

East Marden students have the skills to enable them to be successful and responsible citizens of the 21st Century through our quality teaching expectations...

Build strong relationships

Activate student voice

Work collaboratively

Wellbeing for learning

Knowledge of curriculum

Design high quality tasks

Differentiate learning

Inquiry/play based learning

Knowledge of learners

Assessment for learning

Target: All students achieve the Standard of Educational Achievement or above

Wellbeing
for Learning

- All students R-7 have opportunities to engage in Behaviour Education that focuses on proactive strategies and responsive processes

English

- More Year 3/5/7 students achieve/are retained in higher NAPLAN skill bands

Numeracy

- More Year 3/5/7 students achieve/are retained in higher NAPLAN skill bands

Innovative
Teaching

- All students develop skills to participate and lead in the 21st Century through access to innovative teaching and learning practices based on play, inquiry and creativity

PRIORITY AREA: WELLBEING FOR LEARNING Term 2 2017 to Term 2 2019

Focus	Staff to Know/Do, Strategies to support	Students to Know/Do Strategies to support	Resources/structures	Outcomes by the end of 2019
<p>PERMA Plus implemented as a whole school framework</p> <p>All students R-7 have opportunities to engage in Behaviour Education that focuses on proactive strategies and responsive processes.</p>	<ul style="list-style-type: none"> All staff engage in learning PERMA + framework Teachers promote PERMA+ strategies in their classrooms and empower students to exhibit behaviours aligned to the framework PERMA+ data collection at the commencement of framework and at the end of each year School values align to behaviour code and aspects of PERMA+ (Meaning) <p>Proactive Behaviour Education Proactive strategies are for all students (wave 1).</p> <ul style="list-style-type: none"> Build staff capacity to proactively respond and support positive behaviours <p>Responsive Processes Responsive strategies are for students who require additional support (wave 2) or tailored intervention (wave 3).</p> <ul style="list-style-type: none"> Clear learner wellbeing agreements, behaviour intervention plans and structured play plans connected to class, family and school. Monitoring learning time and play times of wave 2 and 3 students (playtime activity plans/supportive behaviour plans constructed with students by leaderships, teachers, students and their families) 	<ul style="list-style-type: none"> Students use understand, articulate and use PERMA + in all aspects of learning (e.g. excursions, assembly, during play time) Students and teachers will know the connection between school values and their own character strengths (values in action) Students know and understand how to carry out proactive behaviour education strategies that are linked to PERMA + Students know and understand how responsive strategies relate to whole-school framework Students use responsive behaviour processes to refocus their behaviour 	<ul style="list-style-type: none"> Professional learning to support staff members understanding of PERMA + and how to embed into teaching and learning PERMA+ continuum (whole school proactive) Pupil free days where PERMA+ is a focus Maintain sharing of practice via PLC structure and staff meetings E library resources linking to professional development day and PERMA + 2-week program with PERMA+ focus and Behaviour Education Character strengths are focused on through daily student bulletin Counsellor works with year level teams to develop units of learning based on PERMA + Behaviour Intervention plans are constructed with students by leaderships, teachers, students and their families Behaviour Incident analysis through Learner Wellbeing committee to monitor behaviour trends 	<ul style="list-style-type: none"> Student learning goals incorporate PERMA + focus areas School assembly awards aligned to character strengths The classroom culture clearly reflects PERMA + Teachers and students understand and use the character strengths Teachers use the PERMA+ continuum to embed in all subject areas Teachers use and understand the Behaviour Education policies and procedures resource and continuum Teachers implement PERMA+ strategies learnt at professional learning days, workshop sessions and revisited regularly Professional learning opportunities are provided to staff in the area of PERMA+ Teachers make clear learning and environmental adjustments for students (wave 2 and 3) to support social and emotional needs

