

| STEP 1 Analyse and Prioritise | | SITE: Enfield Primary School | |
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| GOAL 1: MATHS: Retain and improve student achievement in Mathematics. | | 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. | |
| STEP 2: Challenge of Practice | | | |
| Challenge of Practice: We will deliver effectively sequenced and planned units of work underpinned by intentionally designed Mathematics teaching and learning programs (yearly, termly and weekly), incorporating problem solving, interleaving and deliberate explicit teaching of the four operations. | | | |
| Student Success Criteria (what students know, do and understand): Through the termly analysis of diagnostic testing (BTFM, BiIN) and moderated & annotated samples of work, we will see more students, including a focus on aboriginal & EALD students, demonstrating: <ul style="list-style-type: none"> • An understanding of key concepts across all strands • The ability to select and apply appropriate mathematical strategies to solve problems in all strands. | | | |
| STEP 3: Plan actions for improvement | | | |
| Actions | Timeline | Roles & Responsibilities | Resources |
| Teachers will implement a whole school pedagogical approach through: <ul style="list-style-type: none"> • Design of a year overview to sequence the intended learning and ensure coverage of curriculum content • Delivery of the Maths teaching and learning through a planned weekly structure | Week 0, then at least once per term in teams, working with Karly. <ul style="list-style-type: none"> - Term 1: Week 3, 6&9 - Terms 2-4: Weeks 3&7 Week 2 of each term planning documents are collected | Teachers will <ul style="list-style-type: none"> - Engage in the professional learning and will follow the yearly overview - Cover the identified strands as part of their planning and documentation for 2022 to guarantee curriculum entitlement. Leaders will <ul style="list-style-type: none"> - Collect, review and discuss yearly overviews and examples of Maths unit plans to provide constructive feedback to teachers. - Liaise regularly with Maths Coach to review and evaluate progress to support continued development and implementation. | Yearly overview developed by staff as agreed document to implement Coach, Karly Hefferan to work with classroom teachers each term – 0.1FTE salary <u>Key Department documents:</u> <ul style="list-style-type: none"> • ACARA • Numeracy Progressions • Mathematics Scope & Sequence • Year level planning guide • Units of work • Numeracy Guidebooks |

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| <p>Teachers will track and monitor student achievement and progress with particular focus on those just in/below SEA and higher band achievement. Identify misconceptions and gaps to inform planning.</p> | <p>Week 0</p> <p>Staff meetings twice per term utilising PLT structures (year levels).</p> | <p>Teachers will:</p> <ul style="list-style-type: none"> - Access student NAPLAN & PAT-M data through the Power BI (Achievement Profiles) app to identify students. - Implement BIN diagnostic and other agreed assessment tasks to identify student misconceptions and gaps to inform planning, including pre/post-tests. - Work collaboratively in teams to analyse the data. <p>Leadership will:</p> <ul style="list-style-type: none"> - Provide time at least twice per term for year level teams to meet and review data. - Track & monitor whole-school data and progress. - Meet with AET & EALD teachers to track & monitor EALD & Aboriginal student cohorts <p>Learning Improvement Team will meet at least twice per term to complete on:</p> <ul style="list-style-type: none"> - STEP 4: <i>Improve practice and monitor impact</i> documentation to evaluate progress of agreed actions and success criteria. - Collate & analyse whole school data and evidence to measure progress against SIP success criteria. - Provide information and recommendations back to staff based on this information. <p>Year Level team meetings will:</p> <ul style="list-style-type: none"> - Bring data to meetings to share progress, stuck points and set next steps. - Provide peer support to develop and plan units of work together. | <p>Opportunities to do moderation together. Curriculum Masterclasses/ Curriculum Champion</p> <p>Mathematics Scope and Sequence</p> <p>Power BI app</p> <p>PAT platform</p> <p>Explore and trial other forms of assessment with Maths Coach at whole-school and classroom level.</p> |
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| <p>Teachers will unpack and clarify:</p> <ul style="list-style-type: none"> • Mathematics curriculum content and key concepts to inform the understanding and sequencing of key elements for their curriculum year level • Quality curriculum planning that incorporates implementation of high impact teaching strategies, e.g., specific learning intentions & success criteria, explicit teaching, multiple approaches (modelling, problem solving & interleaving) | <p>Term 1 – PFD</p> <p>Then ongoing</p> | <p>Teachers will:</p> <ul style="list-style-type: none"> - Engage in targeted professional development to improve their Maths curriculum content and key concepts knowledge. - Transfer knowledge into the design and implementation of unit plans and weekly lesson structure. - Engage in PLT Sprint cycles targeting high impact teaching strategies aligned/ documented in their unit plans. <p>Leaders will:</p> <ul style="list-style-type: none"> - Provide targeted professional development opportunities. - Provide opportunities for teachers to meet with and plan with their year level teams - Undertake classroom visits/walkthroughs, looking at curriculum content, concepts and pedagogical practice implementation. <p>Year Level meetings will</p> <ul style="list-style-type: none"> - Share, review, and question implemented practice - Identify connections with new learning <p>Learning Improvement Team will</p> <ul style="list-style-type: none"> - Work with leadership to consider emerging practice to form part of the whole-school Maths pedagogical agreement. | <p>Pupil free days Releasing teachers Coach Wednesday PD sessions PDP goals and targets</p> <p><u>Key Department documents:</u></p> <ul style="list-style-type: none"> • ACARA • Numeracy Progressions • Mathematics Scope & Sequence • AC Mathematics Glossary • Australian Curriculum Tracker • Year level planning guide • Units of work • Numeracy Guidebooks |
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| STEP 1 Analyse and Prioritise | | SITE: Enfield Primary School | |
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| GOAL 2: ENGLISH: Increase student achievement and progress in Writing. | | 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. | |

