

Improvement plan for Darlington Primary School

2019 to 2021

School name

Darlington Primary School

Vision statement

High expectations through quality purposeful learning opportunities provided in a supportive community, will develop students who are resilient and confident to take risks with their learning.



Government
of South Australia
Department for Education

Plan summary

This table will be automatically populated to provide a summary of your plan.

Goals	Targets	Challenge of practice
Increase the number of junior primary students meeting the Standard of Educational Achievement for running records in Junior Primary.	<p>Increase the number of year 1 and 2 students reading at SEA by 3.</p> <p>Increase the number of year 1 and 2 students reading at SEA by 5.</p> <p>Increase the number of year 1 and 2 students reading at SEA by 8.</p>	If teachers adopt a consistent approach to the teaching of synthetic phonics all students will develop their reading skills to a level that is at or above the Standard of Educational Achievement.
Increase the number of primary students achieving the in the higher bands in NAPLAN Reading for Years 3, 5 and 7 and in the above average stanine levels of the PAT R for all year levels.	<p>Increase the average number of students in the higher bands for NAPLAN by 2 Year 3 - 6.5 to 8 students Year 5 - 3.7 to 5 students Year 7 - 2.3 to 4 students.</p> <p>Increase the average number of students in the higher bands for NAPLAN by 2 Year 3 - 10 students Year 5 - 7 students Year 7 - 6 students.</p> <p>Increase the average number of students in the higher bands for NAPLAN by 2 Year 3 - 12 students Year 5 - 10 students Year 7 - 6 students.</p>	If teachers develop all students inferential and evaluative thinking through explicit instruction and the gradual release model and apply comprehension strategies across the curriculum then the number of students achieving reading scores in the higher bands will increase.
Increase the number of primary students achieving in the higher bands in NAPLAN Maths for Years 3, 5 and 7 and in the above average stanine levels of the PAT M for all years levels	<p>Increase the average number of students in the higher bands for NAPLAN by 2 Year 3 - 5 to 7 students Year 5 - 1.7 to 3 students Year 7 - 1 to 3 students.</p> <p>Increase the average number of students in the higher bands for NAPLAN by 2 Year 9 students Year 5 5 students Year 7 5 students.</p> <p>Increase the average number of students in the higher bands for NAPLAN by 2 Year 11 students Year 5 - 7 students Year 7 - 7 students.</p>	If teachers use the gradual release model to explicitly teach mathematical thinking and reasoning and provide regular opportunities for students to participate in non-routine tasks then the number of students achieving numeracy scores in the higher bands will increase.

Improvement plan for Darlington Primary School

2019 to 2021

How to complete this template

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.
- Complete steps **1 to 3** during term 4 of 2018 and have it approved by the principal, governing council chairperson, and education director.
- Email this plan (steps 1 to 3) to your education director.
- Publish your school improvement plan on your school website.
- Work through **step 4** (*Improve Practice and Monitor Impact*) regularly throughout the school year. This step does not need to be published on your website.
- Complete **step 5** (*Review and Evaluate*) in term 4 of each year. This step does not need to be published on your website, though it should inform the Improvement Planning and Outcomes section of your annual report to the school community.
- Your school improvement plan will be current for 2019 to 2021 and should be updated in term 4 each year.

For further information and advice, contact:

Andrew Wells

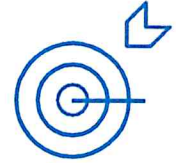
Review, Improvement and Accountability Manager

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Step 1

Analyse and prioritise



Analyse evidence of student learning and answer the question 'What are our goals for improvement?' Specify up to 3 goals and annual targets for student learning improvement in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Goals		Targets	
Goal 1	Increase the number of junior primary students meeting the Standard of Educational Achievement for running records in Junior Primary.	2019	Increase the number of year 1 and 2 students reading at SEA by 3.
		2020	Increase the number of year 1 and 2 students reading at SEA by 5.
		2021	Increase the number of year 1 and 2 students reading at SEA by 8.
Goal 2	Increase the number of primary students achieving the in the higher bands in NAPLAN Reading for Years 3, 5 and 7 and in the above average stanine levels of the PAT R for all year levels.	2019	Increase the average number of students in the higher bands for NAPLAN: Year 3 - 6.5 to 8 students Year 5 - 3.7 to 5 students Year 7 - 2.3 to 4 students.
		2020	Increase the number of students in the higher bands for NAPLAN above the historic average: Year 3: 33%, Year 5: 29%, Year 7: 21%.
		2021	Increase the number of students in the higher bands for NAPLAN above the historic average: Year 3: 33%, Year 5: 29%, Year 7: 21%.
Goal 3	Increase the number of primary students achieving in the higher bands in NAPLAN Maths for Years 3, 5 and 7 and in the above average stanine levels of the PAT M for all years levels	2019	Increase the average number of students in the higher bands for NAPLAN by 2 Year 3 - 5 to 7 students Year 5 - 1.7 to 3 students Year 7 - 1 to 3 students.
		2020	Increase the number of students in the higher bands for NAPLAN above the historic average: Year 3: 21%, Year 5: 29%, Year 7: 14%.
		2021	Increase the number of students in the higher bands for NAPLAN above the historic average: Year 3: 21%, Year 5: 29%, Year 7: 14%.

