

Improvement Plan 2019 to 2021

Steps 4 and 5

Kidman Park Primary School



Government
of South Australia

Department for Education

Plan Summary

Kidman Park Primary School			
Goals	Target	Challenges of Practice	Success Criteria
To increase student achievement in Writing from R-7.	<p>Of the 14 Year 3 students who were in Band 5 in their 2018 NAPLAN Writing, at least 90% will receive an A or B grade at the end of Year 4 (2019) for Writing.</p> <p>NAPLAN Writing, 4 of these will move into Band 8 - and an additional 5 students will enter the higher bands for NAPLAN Writing in 2020 for the first time.</p> <p>For the cohort enrolled in Year 5 in 2021, 80% of those who were in higher bands for Year 3 NAPLAN Writing in 2019, will be retained in the higher bands. (34 students were in HB in 2019)</p>	If we commit to implementing a common and consistent, evidence based approach to the teaching of writing, (including the assessment of common writing pieces 4 times a year), then we will increase the number of students achieving SEA or above in NAPLAN writing.	We will see students progressively demonstrating: Increased scores on the Brightpath Narrative and Persuasive ruler for Yr 2-7 Increased scores on the Brightpath Recount and Narrative scores for F-1 An increasing awareness of purpose and audience when writing Greater use of compound and complex sentences to convey ideas A greater range of vocabulary being used Greater control over the use of punctuation. Greater understanding and use of paragraphing Students from Year 2-7 will articulate their learning goals for writing using feedback from Brightpath growth point
To improve student achievement levels in reading F-2.	<p>For the cohort enrolled in Foundation in 2019, 80% will achieve or exceed SEA for Running Records</p> <p>For the cohort enrolled in Year One in 2020, 85% will achieve or exceed SEA for Running Records.</p> <p>For the cohort enrolled in Year Two in 2021, 90% will achieve or exceed SEA for Running Records.</p>	If we implement a systematic approach to teaching and assessing students' knowledge of phonics and decoding, as part of our focus on the Big 6 at every year level, then we will increase our percentage of students above SEA in Reading.	We will see students progressively demonstrating: Increased phonemic awareness skills including identifying the 44 phonemes, breaking words into syllables, vowel substitution, increased understanding of rhyming, sounding out words using phoneme fingers, spelling irregular words using VAK Independent reading skills when using decodable readers (Foundation) and levelled texts (F-2) An understanding of class Learning Intentions for reading and beginning to develop individual learning goals for reading A higher percentage of Year one Students at or above SEA for Phonics Screening check

<p>To increase the annual percentage of students in years 3-7 achieving growth in numeracy</p>	<p>Of the 5 students below SEA (93) in PAT Maths Year 2 in 2018, 3 will achieve Year 3 NAPLAN Maths SEA (Band 3) in 2019. For the learners who achieved 122.3 or above (8 students) in their 2018 PAT Yr 2 test, 100% of these students will be in the higher bands for 2019 Year 3 NAPLAN Maths</p> <p>The 5 students below SEA Year 2 PAT Maths 2018 will be above SEA in Year 4 PAT Maths in 2020. All higher band students from 2019 NAPLAN Maths achieve an A or B in their 2020 end of Year 4 report.</p> <p>Target students from 2018 achieve SEA in NAPLAN 2021 and C or above in A-E grading. 85% of targeted HB students 2019 are retained in 2021 and receive an A or B in A-E grading.</p>	<p>If we build teacher expertise and implement an evidence based approach to teaching Number, using the Big Ideas, cultivate positive beliefs and attitudes towards maths across our school, and provide authentic learning experiences where students work through at-level problem solving activities, sharing their reasoning; we will increase student achievement in the number strand of mathematics.</p>	<p>We will see students display a growth mindset towards learning maths and see mistakes as an opportunity for learning. Students will learn the developmentally appropriate Big Ideas in Number and increase their capacity to work with Number in many ways. Teaching planning and learning will be high quality and be based on best practice, and carefully integrate all proficiency strands. Students will act like mathematicians when they problem-solve, complete investigations and share their reasoning on See-saw. Greater autonomy in fundamental number skills will enable students to free up capacity for more challenging application. The actions we take will result in an increase in student achievement in Number curriculum areas in formative and summative assessment, including PAT-M and NAPLAN numeracy.</p>
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Step 4



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Improve practice and monitor impact

Implement the planned actions for improvement and meet regularly to monitor your impact by answering the questions 'are we making progress towards our improvement goals?' Adjust your actions as required to maximise impact on student learning.

Enter in the tables below the dates of your monitoring meetings, your assessment of progress towards implementing the actions for improvement, evidence of impact on student learning against success criteria, and next steps.

