

# Team/Program Evaluations 2013



**Aim of the Evaluations:** The purpose of teams completing the evaluations was to celebrate the successes of the teams this year and to map out a future direction by creating short term and long term goals. This will assist the 2014 teams to establish a plan of action to properly ensure that Overport continue to meet the goals of the strategic plan and Annual Implementation Plan (AIP).

**Process undertaken:** Each team to schedule time to meet and discuss the achievements experienced this year. They are to assist future teams by stating their goals for next year and beyond. This will provide next year's teams with a starting point; a platform to continue the great work that has started and an opportunity to improve on areas to, ultimately, enhance the teaching and learning practices of all teachers and students of Overport Primary School.

**The strongest points permeating through each evaluation:** Overport Primary School is a:

- Forward-thinking school.
- Every decision made, every project undertaken is for the primary purpose of providing wonderful opportunities for all students.
- Teachers are becoming more open to new teaching practices.

**Teams:** Level Areas (Prep, 1/2, 3/4, 5/6), Curriculum Areas (English, Maths, Integrated Studies), Support Areas (ICT, Assessment & Reporting, Wellbeing) and Specialists (Reading Recovery, Literacy Support, Library, Music, Art, Sport, Japanese).

**Analysis:** The highlighted areas are the commonalities between team reviews.

## 1. Level Areas

Successes/Achievements	Short term goals	Long term goals
<ul style="list-style-type: none"> <li>• Writing Workshops</li> <li>• Maths Workshops</li> <li>• Team Teaching</li> <li>• Use of assessment books</li> <li>• Implementation of Ymer maths planners</li> <li>• Implementation of notebooks and iPads into the classroom</li> <li>• Utilising new learning spaces</li> <li>• Integration aides to support students academically and behaviourally</li> <li>• Camps</li> <li>• I can statements</li> <li>• Team planning</li> <li>• Incursions/Excursions</li> <li>• Big Write writing program</li> <li>• Great professional, working relationships.</li> <li>• Excellent support from the team.</li> <li>• Teachers beginning to experiment with the inquiry approach and are developing a common language.</li> <li>• Sharing knowledge, ideas and resources on Planning Day and during the term.</li> <li>• Incorporating the help of parent volunteers.</li> <li>• 5/6 Clubs in Term 1 and 4.</li> <li>• Students becoming more involved in discussions about their assessment and setting personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Workshops</li> <li>• More collaborative planning</li> <li>• Refine the Big Write Program</li> <li>• Create inquiry planners</li> <li>• Truly integrate the curriculum</li> <li>• Differentiate teaching instruction</li> <li>• NAPLAN preparation so that students are familiar with the test format and the questioning</li> <li>• Develop 'I can' statements across all areas of the curriculum</li> <li>• As a team develop the use of student learning goals more effectively</li> <li>• Introduce 'learning intentions' at the start of each lesson and include them in weekly planners</li> <li>• Use iPads more effectively as a teaching and learning tool</li> <li>• Purchase high interest take home reader books. Investigate the idea of Lexile books.</li> <li>• Look at CARS and STARS comprehension program</li> <li>• Developing foundational knowledge in Number and the times tables.</li> <li>• Student conferences.</li> <li>• IEPs</li> </ul>	<ul style="list-style-type: none"> <li>• One on one conferencing with students</li> <li>• Three way conferencing for parent teacher interviews</li> <li>• Wellbeing focus</li> <li>• Develop Inquiry across all areas of the curriculum</li> <li>• Develop the Big Write program</li> <li>• Provide differentiated rotation type activities across the area</li> <li>• Continue to implement the use of technology across all areas of the curriculum.</li> <li>• Purchase a set of I Pads and laptops for the level 3 area</li> <li>• To implement a dynamic, comprehensive and meaningful curriculum that looks at the educational, social and wellbeing needs of all students in a relevant, well-equipped, supportive environment.</li> <li>• For students to have a 'voice' and 'choice' in the direction of their learning.</li> </ul>