Step 2

Determine challenge of practice



Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

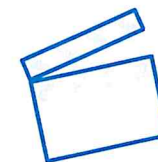
The Quality School Improvement Planning Handbook explains how to do this.

Challenge of practice

Goal 1	<p>2019 If teachers adopt a common approach to the teaching of reading based on the BIG 6, all students will develop their reading skills to a level that is at or above the Standard of Educational Achievement.</p> <p>2020 – 21 If teachers adopt a consistent approach to the teaching of synthetic phonics all students will develop their reading skills to a level that is at or above the SEA.</p>
Goal 2	<p>2019 If teachers develop all students' inferential and evaluative thinking through explicit instruction and the application of comprehension strategies across the curriculum then the number of students achieving reading scores in the higher bands will increase.</p> <p>2020 – 21 If teachers develop all students inferential and evaluative thinking through explicit instruction and the gradual release model and apply comprehension strategies across the curriculum, then the number is if students achieving reading scores in the higher bands will increase.</p>
Goal 3	<p>2019 If teachers explicitly teach mathematical thinking and reasoning and provide regular opportunities for students to explain their mathematical thinking and reasoning then the number of students achieving numeracy scores in the higher bands will increase.</p> <p>2020 If teachers use the gradual release model to explicitly teach mathematic thinking and reasoning while providing regular opportunities for students to develop their fluency and fluency plus mathematical skills then the number of students achieving numeracy scores in the higher bands will increase.</p> <p>2021 If teachers use the gradual release model to explicitly teach mathematical thinking and reasoning and provide regular opportunities for students to participate in non-routine tasks then the number of students achieving numeracy scores in the higher bands will increase.</p>

Step 3

Plan actions for improvement



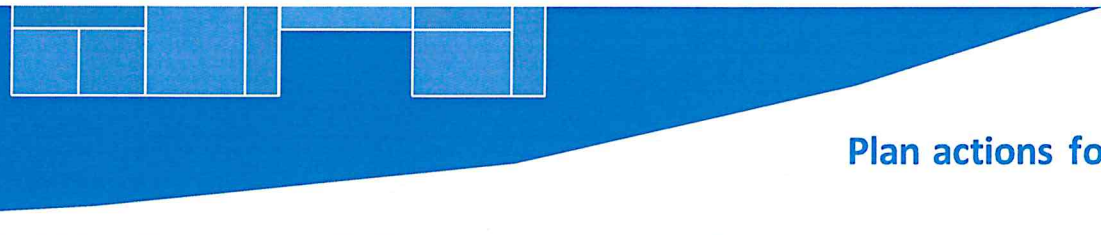
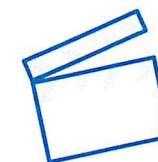
Consider evidence of best practice to answer the question ‘What actions should we take to improve our practice and reach our goals?’ Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1	Increase the number of junior primary students meeting the Standard of Educational Achievement for running records in Junior Primary.		
Challenge of practice	<p>If teachers adopt a common approach to the teaching of reading based on the BIG 6, all students will develop their reading skills to a level that is at or above the Standard of Educational Achievement.</p> <p>If teachers adopt a consistent approach to the teaching of synthetic phonics all students will develop their reading skills to a level that is at or above the SEA</p>		
Actions	Timeline	Roles and responsibilities	Resources
Teachers will spend half day during week 0 revisiting the Big 6 and the purpose of whole school literacy agreements.	Jan 2019	Principal to schedule Katrina Spencer of week 0 All staff participate in the training	Katrina Spencer consultancy fees \$
Completed 2019			
PASM screen is undertaken in the EY <ul style="list-style-type: none"> - Receptions on entry to school - Enrolments within 5 weeks at school - IEL language students 1 term after entry - IEL literacy students 2 terms after entry 	Jan 2020	EY teachers to screen students IEL teachers to screen students SWD teacher to screen new enrolments	PASM Test Release for staff to undertake the PASM Screen Literacy Coach to work with staff to interpret results
PASM Screen to be continued, screening to be undertaken T1, and T4	Jan 2021	Junior Primary Teachers	No additional costs
Teachers to select 3 children to follow throughout the year	Week 3 Term 1	Junior Primary Teachers	

