

Priority Improvement Plan based on an ESR 1 Year return

School: Elizabeth East Primary School

Principal: Matt Delany

Education Director: Kerry Dollman

Commencement Date _____

Direction(s) from the External School Review	Strategies/Actions to Address Direction	Who/How	3 Months Success indicators		6 Months Success indicators		9 Months Success indicators		12 Months Success indicators	
			Measurable Progress/Evidence	On Track Evaluation 5/4	Measurable Progress/Evidence	On Track	Measurable Progress/Evidence	On Track	Measurable Progress/Evidence	On Track
<p>Collaboratively engage in developing and implementing a consistent pedagogical approach to teaching and learning that includes high expectations of student achievement and student behaviour.</p>	<p>Create a Literacy Practices document with a collective understanding and implementation including a self-review cycle that encourages accountability.</p> <p>Review and evaluate our assessment regime to ensure appropriate assessments are undertaken to inform evidence based intentional teaching in reading.</p> <p>Establish and monitor classroom procedures to maximise learning, explicit and targeted stretch goals, safe conditions for rigorous learning.</p>	<p>Lit-Coordinator, Line-managers, and the Site Improvement Committee. This committee will consist of the principal, Literacy coordinator(s) early years teacher and a primary teacher</p> <p>All staff</p> <p>Lit-Coordinator, Line-managers Teachers</p>	<p>All data is collected and stored in Mark-it</p> <p>A schedule of data analysis has been drafted.</p> <p>Observations on one aspect of the literacy practices document. Updated, evidence-based assessment schedule for reading is developed</p> <p>Staff are collecting agreed data sets</p> <p>Curriculum requirements for all subjects are implemented in all classrooms</p> <p>1 or 2 identified practices evidenced in all classrooms</p> <p>AC knowledge and understanding developed (LID team to visit and observe)</p> <p>2019 Tfel companions to be provided to all staff</p>		<p>All data is collected and stored in Mark-it</p> <p>Staff meeting structure and PD includes a capacity building aspect to support all teaching staff with the use data to create classroom programs.</p> <p>Classroom observations will focus on oral language. Oral language being part of the teacher's classroom program will also be part of the PDP conversations.</p> <p>Staff are collecting agreed data sets</p> <p>Literacy requirements (300minutes per week) are being actioned in all classes every week with a focus on oral language and reading.</p> <p>1 or 2 identified practices evidenced in all classrooms. Read, Write Inc in Reception to 4. Years 5 to 7 to look at Fresh Start and Sound Waves.</p>		<p>All Data collected and stored in Mark-It</p> <p>Internal staff are running staff meetings /PLC's to build capacity. Staff are to demonstrate the use of data in the programs and PDP meetings.</p> <p>PDP meetings and class observations will have an explicit oral language component.</p> <p>Staff are all collecting agreed data sets.</p> <p>Literacy requirements (300minutes per week) are being actioned in all classes every week with a focus on oral language and reading.</p> <p>1 or 2 identified practices evidenced in all classrooms. Read, Write Inc in Reception to 4. Years 5 to 7 to look at Fresh Start and Sound Waves.</p>			

					Literacy understanding developed (LID team to visit and observe) including the literacy progressions. Documented Teaching and Learning Practices at Elizabeth East	Literacy understanding developed (LID team to visit and observe) including the literacy progressions. Documented Teaching and Learning Practices at Elizabeth East			
<p>Embed a whole-school practice of diagnostically analysing student data sets to ensure the focus is targeted on students' next steps in learning.</p>	<p>Building of whole school capacity through structured professional learning and individual support</p> <p>Continue with developing NEP's / one plan documentation which staff consistently use for planning and programming.</p> <p>Timelines developed for all ILP, NEP and One Plan documents.</p>	<p>Teachers</p> <p>Literacy Coordinator</p> <p>Deputy Principal</p>	<p>Staff meeting structure to include LDAM in consultation with SLIPP Literacy Coordinator to work individually with identified teachers</p> <p>Teachers to develop a weekly learning plan for each SSO / student.</p> <p>Opportunities for communication between teachers and SSO's be supported within the budget</p>		<p>Teachers to develop a weekly learning plan for each SSO / student.</p> <p>Opportunities for communication between teachers and SSO's be supported within the budget</p> <p>Berry Street Model (Trauma informed practice) Training booked for 3rd June 2019.</p> <p>Staff will have "ready to learn plans" completed for all students.</p>	<p>Teachers to develop a weekly learning plan for each SSO / student.</p> <p>Opportunities for communication between teachers and SSO's be supported within the budget</p> <p>Berry Street training to be followed up at some staff meetings.</p> <p>Ready to learn plans are used in all classrooms as part of a behaviour support strategy.</p>			
<p>Evaluate student support programs in the school to ensure their effective use in providing the best possible learning outcomes for students.</p>	<p>School wide processes to effectively engage SSO's in the learning process.</p> <p>1 day a week on site support from Special education and Behaviour Coach.</p> <p>Class based programs that support the emotional needs of students while engaging them in curriculum based strategies.</p>	<p>Teachers with support and guidance from line managers</p> <p>Deputy Principal to oversee</p>	<p>Berry Street Model (Trauma informed practice) Training booked for 11th and 12th February 2019</p>						

<p>Collaboratively work towards developing a whole school culture of respectful relationships, high levels of professional consultation and collegiate responsibility and accountability.</p>	<p>Pupil free day to look at culture for success at EEPS.</p> <p>Term 1 2019 all staff attend the Berry Street Model training and development.</p>		<p>Create documentation, Vision plan and a pupil free day program that allows for a change in culture and direction.</p> <p>Unpacking of the school values with staff and then with students.</p> <p>Support attendance of SSO's as well as teachers to PD sessions.</p> <p>Investigate a social and emotional wellbeing program that fits the needs of the students.</p> <p>Regular SSO meetings. 3 per term.</p>		<p>Unpacking of the school values with staff and then with students.</p> <p>Support attendance of SSO's as well as teachers to PD sessions</p> <p>Investigate a social and emotional wellbeing program that fits the needs of the students.</p> <p>Regular SSO meetings. 3 per term.</p>		<p>SRC and PALS program to be maintained within the school</p> <p>SSO's to be invited to PD as appropriate.</p> <p>Investigate a social and emotional wellbeing program that fits the needs of the students.</p> <p>Regular SSO meetings. 3 per term.</p>			
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The next External School Review will be scheduled within 15 months of the commencement of this Priority Improvement Plan.

Executive Director, Partnerships, Schools and Preschools _____