## 2. Curriculum Areas

Successes/Achievements	Short term goals	Long term goals
<ul style="list-style-type: none"> <li>• Book Fair</li> <li>• Picture Story Books</li> <li>• Parents invited to celebrate student success</li> <li>• Collaborative planning</li> <li>• Common language for comprehension</li> <li>• Big Write program</li> <li>• PDs in English</li> <li>• Maths PD</li> <li>• Successful joint co-ordination</li> <li>• Maths workshops Levels 2-4</li> <li>• Ymer planners</li> <li>• 2014 Ymer PD</li> <li>• Maths resources sorted</li> <li>• Kath Murdoch PD.</li> <li>• The exploration of inquiry based learning.</li> <li>• Planners have been reviewed to ensure they contain similar elements and layout.</li> <li>• Teachers have started exploring how to use the flexible learning space more effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Update resources</li> <li>• Further PD to consolidate writing program</li> <li>• Analyse data and target students at need.</li> <li>• Whole literacy activity</li> <li>• Re-visit comprehension strategies</li> <li>• Revisit spelling program</li> <li>• Catalogue online resources</li> <li>• Stronger <i>Number</i> focus from level two to four.</li> <li>• Particular emphasis/attention given to the year three to year five transition (NAPLAN improvement)</li> <li>• Further incorporation of ability based workshops across the school embracing individual <i>point of need</i>.</li> <li>• Numeracy assessment discussion and implementation.</li> <li>• Exploring elements of inquiry learning.</li> <li>• Starting to make goals on where we are headed with inquiry learning.</li> <li>• Starting to trial elements of the inquiry based approach.</li> <li>• Beginning to introduce key roles/ skills to become an inquiry based learner.</li> <li>• Starting to share and communicate a common language.</li> <li>• Starting to integrate the curriculum more.</li> </ul>	<ul style="list-style-type: none"> <li>• Build a set of resources to support reading, comprehension, writing and spelling.</li> <li>• PD and review of current programs.</li> <li>• Explicit focus on comprehension.</li> <li>• Refine writing program.</li> <li>• Involve the community.</li> <li>• Term One whole school number focus to identify areas of need and consolidate understanding prior to exploring other numeracy concepts.</li> <li>• To develop a fully integrated curriculum.</li> <li>• To develop a high level of understanding about inquiry based learning amongst all staff.</li> <li>• To have inquiry based learning be a significant feature in our curriculum.</li> </ul>

## 2. Support Areas

Successes/Achievements	Short term goals	Long term goals
<ul style="list-style-type: none"> <li>• ICT Scope &amp; Sequence</li> <li>• Integration of ICT</li> <li>• Improvement in ICT Assessment</li> <li>• Cyber safety talks at the beginning of the year</li> <li>• Computer Centre</li> <li>• ICT resources</li> <li>• Alex, computer technician.</li> <li>• Intensive 2-week program at the beginning of the year that focuses on the establishment of agreed classroom rules, expectations and consequences within classrooms</li> <li>• Promote OPS Values across the school - CARES; through the weekly Overport CARES certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Review AusVELS and Scope &amp; Sequence</li> <li>• ICT PD</li> <li>• Best practice for iPads</li> <li>• Purchasing Digital Excellence Awards program.</li> <li>• 'I can' statements</li> <li>• Parents involved in Internet Usage Agreement</li> <li>• Encourage proactivity of staff with new technologies</li> <li>• Review hardware</li> <li>• ICT delegated duties</li> <li>• Two week program at beginning of school year.</li> <li>• Continued implementation of wellbeing policy, including school rules and behaviour expectations .</li> <li>• Whole school wellbeing focus</li> </ul>	<ul style="list-style-type: none"> <li>• Full replacement of projectors to the new Epson EB-X14s.</li> <li>• Plan for replacement /renewal of leases of ICT equipment.</li> <li>• Develop use of ICT equipment among staff and students so it becomes embedded in everyday use.</li> <li>• ICT becomes a curriculum focus in the school.</li> <li>• Continued development of school positive expectations</li> <li>• Continued implementation of wellbeing policy</li> <li>• Continued professional development opportunities for staff in the area of wellbeing</li> <li>• Continue to maintain a focus</li> </ul>

