

Improvement plan for Barmera Primary School

2019 to 2021



School name

Barmera Primary School

Vision statement

Barmera Primary School's vision is to educate, inspire, nurture and assist all children to value and respect differences and achieve their full potential.



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
<p>Improve the progress of students in reading in years 4 to 7</p>	<p>85% of year 4 students achieve a comprehension scale score of 106 or above in their PAT Reading assessment (2019: 82%)</p> <p>75% of year 5 students achieve the Standard of Educational Achievement or higher in the NAPLAN Reading assessment (2018: 40.7%, 2019: 73.5%)</p> <p>40% of year 7 students achieve in the higher bands within their NAPLAN Reading assessment (2018: 0%, 2019: 20%)</p>	<p>If teachers develop a rigorous, systematic approach to the explicit teaching of reading through the evidenced based strategies of reciprocal teaching, then we will improve the progress of students in reading in years 4 to 7.</p>
<p>Increase the number of students achieving the Standard of Educational Achievement (SEA) or higher in numeracy in years 3 to 5</p>	<p>65% of year 5 students achieve the standard of educational achievement or higher in their NAPLAN Numeracy assessment (2018: 44.4%, 2019: 61.8%)</p> <p>70% of year 5 students achieve the standard of educational achievement or higher in their NAPLAN Numeracy assessment (2018: 44.4%, 2019: 61.8%)</p> <p>15% of year 5 students achieve in the higher bands in their NAPLAN Numeracy assessment (2018: 11.1%, 2019: 5.9%)</p>	<p>If teachers develop a common, evidenced based approach to teaching place value and multiplicative thinking using the Big Ideas in Number tools in years 3 to 5, then we will increase the number of students achieving the SEA in numeracy.</p>

Improvement plan for Barmera 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	Improve the progress of students in reading in years 4 to 7	2019	85% of year 4 students achieve a comprehension scale score of 106 or above in their PAT Reading assessment (2019: 82%)
		2020	75% of year 5 students achieve the Standard of Educational Achievement or higher in the NAPLAN Reading assessment (2018: 40.7%, 2019: 73.5%)
		2021	40% of year 7 students achieve in the higher bands within their NAPLAN Reading assessment (2018: 0%, 2019: 20%)
Goal 2	Increase the number of students achieving the Standard of Educational Achievement (SEA) or higher in numeracy in years 3 to 5	2019	65% of year 5 students achieve the standard of educational achievement or higher in their NAPLAN Numeracy assessment (2018: 44.4%, 2019: 61.8%)
		2020	70% of year 5 students achieve the standard of educational achievement or higher in their NAPLAN Numeracy assessment (2018: 44.4%, 2019: 61.8%)
		2021	15% of year 5 students achieve in the higher bands in their NAPLAN Numeracy assessment (2018: 11.1%, 2019: 5.9%)
Goal 3		2019	
		2020	
		2021	

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

If teachers develop a rigorous, systematic approach to the explicit teaching of reading through the evidenced based strategies of reciprocal teaching, then we will improve the progress of students in reading in years 4 to 7.

Goal 2

If teachers develop a common, evidenced based approach to teaching place value and multiplicative thinking using the Big Ideas in Number tools in years 3 to 5, then we will increase the number of students achieving the SEA in numeracy.

Goal 3

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.

<h3>Goal 1</h3> <h4>Improve the progress of students in reading in years 4 to 7</h4>			
Challenge of practice	<p>If teachers develop a rigorous, systematic approach to the explicit teaching of reading through the evidenced based strategies of reciprocal teaching, then we will improve the progress of students in reading in years 4 to 7.</p>		
Actions	Timeline	Roles and responsibilities	Resources
<p>Teachers to analyse reading data, NAPLAN Reading and Progressive Achievement Testing: Reading data to identify next learning steps in reading for students (LDAM PLC: Formative Assessment)</p>	<p>Weeks 1 and 2 of Terms 1-4 PLC: Week 9</p>	<p>Growth Impact Coach - lead staff to analyse reading data closely and analyse reading skills and behaviours. Work with staff to build on the common language of reading skills and behaviour Teachers - Analyse errors in reading data and plan next learning steps in reading</p>	<p>0.2 Growth Impact Coach NAPLAN Reading data PAT R data</p>
<p>Teachers to use the SA Learning Design Thinking Map to design reading lessons that cater for the reading learning needs of all students during the Professional Learning Community Cycle (LDAM PLC: Learning Design)</p>	<p>PLC: Weeks 3, 6 and 9 of Terms 1-4 2020</p>	<p>Growth Impact Coach - Facilitate Professional Learning Community meetings with teachers in Weeks 1 to 3 with a focus on designing reading lessons that clearly define specific student learner intent and success criteria Teachers - design reading lessons that clearly define student learner intent and success criteria Teachers - clearly display learning intentions and success criteria for all reading lessons at least four times a week</p>	<p>0.2 Growth Impact Coach/teacher release SA Learning Design Thinking Map Literacy and Numeracy First documents School Improvement: Literacy documents Australian Curriculum ACARA literacy progression Scope and Sequence documents</p>
<p>Teachers to discuss explicit learning intentions and success criteria with students and make this visible when implementing all reading lessons (PLC: Implement)</p>	<p>All reading lessons 4x a week</p>	<p>Growth Impact Coach - Coaching and team teaching with teachers when discussing learner intent and success criteria with students Teachers - Explicitly refer to learning intent and success criteria with students specifically at the beginning and end of all reading lessons Site leader - Ensure learning intentions and success criteria focus in reading is specified in all Performance and Development Plans</p>	<p>0.2 Growth Impact Coach Learning Intentions and Success Criteria board display Performance and Development Plans</p>