Goal 1			
Meeting date	Implementation (are we doing what we said we would do?)	Impact (are we improving student learning?)	Next steps
Enter meeting date	Enter your overall assessment of progress towards implementing actions for improvement. ● Green is 'on track' ● Orange is 'needs attention' ● Red is 'not on track'	Enter the evidence of impact of your actions on student learning against success criteria.	Enter your next steps
28/2/19	Develop common assessment tasks for written texts- moderate across teams.	Not just yet- the next step is to work with students to look at samples on the teacher narrative ruler- so they can get can better understanding of the success criteria.	Through using Brightpath and Seven Steps we are improving outcomes for students as they are getting the explicit scaffolding needed to improve their writing
25/6/19	This is on track. All teachers have now collected Narrative writing samples and in week 6 are meeting in teams to moderate 9 samples	Yes- recent writing samples have shown improvement eg U4M- average gone up around 80 points from 1 st sample.	Writing samples from classes show dramatic improvement in their vocab use- through using 7 steps approach. U4M- have re-moderated on Brightpath scale- students have all scored higher.
20/9/19	● This is on track- teachers have received feedback from the Brightpath moderators on 3 of their student's work. They are working in Team meeting this week to go back through and change any scores as necessary	Teachers report students more engaged in writing EALD teacher reports improvements in student's writing	NAPLAN writing results and Brightpath up
6/3/20	Teams are continuing to work on agreed writing tasks for moderation.	2019 NAPLAN results- Writing has increased for Years 3,5 and 7.	Implement the new genre scope and sequence for 2020- to ensure consistency across year levels

<p>12/05/20</p> <p>03/11/20</p> <p>9/3/21</p>	<p>The WASP LDAM day provided good feedback and conversation starters about the moderation process. ●</p> <p>Teams develop common tasks, rubrics and assessments</p> <p>Teams will use agreed tasks and rubrics for Brightpath Persuasive task in Term 3. This goal is on track ●</p> <p>Brightpath Term 3 samples went well- good growth recorded for many, others have consolidated levels from Term 1.</p> <p>Patrick, Kelly and Peter- Attended Brightpath Information report training Teams to plan writing task to be moderated for Information report at the start of Term 2</p>	<p>Year 3 cohort- 396 last year to 439 this year. Band 5 for 1st time! Year 5- 464 last year- 495 this year, back to Band 6 mean, from Band 5 last year</p> <p>Year 7- 525 last year- 547 this year- back to band 7 from Band 6 mean last year Brightpath- latest samples have shown good growth in narrative writing.</p> <p>Brightpath feedback- links to learning intentions for writing, which increases student agency.</p> <p>Brightpath feedback- links to learning intentions for writing, which increases student agency. Adding in a third genre increases the amount of moderated pieces.</p>	<p>Continue to moderate using Brightpath</p> <p>Brightpath moderation in Term 3- ensure teams use same tasks for consistency</p> <p>Brightpath training- Alexia, Pete and Michael H in Week 6 his term...will give future direction for 2021</p> <p>Week 8- Staff meeting- to be run by the 3 staff who attended BP training- then time for teams to plan their Term 2 Info reports plan</p>
<p>28/2/19</p> <p>26/6/19</p> <p>20/9/19</p> <p>6/3/20</p> <p>03/11/20</p>	<p>All teachers commit to a specific amount of explicit writing time per week. Term 3 focus- SIP literacy group</p> <p>SIP literacy group have looked at draft of this, literacy agreements will be agreed upon by the end of Term 4 in order to become standard practice for 2020 ●</p> <p>Focus on learning intentions for writing- through Brightpath feedback.</p> <p>Tracking well. Amanda to start unpacking curriculum scope and sequences- combine with our existing ones. The minutes per week of English will be audited in 2021.</p>	<p>Not yet- We have started discussion around this. The SIP literacy team will put an agreement into place when we next meet.</p> <p>Consistency across the school leads to better outcomes for students</p>	<p>SIP literacy group to formalize an agreement around the explicit teaching of writing early in Term 3.</p> <p>Term 4- Literacy agreements to go to all teams for feedback and discussion. Finalised before end of year</p> <p>2021- we will use the new curriculum documents and scope and sequence to gain further consistency</p>

