

Priority Improvement Plan based on an ESR 1 Year return

School Ernabella Anangu School **Principal** Erin McQuade (from T3 2017) **Education Director** Paul Newman (T1-4 2018) Mark Ames (T1-2 2018) **Commencement Date** 13/2/2017

Direction(s) from the External School Review Strategies/ Actions to Address Direction	How	Who	3 Months Success indicators @ 13/5/17		6 Months Success indicators @ 25/7/17		9 Months Success indicators @ 12/12/17		12 Months Success indicators @ 23/2/18	
			Evidence of progress	On Track	Evidence of progress	On Track	Evidence of progress	On Track	Evidence of progress	On Track
<p>D1: Support growth in student achievement by ensuring the data is collected regularly, as documented in the assessment calendar, considered and used by teachers to inform their instruction and to track achievement progress.</p> <p>Strengthen teacher's capacity to use data and formative assessment processes to inform their planning and instruction and incorporate these into discussions at hub meetings, and Performance Development</p>	Ensure Anangu Lands Assessment agreement is enacted by all staff	Leadership Team	Assessment agreement unpacked with staff at staff meeting	✓	2 staff trained in RR, specialists in school	✓	<ul style="list-style-type: none"> All student achievement, including SACE data is displayed for all staff to engage with Score link entry- ALL staff, 80% term 4- ongoing SACE online- data entry 100% 	✓	<ul style="list-style-type: none"> SIP regularly communicated to all staff and community Partnership requesting for onsite EDSAS support- Ongoing- PD scheduled Term 2 LDAM day 3: complete all staff, with LIP SLLIP Induction, access and training provided secondary teacher: SACE Online 	✓
	Monitor & track assessment ALL data and upload to Score link	SACE Coordinator Teachers								
	T&D is provided for Multiple Measures of data interrogation at Staff meetings	Principal SIT	SIT nominated in T2 2017 – complete	✓		✓	<ul style="list-style-type: none"> Staff meeting agenda included Data analysis Differentiation evident in teacher planning, shared in PLCs LDAM attendance and evidence shared of differentiation at staff meetings 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> PLCs structure developed, timetabled and implemented for each learning hub Staff meeting agenda: PLC discussion 	<ul style="list-style-type: none"> Ongoing ✓
	Embed formative assessment strategies to increase engagement and achievement in Maths	Teachers AEWs		✓	LDAM day 1: complete all staff, with LIP SLLIP	✓	<ul style="list-style-type: none"> Formative assessment agreement shared. Natural maths Mental routines training (6 teachers) Focus-questioning- open, closed, flip-eliciting/ noticing what student already know. Process developed: trials, narrow actions, co-planning with AEWs, shared in PDP and PLC 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> Differentiation informs greater understanding of student achievement and 'where to next' Learning Intentions visible in all classrooms T&D in Natural Maths: Ann Baker, focussing on formative assessment – learning intentions, questioning. Evident in Maths lessons Observations, Mimili Mathematics 	<ul style="list-style-type: none"> ✓ ✓

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	All students to have a One Plan developed	Leaders, admin, class teachers and RSAS Mentor	0% of students have ILP/ one plan		0% of students have ILP/One plan					<ul style="list-style-type: none"> All students have a One Plan with identified goals 	
<p>D2: Build teacher capacity by providing regular structured time for hubs to meet to discuss enactment of curriculum expectations and professional learning into their classroom practice</p> <p>Revised direction 2: Develop and enact a student centred professional culture focussed on collaboration, learning and improvement, particularly at a whole school level.</p>	Principal, Teachers	PLCs developed focussed on improved learning outcomes for students (band levels across school)		ED to unpack PLC partnership agreement-staff meeting PC, principal, ✓		<ul style="list-style-type: none"> PLC structure implemented- 3 band levels (T3 & 4 2017) JP, Primary & Secondary. ✓ PLC EY team included in partnership PLC teleconference model ✓ 		<ul style="list-style-type: none"> 2018 Restructure of PLCs (2 at a site level) R-4 & 5-Secondary PLC structure clear: timetabled, intentions, accountability, reporting Draft 2018 inquiry questions from PLCs: based on achievement data of writing ✓ 15 educators including 5 AEWs attending EY PLC. ✓ High levels of engagement, weekly support from Early Years leader and preschool manager. Ongoing Consistent age appropriate classroom environments ✓ Partnership Primary PLC 2018 draft: Does the explicit teaching of questioning (flip questions) in the maths block, increase the maths vocab used by students? Ongoing Staff accessing Partnership PLC teleconference ,on-going Primary and JP term 1 to support rigour in 2018 PLCs, secondary from term 2 ✓ 			
	Principal, Teachers	Inquiry questions developed using a range of appropriate multiple measures of data		Timetable changes enable allocated 60 mins additional NIT ✓		<ul style="list-style-type: none"> Staff Meeting: Effective Teaching update: Weekly, opportunity to share key findings, research piece and learning outcomes for each band level (not all every week) ✓ 		<ul style="list-style-type: none"> SMATAR goal setting PD- Principal ✓ One Plans complete (80%) T3 ✓ 100% of classes displayed and tracked (2017: 4 out of 5 classes) ✓ Students (50-60%ers) identified ✓ Improvement of 6.5% attendance Term 4 ✓ 			
	Teachers, leadership	Embed in staff meeting structure feedback and sharing of outcomes of PLCs	Development of Ernabella One Plan			<ul style="list-style-type: none"> One Plans developed with classroom teachers/ AEWs and families to achieve learning goals (including attendance goal) ✓ 					