Step 3 continued

Plan actions for improvement



Improve the progress of students in reading in years 4 to 7			
Actions	Timeline	Roles and responsibilities	Resources
Growth Impact Coach to coach, team teach and directly model the teaching of explicit reading strategies within reciprocal teaching with teachers (PLC: Implement)	Wednesday of Weeks 2, 4, 5, 7 and 8 of Terms 1-4 2020	Growth Impact Coach - Coach, team teach and model reading lessons with teachers that focus on the reciprocal teaching strategies of predicting, clarifying, questioning and summarising. Growth Impact Coach - Facilitate Professional Learning Community meetings in Week 6, reflecting on the implementation of the teaching of reading Site leader - Discuss teacher development in the implementation of reading strategies in Performance and Development meetings	0.2 Growth Impact Coach teacher to team teach and directly model the explicit teaching of reciprocal teaching
Growth Impact Coach to work with teachers on the assessment of reading using specific anecdotal notes which refer to reading strategies utilised and next learning steps for students (LDAM PLC: Formative Assessment)	Wednesday of Weeks 2, 4, 5, 7 and 8 of Terms 1-4 2020	Growth Impact Coach - Discuss the purpose and use of anecdotal notes with teachers in Professional Learning Community meetings with a specific focus on next learning steps for students Growth Impact Coach - Model and scaffold the use of anecdotal notes in classrooms with teachers Teachers- use anecdotal notes to record reading strategies utilised and next learning steps for students	Anecdotal Notes - template Model of common reading skills and behaviours language used when recording anecdotal notes
Whole site staff meeting to discuss reading learning progress and to plan for further interventions in reading once a term (Evidence of Impact)	Tuesdays of Week 9 Terms 1-4 2020	Principal, Deputy Principal and Growth Impact Coach to plan and implement staff meeting with a focus on - evidence of impact in reading - common assessment - anecdotal notes in reading - common reading language based on anecdotal note recordings - reading interventions required	Evidence tools: Student voice - What are students saying? What are students doing? Work Samples Growth Impact Teacher to interview students about next learning steps in Reading in Week 9 of each term \$5000 allocated to texts and literacy resources
Success criteria	Total financial resources allocated		
	Literacy and Numeracy First: \$39050.00		
	We will see students reading skills improving through our assessments including PAT R and NAPLAN reading. Specifically, we will see students demonstrating - consistent use of comprehension strategies including predicting, clarifying, questioning and summarising - an increase in student knowledge about aspects of texts and how they combine to make meaning We will see students as assessment capable learners through talking with students about their learning and progress in reading Students can confidently articulate their strategies used and their next learning steps in reading We will see teachers utilising a common reading language through the use of anecdotal notes		