Step 3

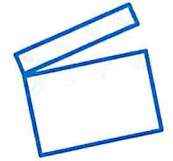
Plan actions for improvement



<p>All EY Teachers implement the Heggerty Phonemic Awareness Program for 15 minutes per day as part of the phonics lesson and use the PASM to monitor their progress</p> <p>Heggerty program commenced Day one of term 1</p>	<p>Jan 2020</p> <p>Jan 2021</p>	<p>EY Teachers EY Coach to work with staff to review PASM results through PLC EY Coach to coach staff implementing the program</p> <p>All Junior Primary teachers</p>	<p>Heggerty Phonemic Awareness Program</p> <p>No additional costs</p>
<p>All EY Teachers implement a sequential systematic synthetic phonics program (Jolly Phonics)</p> <p>Literacy Guarantee Unit Phonics Sequence to be used by all Early years staff</p> <p>Jolly phonics lesson components to be used daily 4 times per week by all Junior Primary classes</p> <p>Intervention Phonics program for students who did not pass the 2020 Phonics Screen</p>	<p>Term 1, 2020</p> <p>Term 1 2021</p>	<p>All EY Teachers</p> <p>Training for staff to identified – phonics HUB Group</p> <p>Students to be screened using (SPELD Phonics Assessment Tools to monitor students progress termly)</p> <p>Junior Primary Teachers</p> <p>Junior Primary Teachers</p> <p>Janice Symes and Karen Symons</p> <p>Training for new staff – Lisa Sims</p>	<p>EY Literacy Coach to support EY teachers to group students for phonics lessons</p> <p>EY literacy coach to support EY Teachers to monitor students phonics development</p> <p>Redeployment of staff</p>
<p>Decodable readers are used in the Early Years until students have developed the ‘reading reflex’</p> <p>Phonics sound cards and blending instructions for families to go home on Day 6</p>	<p>Term 1, 2020</p> <p>Term 2, 2020</p> <p>Term 1</p>	<p>Purchase decodable readers – Janice Symes Purchased</p> <p>EY Literacy Coach to work with staff to identify tools that will measure students reading reflex</p> <p>All Early Years Staff</p>	<p>\$1,000.00</p> <p>Decodable Readers</p> <p>Agreed assessment and monitoring tools as determined</p> <p>No additional costs</p>

Step 3

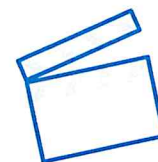
Plan actions for improvement



<p>Decodable Texts to be sent home and used as soon as the students has a bank of words that they can decode</p>			
<p>Early Years literacy block to include:</p> <ul style="list-style-type: none"> - 50 minutes of phonemic awareness and phonics - 50 minutes of comprehension strategy development, vocabulary building, high frequency words, oral language, genre writing - 4 times per week 	<p>Term 1, 2020</p> <p>Ongoing</p> <p>Week 0, 2020</p>	<p>Class Teachers to program the Literacy Block using gradual release model. – on track</p> <p>Class teachers- group students for phonics – we do small group instruction – on track</p> <p>SSO support provided for 4 50 minute lessons per week to support small group instruction. On track</p> <p>Leadership to provide training for SSO's – Monday Week 1, Term 3</p>	<p>Costs of SSO support</p> <p>No additional costs</p>
<p>Develop consistency of practice for the teaching of phonics in the Early years</p> <p>Phonics Program</p> <p>Phonics teaching Sequence from the Literacy Guarantee Unit to be used in 2021</p> <ul style="list-style-type: none"> - All lessons to include the components of the Jolly Phonics lesson as documented - Students phonics skills to be tracked 	<p>Term 1, 20201</p>	<p>All Early Years staff</p>	
<p>Teachers will develop and implement the School Literacy Agreement based on the Big 6</p> <ul style="list-style-type: none"> - teaching order for sounds - comprehension - sight words <p>EY Team to develop consistent practice of literacy teaching processes including:</p>	<p>June 2019</p> <p>Ongoing</p>	<p>Principal to organize release days and/or staff meeting times to develop and implement agreements</p> <p>Teachers program against The Big 6 for Literacy Components of the Big 6 as evident in the Literacy Block and in leadership walk through's. – see above</p>	<p>Big 6 materials</p> <p>Literacy Coach</p>

