: none"> • 95% attendance 	