PRIORITY AREA: ENGLISH Term 2 2017 to Term 2 2019

Focus	Staff to Know/Do, Strategies to support	Students to Know/Do Strategies to support	Resources/structures	Outcomes by the end of 2019
<p>All students R-7 have an understanding of a range of creative and functional writing skills to express ideas and communicate effectively for real purposes and audiences</p>	<p>Planning</p> <ul style="list-style-type: none"> • Knowledge and understanding of Australian Curriculum, year level achievement standards, outcomes and literacy as a general capability • Use the teaching and learning cycle to contextualise texts/topics to identify teaching/learning points. • Teacher knowledge in spelling, grammar and genre writing • Making explicit links between spelling and grammar • Writing programs reflect integration of other curriculum areas as part of inquiry pedagogy • The teaching and learning cycle is the framework teachers use for planning and assessment • Familiarisation with text types to identify teaching points • Writing programs reflect integration of other curriculum areas • Writing foci centred through Inquiry-based learning • Effective lesson structure: <i>Modelled – Guided/Independent – Reflection/Sharing/Feedback</i> • Analyse texts to identify learning/teaching points <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Learning Intentions are clear and explicit • Success Criteria reflects learning intention • Use the teaching and learning cycle from EALD • Scaffolded approach to teaching writing • Learning is contextualised and integrated with reading/writing, spelling/grammar. • Differentiation for writing tasks • Focus on writing process (generating ideas, organising ideas, planning, drafting, editing and presenting) • Create excitement and purpose • Minimum three lessons a week guided writing • Evidence based planning and differentiated tasks so all students experience intellectual stretch • Effective lesson structure – modelled/guided/independent – reflection/sharing/feedback <p>Assessment</p> <ul style="list-style-type: none"> • Writing sample analysis using EALD levels used for formative assess • Feedback (teacher and peer) used to improve and extend students' writing proficiencies • Learning intention and success criteria used as part of assessment • Writing success criteria made explicit to students 	<p>Write creatively and often</p> <p>Write with purpose Inquiry based writing Quick writes</p> <p>Student voice to drive foci for classroom</p> <p>Students co-construct success criteria and rubrics</p> <p>Students goal set and can articulate what they need to do to stretch their learning</p> <p><i>Students participate in creating Success Criteria</i></p>	<p>Co-planning with year level team</p> <p>Professional Development</p> <p>Mentoring</p> <p>Observations</p> <p>Performance Conversations and observation notes</p> <p>Class walkthroughs and observations of teaching practice</p> <p>Professional Learning in designing high quality learning tasks</p> <p>Words Their Way resources</p> <p>Strategy Cards</p> <p>EALD Teaching and Learning model (DECD)</p> <p>Team Planning</p> <p>Words Their Way resources</p> <p>Strategy Cards</p> <p>Rubrics</p>	<ul style="list-style-type: none"> • Staff confidence in knowledge and understandings of the Language and Literacy Levels (LLL) levelling process • LLL consistently used for planning R-7 • EALD students increase Lang and Lit levels by 2 levels in 12 months • Teachers demonstrate planning expertise by using a consistent approach to learning design across the school • Whole school approach to using the Teaching and learning cycle for planning • Knowledge and understanding of Australian Curriculum year level achievement standards/outcomes and Literacy as a General Capability • Writing programs connect Spelling/Reading/Writing • Teachers demonstrate knowledge and implementation of the Teaching and Learning Cycle • Writing outcomes improve for all learners • Common language used across all classes • Consistent assessment practices • Teacher confidence in moderating writing • Students can articulate the writing process elements and the purpose of writing