<p>28/2/19</p> <p>26/6/19</p> <p>20/9/19</p> <p>6/03/20</p> <p>03/11/20</p> <p>9/03/21</p>	<p>Revision of whole school scope and sequence in relation to when genres are explicitly taught and introduced.</p> <p>Term 3 Focus for SIP literacy group SIP literacy group have looked at draft of this, literacy agreements will be agreed upon by the end of Term 4 in order to become standard practice for 2020</p> <p>To be agreed to and rolled out by end of Term 1.</p> <p>All teachers now have access to the Literacy Agreement- we have retitled it Literacy Priorities for KPPS. SIP team discussed that these will sit inside the new curriculum scope and sequences- we will be focussing on this in Week) 2021</p> <p>Staff starting to explore the DfE Literacy units- Year 5-7 trialling a unit in Term 2. Whole school looking at the Year level planner and scope and sequences Begin to discuss a minimum commitment for Literacy</p>	<p>This will ensure consistency across classes which improves student learning. It will ensure there aren't gaps in student learning.</p>	<p>SIP literacy group to formalize early in Term 2 Alex and Amanda to meet week 2 Term 2 to re-write the spelling/phonics scope and sequence for the next SIP meeting...then take to whole staff.</p> <p>Spelling Scope and sequence- draft completed- fed back to team meetings Meet early Term 3 to finalise this agreement Term 4- Literacy agreements to go to all teams for feedback and discussion. Finalised before end of year</p> <p>Amanda, Michael H and Vanessa to Lead English curriculum resources and planning, scope and sequences across F-7 to ensure consistency</p>
<p>28/2/19</p> <p>3/6/19</p> <p>26/6/19</p> <p>20/9/19</p>	<p>A commitment to make writing a focus for PD</p> <p>John, Amanda, Pete, Alexia- all attended next Brightpath assessment workshop. Received feedback on samples.</p> <p>All staff have now completed 7 steps training and are implementing in their classes. Michael H has attended the 2 day coaches course for 7 steps.</p> <p>He has also attended the first WASP- Writing champion day along with Vanessa Both will meet with me and with wider SIP team to put learning into practice</p>	<p>Through using Brightpath and Seven Steps we are improving outcomes for students as they are getting the explicit scaffolding needed to improve their writing</p> <p>Writing samples from classes show dramatic improvement in their vocab use- through using 7 steps approach. U4M- have re-moderated on Brightpath scale- students have all scored higher. NAPLAN writing results and Brightpath up</p> <p>Mentoring will allow for best practice to spread across whole staff team, rather than only in pockets. This ensures consistency.</p>	<p>This is well underway- with teachers starting to assess using the Brightpath Scale to moderate pieces of writing Next step- April 12th All staff completing Seven Steps to writing success PD</p> <p>7 Steps coach- Michael Hewitt will attend the coaches' training on Sept 23/24- then will begin to work with teachers on implementing effectively</p> <p>The next step is to find release time for Michael H to mentor teachers in implementing 7 steps. This will commence in Term 1 2020</p>

<p>6/03/20</p>	<p>Writing focus continues on from 2019- with Persuasive and Narrative</p>		
<p>12/05/20</p>	<p>Michael and Vanessa to be released in Week 8 to plan for Staff meeting in Week 9- writing focus. Resources are being made and gathered to share with staff.</p>	<p>Students benefit from this shared leadership model</p>	<p>Vanessa and Michael H to run staff meeting in Week 5 Term 3 (as postponed end of Term 2 due to COVID 19)</p>
<p>Term 3 meeting</p>	<p>Vanessa- iLead project is on implementation of bookmaking F-2</p> <p>Staff meeting by Michael and Vanessa- refocus on Seven steps and bookmaking- where to next. Learning intentions for writing are a key focus in 2020. We will develop team norms for how to communicate these learning intentions with parents.</p>	<p>By continuing to embed 7 steps and bookmaking as our writing pedagogy, students benefit from this structured, explicit learning which is school wide.</p>	<p>Continue to refine and develop process for developing learning intentions- moving to a an increasingly student driven model from Year 3 onwards. Term 3- Michael and Vanessa to run another staff meeting- on resources created- both need release time to finish this off Amanda to purchase 7 steps Information resource Staff to book times for Michael to come and do observations of writing lessons; or alternatively they can observe him teach.</p>
<p>3/11/20</p>	<p>Vanessa and Michael continue to gather and create writing resources for staff. Vanessa and Michael ran another staff meeting, exploring Bookmaking and 7 steps further. They showed resource packs they have made to support teachers. The Information Writing resource has also arrived so this was explored.</p>	<p>Using the 7 steps resource for Information texts helps ensure a consistent approach across genres.</p>	<p>We will find future Brightpath direction for 2021- eg will we add info reports. Do we still do Narrative and Persuasive also- when on timeline?</p>
<p>9/3/21</p>	<p>Look into next set of Brightpath Training for key staff. Brightpath- 3 teachers attending in Week 6</p> <p>Brightpath- 3 staff attended Information Reports training. Feeding back to whole staff. All classes currently completing their Term 1 Narrative and Persuasive samples</p>		<p>Week 8- Staff meeting planning for Information reports- Term 2</p>