Goal 2	Increase the number of students achieving the Standard of Educational Achievement (SEA) or higher in numeracy in years 3 to 5	
Challenge of practice	If teachers develop a common, evidenced based approach to teaching place value and multiplicative thinking using the Big Ideas in Number tools in years 3 to 5, then we will increase the number of students achieving the SEA in numeracy.	
Actions	Timeline	Roles and responsibilities
Teachers to analyse Mathematics data, NAPLAN Mathematics and Progressive Achievement Testing: Mathematics data to identify next learning steps in number for students (LDAM: Formative Assessment)	Weeks 1 and 2 of Terms 1-4 PLC: Week 9	Deputy Principal and SLLIP- lead staff to analyse Mathematics data closely in number. Work with staff to build on the common language of mathematical vocabulary in number Teachers - Analyse errors in reading data and plan next learning steps in reading
Teachers to use the SA Learning Design Thinking Map to design Mathematics - place value and multiplicative thinking lessons that cater for the learning needs of all students during the Professional Learning Community Cycle (LDAM: Learning Design)	Weeks 4, 5 and 7 of Terms 1-4 2020	Deputy Principal and Senior Leader Learning Improvement Primary - Facilitate meetings with teachers in Weeks 1 to 3 with a focus on designing Mathematics - place value and multiplicative thinking lessons that clearly define specific student learner intent and success criteria Teachers - design Mathematics lessons that clearly define student learner intent and success criteria Teachers - clearly display learning intentions and success criteria for all Mathematics lessons at least four times a week
Deputy Principal and SLLIP to team teach and model the teaching of place value/multiplicative thinking with a focus on development of mathematical vocabulary	Weeks 4, 5 and 7 of Terms 1-4	Deputy Principal and SLLIP - Team teach and model Mathematics lessons with teachers that focus on place value and multiplicative thinking Deputy Principal - Facilitate meetings in Week 8, reflecting on the implementation of the teaching of place value and multiplicative thinking and development of mathematical vocabulary Two teachers to engage in Orbis professional learning in numeracy to support evidenced based pedagogical change Principal - Discuss goals, targets, achievements and challenges in the design, implementation and assessment of place value and multiplicative thinking in Performance and Development meetings
	Resources	
	0.2 Deputy Principal - Mathematics focus Senior Leader Learning Improvement Primary Learning Design Assessment and Moderation learning time Primary Learning teacher release funds:	0.2 Deputy Principal - Mathematics focus Senior Leader Learning Improvement Primary Learning Design Assessment and Moderation learning time SA Learning Design Thinking Map Primary Learning teacher release funds:
	0.2 Deputy Principal - Mathematics focus Senior Leader Learning Improvement Primary Learning Design Assessment and Moderation learning time SA Learning Design Thinking Map Primary Learning teacher release funds:	0.2 Deputy Principal - Mathematics focus Senior Leader Learning Improvement Primary Learning Design Assessment and Moderation learning time SA Learning Design Thinking Map Primary Learning teacher release funds:
	Primary Learning teacher release funds: Orbis professional learning numeracy program - \$8000 (Better Schools)	Primary Learning teacher release funds: Orbis professional learning numeracy program - \$8000 (Better Schools)

Step 3 continued

Plan actions for improvement



Goal 2 continued		Increase the number of students achieving the Standard of Educational Achievement (SEA) or higher in numeracy in years 3 to 5	
Actions	Timeline	Roles and responsibilities	Resources
Teachers to utilise the Maths for Learning Inclusion Kit to assess understanding of place value and multiplicative thinking concepts and skills (LDAM: Formative Assessment)	Weeks 3 to 7 of Terms 1-4	Teachers - Utilise Maths for Learning Inclusion kit to track understanding of place value and multiplicative thinking concepts and skills Deputy Principal and SLIIP - Checking in with teachers in Week 8 to discuss impact of assessments and next learning steps for students in place value and multiplicative thinking	Maths for Learning Inclusion Kits 0.2 Deputy Principal SLIIP - Learning Design Assessment and Moderation Primary Learning teacher release funds:
Teachers to engage in collaborative moderation of place value and multiplicative thinking assessment tasks to develop common understandings and consistency of assessment (LDAM: Moderation)	Week 7 of Terms 1-4	Deputy Principal and SLIIP - Facilitate collaborative moderation sessions - place value and multiplicative thinking tasks Teachers - Engage in collaborative moderation processes	SLIIP - Learning Design Assessment and Moderation 0.2 Deputy Principal Collaborative Moderation sheets
Whole site staff meeting to discuss number learning progress and to plan for further interventions in Mathematics once a term (Evidence of Impact)	Week 9 Terms 1-4	Principal, Deputy Principal and SLIIP to plan and implement staff meeting with a focus on - evidence of impact in Mathematics - common assessments using the Maths for Learning Inclusion kit - common mathematical vocabulary utilised - Mathematics interventions required	Evidence tools: Student voice - What are students saying? What are students doing? Work Samples Deputy Principal and Principal to interview students about next learning steps in Mathematics in Week 9 of each term \$5000 allocated to texts and literacy resources
Success criteria	Total financial resources allocated		Primary Learning:
When working mathematically, students will demonstrate the appropriate application of place value and multiplicative thinking to solve problems and when conducting inquiry tasks. Students can confidently articulate their use of place value and multiplicative thinking and strategies utilised when solving problems in Mathematics. Students can confidently articulate their next learning steps in their place value and multiplicative thinking learning in Mathematics. In work samples, we will see Years 3 to 5 students increasing their ability to demonstrate place value and multiplicative thinking and progress through the numeracy strands within the Australian Curriculum.			

Step 3 continued

Plan actions for improvement



Goal 3			
Challenge of practice			
Actions	Timeline	Roles and responsibilities	Resources

Step 3 continued

Plan actions for improvement



Goal 3 continued			
Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated			
Success criteria			

School improvement plan

Approvals



Approved by principal

Name **NATASHA HEFFORD** *NATASHA HEFFORD*

Date

Approved by governing council chairperson

Name **Karen Jericho** *Karen Jericho*

Date **11-12-19**

A handwritten signature in black ink, appearing to read 'Karen Jericho', positioned to the right of the name and date fields.

Approved by education director

Name **Con Karvouniaris**

Date **10/02/2020**