PRIORITY AREA: MATHEMATICS Term 2 2017 to Term 2 2019

Focus	Staff to Know/Do, Strategies to support	Students to Know/Do Strategies to support	Resources/structures	Outcomes by the end of 2019
<p>Implement agreed whole school Numeracy strategies across all year levels to build students skills in fluency, reasoning problem solving and understanding.</p> <p>More Year 3/5/ 7 students achieve/are retained in higher skill bands in NAPLAN.</p>	<ul style="list-style-type: none"> • Establish class working arrangements to develop the social skills required for cooperative learning • Use Reflection Time to activate student voice in task design by identifying misconceptions, partial understanding and gaps • Respect ideas – pay attention to student ideas so they own their learning • Build teacher capacity through <ul style="list-style-type: none"> ○ Task Design, Assessment and Moderation ○ Years 3, 4, 5 “Moving Forward with Maths” Partnership Project ○ Years 6, 7, 8 “Thinking Mathematics Project” ○ PLC Moderation school based and Campbell Partnership ○ PLCs – designing high quality assessment tasks ○ Using Learning Design for planning ○ Transforming Tasks/Pedagogy • Linking inquiry pedagogy and Mathematics • Collect evidence – Portfolios • Develop understanding of what quality learning and evidence looks like • Deep data analysis to inform teaching and intervention 	<ul style="list-style-type: none"> • Students know their data • Students use their data to set goals • Students work collaboratively to develop deep understanding of Mathematics 	<ul style="list-style-type: none"> • Professional learning • Maths Block structure • PLC structure • DECD 3-year strategy • Partnership PFD • PLC across the Partnership • Partnership Funding • Lead Learners at EMPS and across the partnership • Teacher reference material • Visible learning Strategies • PLCs • Data – PAT M, NAPLAN, Big Ideas In Number, Diagnostic assessments 	<ul style="list-style-type: none"> • Maths Block structure, learning intentions, success criteria embedded into teacher practice • Staff participate in PLCs to share their thinking, practice, programs and responses to students’ work • Staff develop deep understanding of the main concepts in Mathematics • Staff use Learning Design to design and implement high quality Mathematics programs • Staff and students collect and articulate what is quality learning and assessment • Students are able to <ul style="list-style-type: none"> ○ explain/show/ their thinking ○ transfer knowledge and skills to other areas ○ apply proficiencies and knowledge to real life situations

PRIORITY AREA: INNOVATIVE TEACHING Term 1 2018 to Term 2 2019

Focus	Staff to Know/Do, Strategies to support	Students to Know/Do Strategies to support	Resources/structures	Outcomes by the end of 2019
Student Agency	<ul style="list-style-type: none"> Teachers facilitate student co-construction of learning intentions, success criteria and assessment tasks 	<ul style="list-style-type: none"> Students have structured opportunities to engage in dialogue about learning and reflect on the learning process Students have opportunities to showcase learning within our site and partnership 	<ul style="list-style-type: none"> Establishment of STEM Student Leaders Team Student participation in the STEM Ambassadors program 	<ul style="list-style-type: none"> Students participate in allocated learning time such as Genius Hour/Invention Hour Students showcase learning through exhibitions
Expert Teaching	<p>Build teacher capacity through:</p> <ul style="list-style-type: none"> Survey staff to gather data about current pedagogical practice Pupil free day to create shared understanding of STEM pedagogy Pupil free day on LDAM Strategy with focus on STEM Teachers collaboratively plan in PLTs with STEM Leader and Teacher Librarian to create units of work using learning design, inquiry and STEM pedagogy Learning begins with real world issues Teachers use the Australian Curriculum to develop General Capabilities through TfEL and the Early Years Learning Framework 		<ul style="list-style-type: none"> After school STEM workshops STEM 500 program DECD 3D Printing in Schools program Kath Murdoch teacher resources Incursions and Excursions 	<ul style="list-style-type: none"> High quality, vigorous teaching in classrooms Teachers share inquiry projects within our site and partnership Staff survey demonstrates higher understanding and uptake of STEM pedagogy
Improvement and Accountability	<ul style="list-style-type: none"> Teachers use formative assessment to design next steps in teaching and learning Tasks designed with summative assessment to offer stretch and challenge, enabling students to demonstrate 'C' and beyond Teachers regularly conference with students to support the inquiry process 	<ul style="list-style-type: none"> Students have regular opportunities for high quality peer feedback and self-reflection 	<ul style="list-style-type: none"> Rubrics Dylan Wiliam resources (e.g. Embedded Formative Assessment) 	<ul style="list-style-type: none"> Students achieve SEA and above