

Gawler East PS Site Improvement Plan – 2018

Priority	Targets	Strategies	Timeframe	Responsibility	Outcomes & Monitoring Methods	Resources
Number	95% of students will "Trust the Count"	Employment of a numeracy coordinator to act as a coach, allow other teachers observe practice and support peer observations in order to improve pedagogical practices.	By the start of 2018	Alec	LNI surveys Employment of Numeracy Coordinator has occurred. Line managed by Senior Leader - Curriculum.	Better Schools Funding.
	75% of students will show a medium to high level of growth in Numeracy from year 3 to year 5.	Continue Stanford University Course – "How to Teach Maths" to support the implementation of the strategies into the learning programme.	To be completed by the end of term 2.	Leah and Robyn to lead. All teachers to complete.	Discussions in staff meetings focus around the course and how it has shifted pedagogy. Student engagement surveys from LNI and TFeL conducted and used in PD meetings with staff. All teachers provide a copy of the certificate by the end of term 2 as per the PD planner.	New teachers require access to Stanford University site. Staff meeting time. Part of pupil free day reserved for online course.
	95% of students will show a medium to high level of growth in Numeracy from year 5 to year 7.	Teachers and SSOs trained in all aspects of Big Ideas in Number.	Week 5, term 1	Leah and Adele to train SSOs. Leah, Robyn and staff from The Pines to train teachers.	Line managers monitor teachers' implementation as part of informal observations and PD conversations about implementing BIIN. Robyn to monitor SSOs' BIIN intervention implementation.	Training materials/SSO time to collate. Assessment kits for TTC and PV.
		Teachers supported to effectively implement the whole school maths agreement. Numeracy Support Plans (NSP R-7) (NSP-ATSI) developed by the Numeracy Coordinator for each learning team.	From the start of term 1. NSP developed by week 2 of term 1.	All teachers to implement. All leaders to monitor and provide feedback and support.	Monitoring by line managers and feedback provided by line managers and peers. NSP reviewed in the last Team Meeting each term with leadership.	Nil

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	<p>95% of students will “Trust the Count”</p> <p>75% of students will show a medium to high level of growth in Numeracy from year 3 to year 5.</p> <p>95% of students will show a medium to high level of growth in Numeracy from year 5 to year 7.</p>	Peer observation and professional feedback focussed on maths lessons and student engagement – (Teachers are observed by peers, focusing on students. Peers provide open and honest feedback to the teacher in order to utilise shared wisdom in order to improve pedagogy)	All teachers observed by peers by week 9, term 1.	All leaders to support observations and feedback initially then teacher leaders.	Professional discussions between observed teachers and line managers: <ul style="list-style-type: none"> • What did you learn about your practice? • What will you change? • What will you keep? • What will you tweak? 	Release time for teachers to observe.
		All students screened in BIIN – Trust the Count and Place Value for students who have achieved TTC.	Trust the Count by the end of week 3, term 1. Place Value by the end of week 6, term 1.	Teachers SSO Robyn/Leah to oversee and collate data	Teachers to provide results to Leah and entered into data system. Students who have not achieved TTC become focus for wave 1 and 2 intervention – Class teacher professional discussion and SSO work monitored by Adele.	Trust the Count and Place Value assessment kits
		Maths teaching time increased to 80 minutes per day at least 4 times a week.	From week 2, term 1.	Teachers	Line managers monitor maths programming and delivery during informal observation and PD meetings by week 4 with teachers. A-E grades, NAPLAN & PAT Data analysis	Nil
		Staff engaged in numeracy task design and questioning is developed through Team meetings for moderation processes	From Week 5, Term 1 Ongoing	Teachers Gail Holland SLLIP Partnership	Discussions in staff meetings focus around the moderation process and how it has shifted pedagogy. Peer feedback in team meetings developing a common understanding of A-E grades and apply to reports.	Release Time Gail Holland SLLIP
		Team meetings occur fortnightly to: <ul style="list-style-type: none"> • Analyse class and individual data • Use data to plan collaboratively • Support peers’ pedagogical practices improvement through observation feedback and jointly discussing wave 1 intervention strategies • Discuss “How to Teach Maths” course Plan questioning 	Fortnightly from Week 2, Term 1	Teachers Leaders	Commitments to action from team meetings to be addresses in PD conversations. Feedback from peer observations. A-E grades, NAPLAN & PAT data analysis	Nil