Step 3

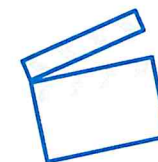
Plan actions for improvement



<p>An agreement on:</p> <ul style="list-style-type: none"> -sequence of teaching for the Big 6 - resources to be used - an assessment cycle <p>Develop consistency of practice for the teaching of phonics in the Early years</p> <p>Literacy Guarantee Unit Phonics Sequence to be used by all Early years staff</p> <p>Jolly phonics lesson components to be used daily 4 times per week by all Junior Primary classes</p> <p>Heggerty undertaken daily in Early Years</p>	<p>Term 2, 2020</p> <p>2021</p>	<p>Literacy Coach to support EY Literacy PLC to document their practice to develop a consistent approach to the teaching of literacy -</p> <p>All Early Years Staff</p>	<p>Funding to release staff: 8 TRT's X2</p> <p>No additional costs</p>
<p>Identify training requirements for staff re:</p> <ul style="list-style-type: none"> - Reading Doctor working in conjunction with Flinders Uni -Reading Doctor - Sound Way Approach <p>Identify and put into practice links to the Big 6</p> <p>Early Years staff reinforce students phonics skills through games, apps within the literacy block</p> <p>Ensure reading Doctor on all Early Years iPads</p>	<p>Term 3, 2020</p> <p>Term 1 2020 and ongoing</p> <p>Term 1, 2020</p>	<p>Sharleen to organize Reading Doctor training</p> <p>Claire to contact Esther re Sound Way training</p> <p>EY Literacy group to share ideas of games and activities to reinforce phonics and early literacy skills – Lisa Sims</p> <p>IT Manager</p>	<p>Sound way materials</p> <p>18 iPads with Reading Doctor / Sound Way loaded for White Building</p> <p>Five from Five website Word Builder Reading Doctor Florida Centre for Reading Research</p> <p>Reading doctor costs for upgrade</p>

Step 3

Plan actions for improvement



<p>Implement daily reading and sight word practice across the junior and middle primary (R-4) for students at risk.</p> <p>Agreement to be reached which sight words to use across the school</p> <p>Focus of the literacy sessions to be on the development of Phonics Skills and vocabulary development – SSO’s supported to undertake this in class. To be continued to with focus on Phonics skills development training for School Services Officers –</p>	<p>Term 1 Ongoing</p> <p>2021</p>	<p>Deputy Principal: - train SSO's to undertake invention work with students at risk. - monitor the program with SSO's Class</p> <p>Teachers: - identify students and sets the program for them and class teachers monitor</p> <p>Lisa Sims and Karen Symons to undertake</p>	<p>Oxford Word List</p> <p>EY Literacy Coach for resources</p> <p>Karen Symons and Lisa Sims reassigned from other tasks</p>
<p>Teachers take Running Records twice a term and follow up results with students identified for additional supports.</p> <p>EY team to develop and assessment cycle that will measure growth with phonics and phonemic awareness</p> <p>Assessment cycle to be introduced in the Early years that incorporated:</p> <ul style="list-style-type: none"> - PASM - Phonics Assessment Sequence - Oxford Sight Words - Reading – decodable and then move to Running Records - Running Records continue to be taken for Year 1 and 2 students - LEAP Levels for all EALD students 	<p>Twice a year</p> <p>Term 1, 2020</p> <p>2021</p>	<p>Class Teachers: Running records taken and results followed up</p> <p>CT and Leadership: Monitor results to determine if intervention is required</p> <p>Leadership allocate students to intervention groups and monitor their achievement</p> <p>Assessment cycle to measure phonics and phonemic awareness growth each term agreed</p> <p>All Early Years staff</p>	<p>EY Literacy Coach for resources</p> <p>Additional release for staff to undertake assessment</p> <p>Support to interpret results and plan next steps</p>