	<p>Michael H- writing coach- will film some of his explicit writing teaching for others to view on Teams. Teachers can book in to discuss wiring in their classroom. Michael can do observations or teachers can observe him working with his class.</p>		<p>Michael- to post in daybook for teachers to book in for writing times with him</p>
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Goal 2			
Meeting date	Implementation (are we doing what we said we would do?)	Impact (are we improving student learning?)	Next steps
Enter meeting date	Enter your overall assessment of progress towards implementing actions for improvement. ● Green is 'on track' ● Orange is 'needs attention' ● Red is 'not on track'	Enter the evidence of impact of your actions on student learning against success criteria.	Enter your next steps
28/2/19	Commitment to using a structured synthetic phonics program and scope and sequence across the school ● -	Yes- Foundation to Year 2 students are now having an explicit phonics focus every day for 15-20 minutes, which is helping to develop reading skills.	Ensure that all classes are using the phonemes powerpoint and for 3-7 the spelling rules powerpoint. This will be a starting point for term 2.
25/6/19	All F-2 classes are now using Heggarty's Phonemic Awareness Resource every day with their classes. Phonemes are being introduced in a specific order.	The revised spelling rules and phonemes powerpoints are being used	Ensure returning staff- Danielle and Kelly are trained up in how to use the Heggarty resource.
20/9/19	Staff continuing to refine their use of Heggarty resource. 4 teachers visited Sharnie Jamieson's class to observe and gather ideas to use in their classes. We have purchased resources- wooden letters/mats/ write and wipe sleeves, whiteboards	by class teachers. ● Students in Foundation are testing higher for Phoneme awareness. More are moving onto levelled readers.	Continue to refine the phonics scope and sequence.. Re-order the decodable readers into more specific groupings
6/3/20	Program is continuing F-2	Phonics screening check shows 10% growth compared to last year's results	Work out growth of Running Records data in Term 4- find % of each class, and school who are below SEA. Target them for MiniLit or MaqLit for 2020
12/05/20	Year 1 teachers have met to analyse Phonics Screening check data. Bill Hansberry- whole class spelling/phonics implementation PD day Nov 2 nd		Bill Hansberry- whole class spelling/phonics implementation PD day Nov 2 nd
24/06/20	Parent reading workshop with Bill Hansberry- Was in Week 3	Students benefit from not missing their explicit phonics lessons even if they are home learning.	Release time for Alex in early Term 3
3/11/20	Continue to produce online Heggarty synthetic phonics videos for those students still learning from home. Can also be used when relievers are in.		

<p>9/3/21</p>	<p>Alex finished F-4 spelling scope sequence Explore the new curriculum materials- scope and sequence and whole school documents</p> <p>Bridging the Gap Heggerty resource- purchased- to cater for students Year 3 and above who need Phon awareness program due to gaps in learning. Vanessa to explore Heggerty assessments- through ORBIS project</p>	<p>Differentiation will provide opportunities for growth for every student</p>	<p>Amanda to unpack the new curriculum materials at Literacy leaders and deputies day- then work with SIP literacy team at the start of 2021</p> <p>Vanessa to feedback findings to SIP team and to her year level team.</p>
<p>28/2/19</p> <p>25/6/19</p> <p>20/9/19</p> <p>8/11/19</p> <p>6/3/20</p> <p>12/05/20</p>	<p>Strengthen and tailor reading programs used in the school- running records, guided reading, decodables - we have held a parent and a staff session with Kaye Bosworth around the importance of phonemic awareness and have invested in decodables for Foundation and struggling students.</p> <p>Continuing to invest in decodables so more students have access to them.</p> <p>Chelsa attended MaqLit 2 day training- all resources purchased. This is to 'plug gaps' for our year 3-5students</p> <p>All class teachers and SSO's completed a day of training with Bill Hansberry on Nov 1st- to further develop their own understanding of spelling rules and Phonological awareness development.</p> <p>Investigate Dibels testing- Amanda Sparkle kits- decodable readers tests SPA- new version Investigate Heggerty phon awareness test.</p> <p>Amanda has contacted Seelect about the decodable readers testing kit. Term 3 all F-2 RR data will be recorded in EDSAS</p> <p>Maria- to use Heggerty phonemic awareness resource with JP EALD and ATSI learners to complement what is happening in class. Also with</p>	<p>After the staff and Parent session with Kaye, there has been a much greater focus on phonics and how to help children to read. This will lead to better student outcomes. Foundation teachers are using decodable reading books only. Other year levels to use decodables with struggling readers.</p> <p>The new scope and sequence has been put into draft form for feedback. The revised spelling rules and phonemes power points are being used by class teachers.</p> <p>Targeted and intensive intervention through MiniLit and MacqLit will provide support for bottom 25% of students</p> <p>Teachers are actively changing the way they teach and plan for spelling in their classes</p> <p>Using an assessment tool for decodables means students are being tracked better- and receiving books at the right level.</p> <p>Using the same program means gaps in student learning can be filled, the more explicit practise the greater effect on student learning. Also some EALD and ATSI students in older year levels eg Yr 3 are working on the year 2 Phon Awareness book with an SSO.</p>	<p>To continue to monitor the development of reading skills across the school.</p> <p>Term 2- Week 6- Kay Bosworth to work with PY and MY teams focusing on spelling rules/phonological awareness development... syllable types, orthography, etymology of words...</p> <p>November 1st- All class teachers and SSOs to attend training day with Bill Hansberry around phonics and spelling rules.</p> <p>Finalise the 2020 Literacy Priorities document and subsequent scope and sequences.</p> <p>Amanda to order Sparkle kit and liaise with Literacy Guarantee Unit around using either Dibels or Motif testing</p> <p>Maria- to identify students to work on this program. Teresa to employ a suitable SSO.</p>