<ul style="list-style-type: none"> <li>• Development of new wellbeing policy including whole set of school rules and school wide behaviour expectations</li> <li>• Play away area</li> <li>• Yard Leaders program</li> <li>• SMaRT program for assessment and wellbeing</li> <li>• AusVELS transition</li> <li>• Trialling Assessment Books and 'I can' statements.</li> <li>• Moderation in writing.</li> </ul>	<p>PD on restorative practices to further support overall wellbeing plan for the school.</p> <ul style="list-style-type: none"> <li>• Continue Friends for Life program in level 3 area</li> <li>• Begin Fun Friends program with level 2</li> <li>• Continued use of Smart Reporting by staff for all wellbeing incidents.</li> <li>• Reintroduction of lunchtime activities/extra curriculum activities run by staff in their own time</li> <li>• Continue Yard Leaders program</li> <li>• Continue Play Away/Games room area</li> <li>• Continue promotion of Overport CARES and reiteration of values for unholding in everyday practice by teachers and students</li> <li>• Focus on AusVELS in the new curriculum areas.</li> <li>• Clarify and improve guidelines for assessment book and 'I can' statements</li> <li>• Agree on a way to identify learning tasks on planners and in lessons across the school.</li> <li>• Identify and trial a whole school assessment program that is separate to NAPLAN</li> <li>• Evaluate and respond to whole school NAPLAN results across the school.</li> <li>• Plan ahead for three way student lead conferences, how will this be implemented.</li> </ul>	<p>on student centred learning.</p> <ul style="list-style-type: none"> <li>• Use a more student based approach to assessment as they are learning.</li> <li>• See improvements in maths, reading, writing and spelling across the school, particularly in relation to valued added development for students.</li> <li>• Use other data to assess our students.</li> </ul>
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### 3. Specialist Areas

Successes/Achievements	Short term goals
<ul style="list-style-type: none"> <li>• Strong benefits for students involved in Reading Recovery and Literacy Support.</li> <li>• AusVELS used in Library planning.</li> <li>• Assistance with NAPLAN.</li> <li>• Digital Literacy in Library.</li> <li>• Relatable book studies to complement classroom units.</li> <li>• Teacher resource area</li> <li>• Use of student interests.</li> <li>• Use of explorations.</li> <li>• Thinking games</li> <li>• iPads for photography</li> <li>• Artist studies</li> <li>• Amazing art projects.</li> <li>• Bunnings Workshops</li> <li>• Links to the units in class.</li> <li>• Exploring instruments</li> <li>• School production</li> <li>• Christmas concert</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance teacher understanding of what the library provides for students.</li> <li>• Inquiry approach in the library.</li> <li>• See the new space utilised, when not being used for library, in a functional, engaging, yet well managed, way that enables the children to be in the space for reasons other than library.</li> <li>• A major goal for the physical education and sports program for 2014 is to incorporate greater use of ICT, especially by utilising iPads. This may enhance teacher assessment, student self-assessment and further engage students.</li> <li>• Incorporate the Japanese garden into the Japanese program (such as the class visit to the garden and talk about it, and students' involvement to look after the garden).</li> <li>• Introduce rather difficult to remember words (specifically various verbs) in the early stage learning (i.e. junior level for the listening) in order to make the students easier to use for</li> </ul>

<ul style="list-style-type: none"> <li>• Singing, dancing and movement games.</li> <li>• Ukuleles</li> <li>• Xylophones and marimbas</li> <li>• P-2 Fundamental motor skills and social skills.</li> <li>• 3-6 involvements in modified major games.</li> <li>• Swimming program.</li> <li>• House Athletics</li> <li>• Interschool Sports</li> <li>• House Swimming Sports</li> <li>• Incredible individual performances</li> <li>• Japanese Day</li> </ul>	<p>speaking and writing when they become senior students.</p>
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**Conclusion:**

The highlighted areas in the analysis serve to link the shared aims of all the teams. I can enthusiastically state that the curriculum at Overport Primary School is a dynamic one that takes into account all the needs of the whole child. All areas are moving towards:

- Inquiry approach to teaching and learning.
- Differentiated instruction.
- Truly integrated curriculum.
- The use of student interests to engage all students.
- Exploration.
- Further development and implementation of the AusVELS.
- Workshops
- Team planning and teaching.
- Student involved in their assessment to create learning goals through conferences.
- 'I can' statements.
- Allowing for student choice.
- Whole school wellbeing practices.
- Meaningful use of technology.
- Explicit teaching.
- Parent involvement to support student learning and the creation of IEPs.
- United whole school approach on curriculum and wellbeing.
- Providing excellent extra-curricular activities for all students.