Step 3 continued

Plan actions for improvement



Goal 1 continued		Increase the number of junior primary students meeting the Standard of Educational Achievement for running records in Junior Primary.		
Actions	Timeline	Roles and responsibilities	Resources	
School Service Officers allocated to the Guided Reading Session 4 times per week	Term 1	Deputy to program support for Guided Reading	SSO'S	
Junior Primary Literacy Block (Complex) to be held after recess	ongoing	Training for SSO's in GR to support class room teachers with students.		
Middle Primary Literacy Block (White Building) to be held before recess		Implemented and ongoing		
Total financial resources allocated				
Success criteria	<p>[1] Components of the Big 6 are evident on walkthroughs – Teachers programs have evidence of planning with the components of the Big B in their Literacy Blocks</p> <p>[2] Improvement in the number of students reaching the standard of educational achievement for reading in Junior primary</p> <p>[3] Improvement in the number of year 1's achieving 60% on the Phonics Screen. 2019 – 30%,</p> <p>[4] Students phonics progress will be assessed termly and monitored.</p> <p>[5] Students working at age for PASM at the end of the year</p> <p>[6] Students will be engaged in phonemic awareness and synthetic phonics programs as observed during walkthroughs.</p>			



Goal 2		Increase the number of primary students achieving the in the higher bands in NAPLAN Reading for Years 3, 5 and 7 and in the above average stanine levels of the PAT R for all year levels.	
Challenge of practice		<p>If teachers develop all students' inferential and evaluative thinking through explicit instruction and the application of comprehension strategies across the curriculum then the number of students achieving reading scores in the higher bands will increase.</p> <p>If teachers develop all students' inferential and evaluative thinking through explicit instruction and the gradual release model and apply comprehension strategies across the curriculum then the number of students achieving reading scores in the higher bands will increase.</p>	
Actions	Timeline	Roles and responsibilities	Resources
<p>Develop the Whole School Literacy Agreement for:</p> <ul style="list-style-type: none"> - whole school methodologies (practices) - assessments <p>Defining good literacy practice will define the whole school literacy agreement</p>	<p>Term 1 March 2019</p> <p>Term 1, 2020</p>	<p>Principal - schedule meeting times for JP and Primary to meet for 2 half days to draft the literacy agreement whole school methodologies</p> <p>Staff to document what Literacy Block looks like for different year levels</p> <p>Review during PLC – Claire Loades and primary teachers</p>	<p>Release for teachers to develop whole school literacy agreement - 2 Full days - 4 TRTS per day</p> <p>Katrina Spencer - Big 6 Training for all staff</p>
<p>Teachers use the gradual release model to explicitly teach comprehension strategies: predicting, questioning, clarifying, summarizing, synthesizing, visualizing, making connections, inferring, and activating prior knowledge using texts at</p>	<p>Introduced Term 1, 2 and 3</p> <p>ongoing</p>	<p>Class teachers:</p> <ul style="list-style-type: none"> - explicitly teach the comprehension strategies of: predicting, questioning, clarifying, summarizing, synthesizing, visualizing, making connections, inferring, and activating prior knowledge - program for all strategies to be taught at least 2 strategies per term 	<p>Sheena Cameron "Reading Comprehension Strategies" one copy per staff</p> <p>Big 6 Comprehension Materials</p>

Step 3 continued

Plan actions for improvement



<p>year level or above.</p> <p>Develop consistency of practice across the school teaching Close Reading and Comprehension through an agreed checklist and process for Staff to:</p> <ol style="list-style-type: none"> 1. Observe each other 2. Undertake a book audit / task audit <p>Staff to explicitly track those students who have the potential to score in the higher bands and monitor their growth</p> <p>Develop comprehensive strategy that is implemented across all classes</p> <p>Use the literature component of the English scope and sequence to plan and teach comprehension strategies using Close Reading processes</p>	<p>Term 1, 2021</p> <p>All Primary years staff</p>	<ul style="list-style-type: none"> -use close reading strategies -design of the reading program through embedded activities that build comprehension and incorporate dialogic around literate and factual texts during guided reading <p>Leaders</p> <ul style="list-style-type: none"> - review with staff strategies being taught through classroom observations and walk through -organize training for staff 	<p>readwritethink website</p> <p>Teacher toolkit</p> <p>No additional resources</p>
<p>Teachers strengthen the design of the reading program using close reading of texts, through multiple reads of a text to gain a deeper understanding and to move past the surface content of a passage to understand the</p>	<p>Term 1, 2020</p>	<p>Literacy PLC:</p> <ul style="list-style-type: none"> - develop and understanding of the "Close Reading Strategy" - Class Teacher trial the use of close reading within the literacy block 	<p>Burke B (2016)' A Close Look at Close Reading: Scaffolding students with complex texts'. available at http://tiny.cc/CloseRead</p>