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<p>D3: Build teachers capacity by establishing regular performance development processes that enable reflection and forward planning with a focus on improvement in literacy, numeracy and the engagement of students</p>	<p>Establish leadership team which includes, DP, Student learning coordinator</p> <p>Implement Anangu Lands PDP agreement</p> <p>Term 1 Each student has a One Plan and they are used for differentiation in classroom practice. (100%)</p> <p>Embed self-reflection processes in feedback cycle on termly planning, 2 way agreement made for areas of improvement (and support that is needed)</p>	<p>Principal, teachers</p> <p>Principal, teachers</p>	<p>DP on leave- leadership position elsewhere</p>		<p>DP position advertised</p>	<p>Not filled</p>	<ul style="list-style-type: none"> Development of J&P Learning Coordinator – focus on teaching and learning with staff and PAC consultation (complete term 4) Advertise positions (x2) 	<p>✓</p>	<ul style="list-style-type: none"> Re- advertisement Jan 18, Selection process wks. 3-5 term 1 	<p>✓</p>		
					<p>PDP completed by all staff, conversation with principal re: performance</p>	<p>✓</p>		<ul style="list-style-type: none"> Focus ‘Classroom practice’ Feedback on programming and implementation of program. Identified common needs in AC- Maths & English (writing) T3 feedback - modelled text PD Term 4 		<p>✓</p>	<ul style="list-style-type: none"> Agreed PDP template Evidence- modelled text used by 5 classrooms teachers 	<p>✓</p> <p>✓</p>
					<p>% unknown for planning submitted to line manger</p>					<ul style="list-style-type: none"> Focus on self-reflection and follow up modelled lessons for class teachers Positive behaviours– professional learning – language of feedback – focus on learning behaviours – noticing, questioning, naming. Staff meetings – planning feedback process focus on classroom practice, agreements reached (on-going) Clear expectations of planning deadlines, linking the importance of differentiation for individuals and groups with feedback provided 		<p>Developin g</p>
						<ul style="list-style-type: none"> Feedback on programming and planning Observations to sites, particular maths block commence term 1, on-going Positive behaviour system, focus on positive learning behaviours 	<p>✓</p> <p>Ongoing</p> <p>✓</p>					

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<p>D4: Extend the work of SRC by enabling them to connect with the school priorities and be a positive voice in helping the school work towards improvement in attendance and behaviour for learning</p> <p>Provide opportunities for students to develop leadership skills within and beyond the school. In collaboration with other schools in the DECD Anangu Lands partnership, use an inquiry approach to build greater student voice with the learning and assessment processes</p>	<p>Ensure Ernabella students have opportunities to develop leadership skills</p> <p>Embed Student voice in learning design (based on student interests)</p> <p>Opportunities for students to collaborate with other schools</p>	<p>Develop students as decision makers</p> <p>Partnership Anangu Co-ordinator Teaches, Leaders</p> <p>Governing Council</p> <p>Wiltja staff, SANFL teachers,</p>			<p>Identification of teacher & AEW to lead student program</p>	<p>✓</p>	<ul style="list-style-type: none"> Changemakers Young Leaders program (Semester 2 2017) Re-cycling program for orphanage in Cambodia Results Plus PD- principal, student voice in learning (less teacher talk, more collaborative learning time) in progress Secondary students lead dance workshops for Ernabella dance with younger students Students participate in Changemakers Student Leadership program in Semester 2 2018. 	<p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> Students apply for a grant for oval canteen (awaiting local council approval) Students to attend council meeting Secondary students design program for SANFL after school program Secondary students Stage 1 Creative Arts 2018 music video- Proposal to Principal, awaiting governing Council financial approval 2018 – student surveys seeking student feedback/advice eg canteen, after school activities Student voice in Positive Behaviour Reward System- class choice of rewards, development of rules Increase in Wiltja short term visits T4 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>✓</p> <p>✓</p> <p>Ongoing</p>
<p>D5: Strengthen students' learning, culture and identity through collaborative</p>	<p>Embed the teaching of Pitjantjatjara lessons weekly for all students,</p>	<p>Anangu Coord</p>	<p>FLMD coord met with</p>	<p>Emerging</p>	<p>FLMD coord meet with</p>	<p>✓</p>	<ul style="list-style-type: none"> Teaching folders developed for each AEW: guided reading lessons developed FLMD Program provided and 	<p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> AEWs strength and confidence self assessment for delivery of lessons. Language teacher Timetable implemented FLMD coordinator- timetable of 	<p>Ongoing</p> <p>✓</p> <p>✓</p>

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