<p>3/11/20</p> <p>9/03/21</p>	<p>some Yr 3/4 new students- Amanda to purchase another copy ●</p> <p>Sparkle kit purchased- AManda has tried out on 3 kids. Have shown this to SIP team to share with wider teams. Teachers encouraged to try out in Term 3 EY teachers in SIP Literacy have committed to test at least 2 students on sparkle assessment kit by end of the term</p> <p>Vanessa- is attending ORBIS PD- will focus on Heggerty Phon Awareness program and how to differentiate for high achievers and those below benchmark.</p>	<p>3 are working on the year 2 Phon Awareness book with an SSO.</p> <p>Using an assessment tool for decodables means students are being tracked better- and receiving books at the right level.</p> <p>Differentiation will provide opportunities for growth for every student</p>	<p>In 2021- Foundations students to be tested using the kit in Terms 1 and 2- until ready for running records.</p> <p>Vanessa to feed back to SIP team her finding about Heggerty assessments.</p>
<p>28/2/19</p> <p>20/9/19</p> <p>6/3/20</p> <p>12/05/20</p> <p>06/11/20</p> <p>9/03/21</p>	<p>Increase the time students are spending engaged in reading activities each week ●</p> <p>We have not prioritised this in Semester 1, as teachers are adjusting to using the new Phonemic Awareness program</p> <p>Chelsa attended MaqLit 2 day training- all resources purchased. This is to 'plug gaps' for our year 3-5students ●</p> <p>Bookmaking pedagogy- mentor texts/big books- as a driving force. Reader's workshop. Lexile short reads – through literacy groups. ●</p> <p>This is continuing to be a school wide focus ● Dan is making weekly videos for children to preview new books and different styles eg this month graphic novels are the focus. ●</p> <p>● Focus in 2021</p> <p>Michael H (sem 1) and Patrick (Sem 2) to focus on best practice in reading and reading comprehension to then trial in class and share to wider teams</p>	<p>Explicit focus with targeted groups eg guided reading groups will directly impact on student learning. By having more opportunities to develop reading and comprehension skills student achievement should be improved. ●</p> <p>Targeted and intensive intervention through MiniLit and MaqLit will provide support for bottom 25% of students</p> <p>This will encourage reluctant readers to engage more frequently in reading</p>	<p>This will become more of a priority in Semester 2- the SIP literacy group will conduct an audit of reading activities in the school across year levels.</p> <p>Mini Lit- 2 SSOs will attend training in November- to implement miniLi for bottom 25% Year 1-2 students in 2020 CHelsa will more widely implement MaqLit 3-5 in 2020</p> <p>MacqLit and Mini Lit now targeting 5 groups for each, four times a week</p>

<p>19/3/19</p> <p>26/6/19</p> <p>20/9/19</p> <p>03/11/20</p> <p>9/3/21</p>	<p>Increased use of diagnostic testing eg SPA, SPAT, phonics screening check, running records- The foundation teachers are being released this week to start their phonological awareness testing. All teachers from Yr 1-7 have started running records</p> <p>Amanda, Teresa, Maria have all completed some SPAT tests on students of concern. Foundation teachers have completed phon awareness tests and BOEHMs Chelsa attended MaqLit 2 day training- all resources purchased. This is to 'plug gaps' for our year 3-5students</p> <p>Year 1- PSC completed and analysed, RR data analysed</p> <p>Year 1- PSC completed and analysed, RR data analysed- excellent results- 85% year 1 at or above SEA.</p> <p>Dibels testing- explore further- contact LGU for advice.</p> <p>CELF5- ROC completed for Amanda to complete training this year</p>	<p>Knowing which sounds our JP students know, means they are then taking home the right decodable readers for their ability. This will increase student confidence and capabilities. Running records are used as formative assessment- to point to the next steps to focus on for each child\</p> <p>Teachers can use the results of SPAT R to cater to individual needs of students</p> <p>Identifying children below SEA for PSC can then put them on list for minilit commencing in 2020</p>	<p>Phonological testing will continue throughout the year. The phonics screening check for year 1s is in Term 3.</p> <p>Year 1 teachers have all undertaken the Phonological screening check training in preparation for Term 3.</p> <p>Amanda, Teresa and Chelsa to review which data is collected in relation to phonological awareness. Explore online testing through Motif</p> <p>Year 1 teachers have analysed PSC results and are implementing targeted strategies for kids.</p> <p>Amanda and SIP Literacy team to investigate Heggerty assessments for 2021</p> <p>Amanda to investigate Dibels. As well as complete CELF-5 training so we can test students at site level before referring to speechie.</p>
<p>19/3/19</p> <p>20/9/19</p> <p>6/3/20</p>	<p>Meet regularly to analyse formative assessment data and observation data to track students' progress with word recognition and phonic knowledge.</p> <p>Teams continuing to meet regularly to discuss PAT, NAPLAN, RR and PSC data.</p> <p>Oral language focus- Maria- levelling lang and lit levels- developing basic language Bec and Nadia- speech groups</p> <p>Danielle- iLead project- around levels of questioning. How can we ask better questions...Investigations/Maths</p>	<p>Each child's word recognition- sight words and irregular words, and phonological and phonemic awareness is tracked. Any students that teachers have concerned about can be sent to Amanda or Teresa for SPAT testing or CELF-5 testing.</p> <p>A high percentage of Foundation students are in our speech and language intervention groups each week. By focusing on oral language through their day to day teaching, these students are having opportunities to practice and enhance their oral language skills daily, thereby reinforcing the work done in speech and language groups.</p> <p>All students benefit from a focus on oral language as it is an often neglected part of the English Curriculum.</p>	<p>Teams will continue to discuss student progress at team meetings- allowing for support for struggling students and stretch for high achievers.</p> <p>Due to cancellation of NAPLAN for 2020- we met to decide how to track our target students from our SIP writing goal... Brightpath samples to be focus. PAT-R will still go ahead for reading as will running records. Teachers to continue tracking through these forms.</p> <p>Danielle and Vanessa to continue on with iLead projects throughout the remainder of the year.</p>