STEP 2: Challenge of Practice

Challenge of Practice:

We will strengthen and embed pedagogical practices in Writing through:

- Embedding the connection between the Big 6 and writing
- Addressing text structure, cohesion, and authorial choice through explicitly using the teaching and learning cycle with a focus on planning, editing & publishing

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

Through the termly analysis of student writing samples (using LEAP levels and NAPLAN Marking Rubric), we will see more students, including EALD & Aboriginal Students, shifting from:

| | From... | To... |
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| <u>Text Cohesion</u> | Cohesive links are missing or incorrect, making the text very confusing to a reader, or text is very short with limited evidence of cohesion. | Text has cohesive devices used correctly to support reader understanding, and accurate use of referring words such that meaning is clear and the text flows well in a sustained piece of writing. |
| <u>Text Structure</u> | Minimal evidence of genre structure; for example, for a narrative, a story beginning only or a 'middle' with no orientation. | Coherent, controlled, and complete piece of writing, employing effective plot devices and an effective ending in an appropriate structure. |
| <u>Audience</u> | Text contains some simple readable content with limited response to audience needs. | Text affects the reader through precise and sustained choice of language and use of narrative devices. |

**Statements taken from NAPLAN Writing Marking Rubric*

STEP 3: Plan actions for improvement

| Actions | Timeline | Roles & Responsibilities | Resources |
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| Staff will embed evidence-based practices identified from the updated whole-school pedagogical agreement | Week 0 – initial discussion Term 1 – starting the work Draft in place by mid-year | Teachers will <ul style="list-style-type: none"> - Be involved in establishing an updated whole school pedagogical agreement by coming to consensus of the pedagogy R-2 and 3-6, based on research and best practice, including what has been implemented at EPS so far. Learning Improvement Team will <ul style="list-style-type: none"> - Draft and finalise the agreement | Providing time and space to share practice, discuss and frame up into site document (pedagogical agreement) Liaising with Literacy guarantee Unit & LET Curriculum Lead |

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| <p>Teachers will deepen their:</p> <ul style="list-style-type: none"> - knowledge in connecting the Big 6 to writing (with a focus on phonological awareness & spelling), - practice using the existing teaching and learning cycle to create cohesive units of work that provide opportunities for students to produce high quality samples of writing. | <p>Term 1 start</p> <p>Term 1 start</p> <p>Plans collected termly: T1 - Wk3 T2-4 – Wk 2</p> | <p>Rec-Yr 2 teachers will:</p> <ul style="list-style-type: none"> - Implement InitialLit 4x per week - Meet as a team at least twice per term to support implementation <p>Yr 3-6 teachers will:</p> <ul style="list-style-type: none"> - Beginning to develop spelling scope & sequence - Developing writing planning based on Seven Steps to Writing Success - Meet as a team at least twice per term to support implementation <p>Teachers will</p> <ul style="list-style-type: none"> - Use the whole- site planning format - Plan and deliver using the teaching and learning cycle for writing <p>Leadership will</p> <ul style="list-style-type: none"> - Collect unit plans once per term - Class visits - Specific observations by leadership and supporting peer observations for InitialLit roll out - PDP processes | <p>PDP processes</p> <p>Staff meeting opportunities to bring work samples and discuss practice</p> <p>Team meetings</p> <p><u>Influencing resources & approaches</u></p> <ul style="list-style-type: none"> • PD as a whole school on the teaching and learning cycle. • Seven Steps to Writing • LEAP Level Document • InitialLit • Best advice papers – Big 6 • Wednesday PD • Literacy Guarantee unit • Literacy Shed – Sheena Cameron |
| <p>Teachers will build a rich oral/writing culture that motivates and challenges students to produce extended pieces of work (stamina).</p> | <p>Week 0, then ongoing</p> <p>Term 1 6mth & 12 mth check-ins</p> | <p>Teachers will:</p> <ul style="list-style-type: none"> - Plan for and providing opportunities for students to produce extended pieces of writing. - Plan time for students to plan, edit/ proof-read and publish their work - Include Writing goal as part of PDP – articulate how to achieve this <p>Leadership will</p> <ul style="list-style-type: none"> - Link goals to PDP discussions (informed by walkthroughs) <p>Learning Improvement Team will</p> <ul style="list-style-type: none"> - Establish a whole school pedagogical agreement that documents how writing is taught R-6. - Capture initial data set around student disposition to writing. <p>Students will</p> <ul style="list-style-type: none"> - Plan, edit/ proof work and publish - Produce extended pieces of work and see themselves as authors | <p>Link to PDP processes</p> <p>Wednesday PD sessions</p> <p>1 x staff meeting per term</p> <p>Power BI to identify students just in/ below SEA and HB to target focus for planning and tracking & monitoring, to support differentiation.</p> <p>Support from Ann Marriott, Speech pathologist, Literacy Guarantee Unit and LET Curriculum Lead to support planning of quality writing units.</p> |