Step 3 continued

Plan actions for improvement



<p>themes and author choices within the text</p> <p>Develop comprehensive strategy that are implemented across all classes using Close reading</p> <p>Use the literature component of the English scope and sequence to plan and teach comprehension strategies using Close Reading processes</p>	<p>2021</p>	<p>- CT to share what they learn and to determine the next step</p> <p>Classroom:</p> <ul style="list-style-type: none"> - Close reading introduced within the literacy block - teachers select texts for close reading that come from a range of curriculum areas <p>All primary years staff</p>	<p>No additional resources required</p>
<p>Teachers intentionally select strategies that enable students to provide extended responses and ask questions of each other</p> <p>Training for teachers to use the PAT R data to determine skills levels and how this fits within the Gradual Release model so that we are addressing the learning needs of students working at above SEA to maintain growth and momentum</p>	<p>Term 3, 2020</p> <p>Term 2, 2020</p>	<p>Through primary literacy PLC explore types of talk, questions, response stems and where they can be used in the across the curriculum to develop learning area vocabulary</p> <p>Classroom</p> <ul style="list-style-type: none"> - teachers explicitly teach and model how to engage responsibly in classroom interactions - teachers teach the skills of listening actively, responding critically, sustaining thinking through extended turns, clarify thinking <p>All staff PAT trainers from town OARS Materials</p>	<p>Anchor charts</p> <p>Classroom talk: Understanding dialogue, pedagogy and practice</p> <p>OARS Materials</p> <p>Trainer</p>

Step 3 continued

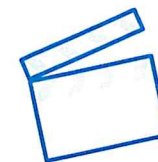
Plan actions for improvement



<p>Teachers use a teaching and learning cycle (gradual release) incorporating dialogic talk and reading activities to build content and develop vocabulary prior to writing</p> <p>LEAP training for the assessment of EALD students and the incorporation of dialogic talk and reading activities as a part of the teaching and learning cycle</p>	<p>Term 3 2020</p> <p>Term 1, 2021</p>	<p>Staff training in typical school genre language patterns for circumstance, participants and process</p> <p>Teachers use a range of text types to support students to develop typical school genre patterns</p> <p>All staff</p> <p>Pip Tragaras and Lisa Sims to coordinate</p>	<p>Derewianka, Teaching and Learning Cycle</p> <p>Derewianka - a new grammar companion for teachers</p> <p>Rossbridge, J and Rushton K. Conversations about Text 2, Teaching grammar using factual texts</p> <p>Training costs – 3,000</p>
<p>Teachers performance discussions with leaders focus on intentional strategies to increase the number of students in the higher bands and above average stanine levels in Pat-R.</p> <p>Follow the student process to be introduced – teachers identify 3 students who they will follow across the year and share with their peers the progress that students have made and the intervention and teaching strategies that have been used.</p>	<p>Ongoing</p> <p>2021</p>	<p>Leadership</p> <ul style="list-style-type: none"> - provide accurate data from 2018 / 2019 to all class teachers at the start of 2019 to identify students that need to be retained and moved into the higher bands <p>Teachers</p> <ul style="list-style-type: none"> - program for and are able to discuss the intentional teaching strategies developed for individual students and their next steps <p>All teachers</p> <p>Sharing and reflection time to be provided within the staff PD rogram</p> <p>Leadership to place on PD agenda</p>	<p>Performance development meeting times Teacher Programs</p> <p>No additional resources</p>

Step 3 continued

Plan actions for improvement



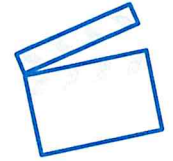
Goal 2 continued		Increase the number of primary students achieving the in the higher bands in NAPLAN Reading for Years 3, 5 and 7 and in the above average stanine levels of the PAT R for all year levels.	
Actions	Timeline	Roles and responsibilities	Resources
<p>Students apply comprehension strategies across curriculum areas to:</p> <ul style="list-style-type: none"> - learn what the strategy is - what strategy to use - how to use the strategy - when and why to use the strategy <p>Training for teachers to use the PAT R data to determine skills levels and how this fits within the Gradual Release model so that we are addressing the learning needs of students working at above SEA to maintain growth and momentum</p>	<p>Term 2</p> <p>2021</p>	<p>Teachers program and plan learning opportunities for the use of comprehension strategies across curriculum areas.</p> <p>Class teachers to share strategies they have used across the curriculum with each other</p> <p>All staff</p>	<p>Comprehension strategy cards</p> <p>PLT's are developed for sharing and planning strategies</p> <p>Variety of authentic text types across curriculum areas for students to access and use. Both digital and paper texts to be used.</p> <p>Training costs</p>
<p>Teachers ensure accurate diagnosis of students struggling with literacy to implement high quality structured interventions. Students identified for possible intervention when enrolling.</p> <p>Review the need to Phonics Intervention</p>	<p>As needed</p> <p>2021</p>	<p>Teachers undertake:</p> <ul style="list-style-type: none"> RR on students consistently Sound Recognition Checklist Letter Recognition Checklist Oxford Sight 400 Words SPAT <p>For students new to the school – Special Education teacher to undertake</p> <p>– Karen Symons and Linda Fox</p>	<p>Release time for class teacher to undertake assessment for students at risk</p> <p>Literacy Skills Checklist completed for newly enrolled students</p>