	<p>Promoting talk in the classroom ***postponed due to COVID 19- will become focus for Term 2/3 ●</p> <p>Danielle briefed SIP team about her iLead project- she will create a continuum for what oral language development looks like F-7</p>		<p>Danielle to run staff meeting around oral language in Term</p>
09/03/2021	<p>Cultivate positive beliefs and attitudes towards maths teaching and learning across our whole school. ●</p>	<p>Revisit the Best Advice Paper: Beliefs and attitudes towards maths. Unpack to determine current knowledge, application and DfE recommended resources.</p> <p>Are teachers and classrooms currently creating positive beliefs and attitudes towards maths?</p>	
09/03/2021	<p>Identify student and cohort level misconceptions through analysis of student achievement data. Use inferences to assist in planning quality teaching and learning. ●</p>	<p>Wave 1, 2 & 3 streams have been created using predominantly PAT data for each classroom.</p>	<p>Student Free Day first day back in term 2 to focus on student data</p>
09/03/2021	<p>Whole school to teach using the Big Ideas in Number to increase student ability across all proficiencies ●</p>		<p>Identify which big ideas can assist our learners to move forward using the data on our data day listed above. ACER Test B – used as baseline data for TooSmart – Term 2</p>
09/03/2021	<p>Use Department Guidebook strategies, Unit Plans and AC learning progressions to intentionally plan quality maths teaching and learning across all four proficiencies. Class teachers from Year 5-7 to teach at least one of the new curriculum units for Maths in Semester One. Teachers from F-4 explore using the first 2 pages of the curriculum units template. ●</p>	<p>Department units will be available for Year 3 and 4 in October?</p> <p>Department units in math seem to be of high quality, show learning intentions and success criteria to unpack with students.</p> <p>Michael using Year 5 in 5/6 Georgia using Year 6 in 5/6</p>	<p>Year 6/7 classes to experiment and use Department units in term 2</p> <p>3 4 classes in October</p> <p>Room 11 and 12 – Can give the Year 5 units a look.</p>

	Term 2 Pupil free day will focus on using the Maths units and creating our own similar template for F-4		
09/03/2021	Students independently and collaboratively solve LFHC problem-solving tasks and share their reasoning via See-saw. At least once lesson per week across the school. ●	On hold until term 2. We did talk about High Impact Strategies	Unpacking and teaching the HITS and using these to add depth and rigor to the problem solving teaching and learning process (Term 2)



4
Improve
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Goal 3			
Meeting date	Implementation (are we doing what we said we would do?)	Impact (are we improving student learning?)	Next steps
Enter meeting date	Enter your overall assessment of progress towards implementing actions for improvement. <div style="display: flex; flex-direction: column; gap: 5px;"> <div>● Green is 'on track'</div> <div>● Orange is 'needs attention'</div> <div>● Red is 'not on track'</div> </div>	Enter the evidence of impact of your actions on student learning against success criteria.	Enter your next steps
19/03/2019 Week 8 Term 1	<p>Cultivate positive beliefs and attitudes ● towards Maths and numeracy</p> <p>Newsletter article put out to parents in term 1 about classroom culture and traditional beliefs vs current best practice: similarities and differences</p> <p>Jo Boaler's Class Norms distributed to all teachers. Growth Mindset resources shared.</p> <p>We are tracking well with this. ●</p> <p>See-saw is an important app which can effectively share maths communication and reasoning. This will form a Newsletter Article and Staff Email that will go out in Week 1 ●</p>	<p>SIP Team to share with class teachers to share Jo Boaler's Class Norms #1 and begin to model language and beliefs which are positive and show growth mindset. Positive beliefs and attitudes will have positive impact on learning, and encourage students to take risks and feel comfortable to make mistakes and achieve growth in maths.</p> <p>2 x assemblies held for students in F-2 and 3-7, run by the Maths Action Team</p> <p>Some classes submitted growth mindset posters that they created in response to videos promoting</p>	<p>Action Team to create posters to promote growth mindsets towards maths and share with each class in the school.</p> <p>All SIP Team members to complete Stanford Course to identify how beliefs and attitudes towards maths in their class could change, share with others in team. Which parts are critical to share with class teachers?</p> <p>Follow up with classes in early term 3 Maths Action Team to collect all Mindset posters and display the best ones and in newsletter. Maths Action Team to liaise with the Multimedia Action Team to create a video</p>
19/03/2019 Week 8 Term 1			

