

Woodville Gardens *Site Strategic Overview Map*

The purpose of this document is to provide an overview and map of vision/purpose, values, key processes, strategies, focus areas and actions across the school. The document communicates the current focus areas and opportunities to inform ongoing continuous school improvement and directions aligned to The Strategy and SA Curriculum.

Our Vision/Purpose:

- Consistent, embedded practice in Literacy & Numeracy that forms a solid basis for improved task design in SA curriculum and planning, supporting effective learner dispositions improvement in 2025
- Effective Task Design in Maths supports the development of Dispositions around metacognition, Resilience and Self-Regulation.
- Maths as first point of design around SA Curriculum Focus on Dispositions
 - Community Engagement and Student voice become integral to our forward plans

Our Values ... What are our Ways of Working Together

- Data Informed Practice based in Instructional Routines, supported by Instructional Leadership and coaching.
- Trauma Informed Practice linked to effective next steps intervention to support inclusive education
 - Consistency of practice from B-6 in Literacy and Maths

Our 2025 Actions ... How will we get there in the next year?

Exploring the Effective Teaching of Mathematics

- **Task Design & Pedagogy:** Explore and strengthen the planning, programming, task design and delivery of effective instructional routines/weekly structure in Mathematics, as well as Problem Solving underpinned by the Big Ideas in Number. This will be supported by **professional development, coaching and resources** provided by Karly Heffernan, Maths Committee and Leadership.
- **SA Curriculum:** Develop the shared knowledge and understanding of the SA Curriculum, Scope and Sequence, and how the enhancements to planning, programming and task design in Mathematics will support the development of dispositions and assessment of student capabilities.
- **Formative Assessment:** Teachers and leaders will engage in the exploration of effective formative assessments, datasets and other evidence to support effective Wave 1 & 2 teaching strategies in classrooms (as per Data schedule and data chats/cycles of inquiry framework). In particular, a focus on the learning progress of our Aboriginal and EALD learners.

Enhancing Meta-cognition (to be developed)

- We will explore mathematical mindsets and meta-cognition connected to the resources, routines/structures and current best advice/research provided by Karly Heffernan, Maths Committee and Leadership (in connection with SA curriculum and the identified Mathematics dispositions).
- Explore and experiment with the implementation of High Impact Teaching Strategies within task design and pedagogies that support enhanced metacognition:
 - starting with increased Dialogic talk, Questioning, Review & Feedback (supported by the professional learning resources and identification using Tom Sherrington, Karly Heffernan, Maths Committee & Leadership)



Maintaining the Effective Teaching of Reading

- We will continue to deliver daily Literacy instructional routines, informed by ongoing cycles of learning and improvement (as per scheduled data collections and coaching supports by Jodie) to inform next steps in differentiated teaching and learning.
 - R2 Initial Lit – Instructional Routines
 - 3-6 Phonics – Modelled Reading
- **Note: Includes the oral language and reading skills to access Mathematics vocabulary to engage with the Mathematics curriculum and classroom discussions*
- Teachers, leaders and LGU will engage in ongoing cycles of learning and improvement based on the analysis of learner data and evidence (as per Data schedule).
 - The analysis is used to identify students in need of Wave 2, 3 interventions or repeated exposures to learning, and taking appropriate next steps at the classroom level – supported by coaching, termly data chats and walkthroughs.

Our Progress Indicators/Outcomes: ... How will we evaluate our impact of our 2025 actions?

Through the termly analysis of pre/post diagnostic assessments, student work samples and surveys/observations (in Data chats) we will see indicators of student progress in:

- **Conceptual Knowledge R-2/3-6:** To be developed by Maths Committee/Karly based on analysis of PAT-Maths

Through the yearly analysis of PAT-Maths/ NAPLAN-Numeracy we will see students progress in expected achievement levels:

- %'s of students moving into the 'Strong' and 'Excellent' proficiency levels (tbc)
- Effect size measures/scale scores (tbc)

and other evidence

- *Capabilities & Dispositions*: to be developed (reference to WEC survey data and pulse survey check to be developed, starting with Resilience, Fluency/Flexibility, Problem Solving and Reasoning)

Our Key Processes

Whole School - Pedagogical Agreements (consistent Practice / Handbook)

Whole School Data Schedule (Data Portability)

Monitoring & Tracking for improved Data Literacy– (Data Chats)

Student Feedback – Student Focus Groups (Proposed)

Communication – Weekly Staff Bulletin

Teacher Professional Learning (PLTs/Learning Teams)

Staff Meetings/Staff Team Meeting Schedule

Staff Culture/Team Building

Performance Development Processes/PDP

Student Leadership/Students As Researchers (Proposed)

Guiding Principles: Tight & Flexible Instructional routines

Literacy Coaching / External Expertise to support improvement

Site Improvement Team to focus on Strategy and SA Curriculum implementation through Maths