Step 3 continued

Plan actions for improvement



<p>Guided Reading groups are based on the reading skill and levels of the students and supported by School Service Officer support to allow for students practice.</p>	<p>Term 1 ongoing</p>	<p>Class teachers determine reading groups Class teachers select resources and comprehension focus Leader allocates SSO for GR Leader timetables GR sessions so they are common in each block Leader organizes training for SSO's re Guided Reading and their role in the process Completed 2019 but ongoing</p>	<p>One SSO allocated to each class for GR 4 times per week - 200minutes X7 GR readers Sheena Cameron Comprehension materials</p>
<p>Total financial resources allocated</p>			
<p>Success criteria</p>	<p>1] The number of students working in stanine 7, 8 or 9 increased in: Year 4 by 10%, Year 5 by 10%, Year 6 by 10%, Year 7 by 10%.</p> <p style="text-align: center;">Year 3 - 0%, Year 4 29%, Year 5 14.6%, Year 6 – 29%</p> <p>2] Students working in the higher bands in year 3 and 5 are maintained as they progress through school. 3] Students to be able to discuss the comprehension strategies they are using when asked on walkthroughs 4] Close Reading strategies are evident during the literacy block – staff can clearly articulate the literacy block cycle. Students demonstrate and can discuss the purpose of close reading as a strategy. 5] Students will be engaged in Guided Reading and literacy lessons that explicitly teach comprehension strategies as evidenced on walkthroughs.</p>		



Goal 3			
Challenge of practice	<p>Increase the number of primary students achieving in the higher bands in NAPLAN Maths for Years 3, 5 and 7 and in the above average stanine levels of the PAT M for all years levels</p> <p>If teachers explicitly teach mathematical thinking and reasoning and provide regular opportunities for students to explain their mathematical thinking and reasoning then the number of students achieving numeracy scores in the higher bands will increase.</p> <p>If teachers use the gradual release model to explicitly teach mathematical thinking and reasoning and provide regular opportunities for students to develop their fluency and fluency plus mathematical skills then the number of students achieving numeracy scores in the higher bands will increase.</p> <p>If teachers use the gradual release model to explicitly teach mathematical thinking and reasoning and provide regular opportunities for students to participate in non-routine tasks then the number of students achieving numeracy scores in the higher bands will increase.</p>		
Actions	Timeline	Roles and responsibilities	Resources
All staff to receive training in the Big Ideas in Number and implement their learning in the classroom.	Term 2	Leadership to contact PMA to identify trainer Leadership to organize Pupil Free Day for Maths Completed 2019	Big Ideas in Number Transforming Task document Jo Boaler - You Cubed Resources Release for staff to work in groups Proficiency Strands ACARA Maths Curriculum
Teachers develop students thinking and reasoning skills in maths.	Maths PLC – start Term 1, 2020 Twice per term	Teachers to co-develop strategies and assessments and plan together. Linda Fox to lead the Maths PLC	Staff meeting time Maths PLC Partnership LDAM for workshops PLT meeting times.
The focus of PLC's to be staff sharing Non Routine Tasks and what the students have learnt.	Term 1, 2021 - monthly	All staff Linda Fox to coordinate and develop program with key teachers identified	