		<p>the message. Done in buddy class or independently.</p> <p>Survey created to go out to class teachers for students to complete – Google Classroom – Trial w R9 R10 first.</p>	<p>which interviews the ‘winners’ in the mindset posters and asks the student to explain each component of the poster, with examples of how they have done this</p>
<p>19/3/19</p> <p>25/6/19</p>	<p>Identify common misconceptions and gaps in student learning prior to commencing each new unit. Teams to identify weaknesses within each cohort in order to teach more effectively. ●</p> <p>In Staff Meeting Week 8 Term 2, teams explored the Numeracy Guidebooks and identified strategies, suggestions, resources and the big ideas which would assist them in planning with improvement in mind. Misconceptions are mentioned in the guidebooks and some of our sub-teams have planned to address student misconceptions through strategies mentioned. Teachers were also asked to look at PAT data relating to questions in the unit they would teach in Term 3 and identify students who need stretch in this topic, and those who start the unit with misconceptions. ●</p>	<p>Spreadsheets generated which show data stories Beyond teachers being shown the data story templates for each class and shown how to fill to gauge / record level of ability – not visited again at a whole staff level.</p> <p>Through using targeted strategies in sub-team planning, student learning will improve. Teacher plans will be reviewed with suggestions and feedback provided to assist in the strength of the impact this process will have.</p>	<p>Use PAT-M data, pretests to gauge where learner’s entry the unit at. Check for understanding, growth as formative and summative assessment.</p> <p>Teachers to ensure their data story for their class is up to date and complete.</p> <p>Week 3 Term 3 – Sub-teams will share their planning for term 3 Maths unit and the strategies that they are using to improve the teaching and learning in their classroom.</p>
<p>19/3/19</p> <p>25/6/19</p>	<p>Teach Big Ideas in Number developmentally. Use data available to us and know exactly where our students are. ●</p> <p>Staff Meeting held in Term 2 which incorporated DfE resources suggested in Guidebooks and also on the Intranet and shared to inform staff. Teachers identified which Big Ideas were most prominent in their</p>	<p>This will be our focus in Term 2</p> <p>Until we create a list of entry and exit points for each year level, it is hard to determine the impact Staff Meeting sessions and professional readings have had on student learning.</p>	<p>Identify possible PD opportunities via PLINK to share information about Bid Ideas with Staff</p> <p>To create a list of non-negotiable skills that link to each of the Big Ideas at each year level F-7. Distribute to all staff. Include some misconceptions which are common and to look out for and include the best resources to teach the big idea.</p>

	year level and also the misconceptions that are associated in the Big Idea. ●		
19/3/19	Teach and give students opportunities to independently and collaboratively solve multi-step, low floor high ceiling tasks, which enable problem solving and sharing of reasoning to show understanding ●	NRICH, YouCubed resources shared with the SIP Team. SIP Team to promote these activities for use in class. This will enhance the quality of tasks in student learning	Continue to develop a bank of quality open-ended problem-solving tasks. Teachers to provide opportunities for students the opportunity to problem solve and share reasoning once per week in class.
25/6/19	During sub-team sharing, offer suggestions, feedback about including problem solving activities which are low floor high ceiling.		
Term 3	Sean and Patrick attending the Thinking Maths PD from Term 3 onwards. Sharing their first session's learning in Week 3 Tuesday	Share strategies for all staff to try?	Strategies in-line with guidebook may form part of teacher PDPs.
	Begin 2020 with big push on Action 1 – Beliefs and attitudes. ●	Week of Inspirational Maths – mindset work done early on in 2020 will improve classroom climate	Establish 2020 Action Team early. More teachers do the course (Stanford) PD for parents early 2020 – home/school links
Term 4 Cont	Identify common misconceptions and gaps in student learning prior to commencing each unit. Teams to identify weaknesses within each cohort in order to teach more effectively. ●	Oxford pre-post tests are used in the PY classes to track student development.	We met with Sue Toone and now have a better understanding of the data tools available for us to use at a system level. We will present meaningful data to teachers for their new class in 2020 and use the ATLAS 'looking at data' scaffold to structure our data session
	Teach Big Ideas in Number developmentally to increase student	We are still at a familiarization stage using the Big Ideas. We do not have depth in our understanding and it is not being used across our school. We will audit staff	Staff PD sessions in 2020 Week 0 on Big Ideas in Number.