Step 3 continued

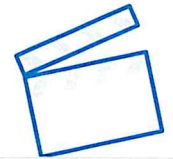
Plan actions for improvement



<p>Use the PLC to:</p> <ul style="list-style-type: none"> - discuss the learning of students and how they are tracking. - Identify what we would see in a classroom if teachers were developing the students thinking and reasoning skills <p>Undertake Teachers Observing Teachers to answer the question are we explicitly teaching mathematical thinking and reasoning skills</p> <p>Staff to work in teams with leadership to develop units that can be modelled and that challenge students</p>			
<p>Students identified with fluency problems - working in stanine 2 and 3 Lyn Grey Gardiner intervention in Maths for year 3 and under.</p>	<p>Term 1 Not considering this</p>	<p>Training for SSO's to be organised by leadership</p> <p>Class teacher and leadership identify students for intervention</p> <ul style="list-style-type: none"> - SSO allocated for intervention - SSO with leadership timetables intervention sessions 	<p>Maths proficiencies and guide books.</p>
<p>Design mathematical investigations that build on knowledge learners have and provide opportunities after individual reflection for small group critical and constructive discussion.</p> <p>Staff to explicitly track those students who have the potential to score in the higher bands and monitor their growth.</p>	<p>Begin in term 1 but ongoing</p> <p>2021 Term 1</p>	<p>Incorporated into the Maths PLC</p> <p>Teachers to develop rich learning tasks</p> <p>Teachers hold learning conversations in Maths</p> <p>Students complete Maths journals</p> <p>Teachers work with students on developing good questions</p> <p>Teachers have a plenary at the end of the session</p> <p>Student Observations of questions used in classrooms</p> <p>All teachers</p>	<p>BiTL Questioning Tools</p> <p>Jo Boaler</p> <p>Transforming Task</p>

Step 3 continued

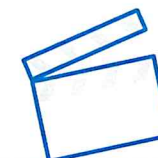
Plan actions for improvement



<p>Sharing of Mathematical investigations amongst the staff</p> <p>Use the Maths scope and sequence and identify opportunities for using non-routine tasks and to explicitly teach mathematical thinking and reasoning skills</p> <p>Develop Observation Tool for Teacher Teams that answer the following questions: - are opportunities provided for students to develop their fluency and fluency play skills - are teachers using a gradual release model to stretch students</p> <p>Undertake regular Maths Book Audit to determine the impact</p> <p>Staff share ways to provide feedback to students both formative and summative</p>			
<p>Student Voice in Learning partnership project is further developed.</p> <p>Move across the school with the project – focus on</p> <p>Continue the training and support for the students as we have a new cohort.</p> <p>The students believe that we need to:</p> <ul style="list-style-type: none"> Ask more open questions 	<p>Start term 1 2020</p> <p>2021</p>	<p>Students to survey teachers on how students help design the curriculum</p> <p>Teacher Librarian to work with one class teacher per term to co-construct rubrics for genre writing with the students in the class</p> <p>All teachers</p>	<p>Partnership focus.</p> <p>Release for Janice Symes to coordinate the group</p> <p>Recruit volunteer students and classes for students to work across classes to undertake observations.</p>

Step 3 continued

Plan actions for improvement



<ul style="list-style-type: none"> • Don't tell the students exactly what to do but let them fill the gaps • Ask questions with more than 1 answer • Group students but change the groups regularly allowing all students to work with each other <p>Having less of the question to allow for stretch</p>			
<p>Students identified with fluency problems - working in stanine 2 and 3 on PAT M undertake Quicksmart in year 4, 5, 6 and 7.</p>	<p>Ongoing</p>	<p>Class teacher and leadership identify students for Quicksmart</p> <p>SSO allocated for Quicksmart intervention SSO with leadership timetables Quicksmart sessions</p> <p>Karen Symons and Nick Clark</p> <p>Ongoing</p>	<p>Quicksmart resources (in school already) SSO Resources - 200minutes per week</p>

Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated			
<p>Success criteria</p>	<p>1] The number of students working in stanine 7, 8 or 9 increased in: Year 4 by 10%, Year 5 by 10%, Year 6 by 10%, Year 7 by 10%</p> <p>Year 3 7.69%, Year 4 8.7%, Year 5 13%, Year 6 28%</p> <p>2] Students identified from year 4,5,6 and 7 successfully complete Quicksmart program and make a stanine's growth</p> <p>3] Students working in the higher bands in year 3 and 5 are maintained as they progress through school.</p> <p>4] Students share and explain their mathematical thinking and reasoning when discussing their mathematical investigations as evidenced on walkthroughs.</p>		

Step 3 continued

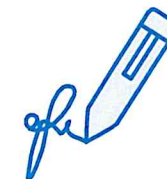
Plan actions for improvement



- 5] Students knowledge of mathematical concepts are adaptable and transferable and is evident through Math book audits
- 6] Book audits demonstrate that students make connections between related concepts and are creative users and communicators of mathematics.
- 6] Student voice in learning project expanded.
- 6] Students can explain the purpose of rubrics and how they support and improve their learning

School improvement plan

Approvals



Approved by principal

Name

Date

Approved by governing council chairperson

Name

Date

Approved by education director

Name

Date