	<p>ability in Number and Multiplicative Skills. ●</p>	<p>understandings to determine where we need to start from so we can use this recommendation to have student impact.</p> <p>For now, to impact student learning, we will focus on: ‘Teachers use the numeracy guidebooks and identify and embed a suggested strategy into their teaching practice to improve teaching and learning ‘ Staff may choose to look at the Big Ideas as they are suggested.</p>	
<p>Meeting Date 03/11/2020 Term 4 Week</p>	<p>Cultivate positive beliefs and attitudes towards maths teaching and learning across our whole school. ●</p> <p>Identify student and cohort level misconceptions through analysis of student achievement data. Use inferences to assist in planning quality teaching and learning. ●</p> <p>Whole school to teach using the Big Ideas in Number to increase student ability across all proficiencies ●</p> <p>Use guidebook strategies, recommended best practice resources and AC learning progressions to intentionally plan</p>	<p>Teacher attitude is critical. Catch the students doing what you want them to do.</p> <p>EY – learning intentions based on this.</p> <p>Covid – impacting PAT data. 9 weeks. Discussion that our data seems to have taken a hit.</p>	<p>2021: Revisit / reestablish. Resources for new staff.</p> <p>2021: Week 0. Wave 1,2,3 – All teachers. Analysis of items in PAT test where misconceptions lie – All teachers.</p>

	<p>quality maths teaching and learning across all four proficiencies. ●</p> <p>Students independently and collaboratively solve LFHC problem-solving tasks and share their reasoning via See-saw. At least once lesson per week across the school. ●</p> <p>Implementing a guided inquiry approach that supports students to think and act like mathematicians. ●</p>	<p>On hold</p> <p>Problem solving has been a success. Students are using strategies, more resilient. EY: Most able to articulate more than what they can produce in writing – Seesaw to capture. Are some students not ready for Problem Solving? Yes – but limit the exposure of the task. Focus on the fluency and understanding.</p> <p>Problem solving is differentiation for our stretch learners. It is enabling them to be challenged in a different way that fluency or understanding can.</p>	<p>On hold 2021</p> <p>2021: Add Department units to this Action for 2021. Michael. 2021: Maths based goal in PDP – All staff 2021: Teacher observations – Subteams</p> <p>2021: Add layers of depth to our problem solving task creation for assessment. Can look to embed into Investigation approach.</p>
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Step 5



Review the impact and effectiveness of your actions for improvement and answer the questions, 'Have we met our improvement goals? What have we learned? What are our next steps?'

Summarise your responses to these questions in the table below.

Year	Comments
2019	<p>Through implementing a consistent, evidence based approach to teaching writing in 2019, we have increased the number of students achieving SEA or above in NAPLAN Writing in Years 3, 5 and 7. The number of students receiving As and Bs for their writing has also increased as a result of our whole school targeted approach to writing which included explicit training in teaching writing. All classes are using Brightpath as an assessment tool to track students' progress and a larger percentage are now using this feedback to help students create targeted learning intentions. In 2020 teachers will engage with our 'writing coach' to further improve their practice and to gain feedback.</p> <p>In 2019 we have implemented a structured synthetic phonics program from F-2 which has significantly improved reading outcomes. A much higher percentage of students F-2 are meeting or exceeding SEA and our Phonics Screening Check results are also up. Moving into 2020 we would expect to see even further improvement as the programs are now firmly embedded into teachers' practice and the students will be building on this year's solid foundation.</p> <p>Through strategically working with staff on selected Numeracy actions, we are improving the consistency, culture and achievement in Mathematics across our school. 4 staff have attended either the Thinking Maths or STEM 500 PD to model and share identified best practice. Targeted student's results show strong growth in individual performance which indicates improvement in classroom teaching and learning. Careful data interpretation, intentional planning and teaching, and going deeper to improve teaching in relation to the SIP actions in 2020 will see us move towards a more consistent and effective approach</p>
2020	<p>All classes have continued to use Brightpath as an assessment and moderation tool in 2020, we added persuasive genre as well as consolidating narrative. This has been our key way of tracking students, given that there was no NAPLAN results to use in 2020. All but 1 in our target group is still high achieving in their writing, and a further 8 students have joined this group. All teachers are now using Brightpath to generate Learning Intentions for student's writing. Our writing coach has worked closely with teachers to help implement the 7 steps approach as well as further developing Bookmaking in the Early Years.</p> <p>In 2020 we have continued with our structured synthetic phonics approach for F-2, which has continued to increase reading outcomes. We have seen a huge shift in our Phonics Screening Check results, with 85% of students at or above SEA as compared to 55% in 2018. It should be noted that of the 7 children below SEA- 4 were new to the school this year, and the other 3 have significant language delays or dyslexia. 89% of our Year Ones are above Benchmark for running records. The Foundations and Year Twos also met targets.</p>

	<p>All staff have increased their confidence and capacity to deliver quality teaching and learning in maths in their classrooms. Problem-solving was a school wide focus throughout 2020 and the consistent approach and commitment across our school, its links to Orbis courses and other school priorities enabled us to make great progress. Our next steps involve adding depth to our problem-solving task design, expanding it to include open-ended investigation to stretch our learners while a positive maths in all classrooms. Two lower target students experienced slip in their PAT 2020 score, meaning 2 of 4 met SEA. 8 of 8 higher target students received an A or B in Sem 2 2020 report.</p>
2021	