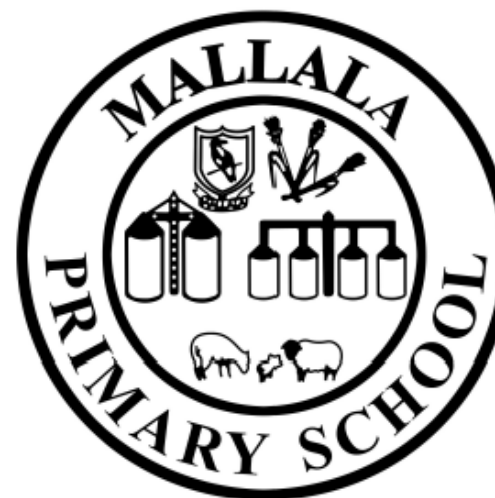


Improvement Plan for Mallala Primary School

2019 to 2021

Vision statement

At Mallala Primary School we establish whole site approaches that support the development and strengthening of skills, attitudes and understandings in all members of the school community in order to reach our full potential. We identify Building Capacity as a continuous process that will result in sustainable change enabling students, staff and the school community to work together for the benefit of all. This shared responsibility will enable students to become powerful life-long learners and pro-active citizens now and into the future.



Government
of South Australia
Department for Education

Plan summary

Goals	Targets	Challenge of practice	Success criteria
Increase student achievement in Mathematics, particularly in the Number strand in R - 7	<p>By the end of 2019, 70% of Reception students will achieve 4/4 in the BIN subtesting tool.</p> <p>By the end of 2019, 70% of Year 4 students will achieve the SEA in PAT-Maths.</p> <p>By the end of 2020, 80% of year 1 students will achieve 5/5 in the BIN Trust The Count testing tool.</p> <p>By the end of 2020, 85% of year 5 students will achieve the SEA in PAT-Maths. The number of Year 5 students in the PAT-Maths higher bands will increase to 65%.</p> <p>By the end of 2021 100% of Year 2 students, unless otherwise identified on a One Plan, will achieve Trust the Count with 75% demonstrating an understanding of Place Value as measured by the BIN diagnostic tests. By Term 3, 2021 Year 6 students, unless otherwise identified on a One Plan, will achieve a minimum of 12 months growth on 2020 PAT-M results</p>	If we develop a common understanding and consistent pedagogical approach to teaching the Big Ideas in Number, with a focus on the uses of high impact teaching strategies, then we will increase R-7 student achievement in Mathematics, particularly in the Number strand.	<ul style="list-style-type: none"> - When we talk to students, with the focus on what they are doing, why they are doing it and how they know they have learnt it; students will be able to clearly and confidently articulate their responses - When we consistently use high level questioning and problem solving, students will become fluent in their responses and use multiple ways of representing their mathematical knowledge - Students will be observed engaging successfully in number talks and be able to articulate their understanding and reasoning - Students will be able to accurately articulate which BIIN strategy they using and why - Students will be able to talk and achieve their individual learning goals
Increase student achievement in Reading R - 7	<p>At least 60% of students enrolled in Year 4 will achieve the SEA in PAT R</p> <p>In 2020, the number of Year 5 students achieving SEA in PAT R will increase by 10% on that achieved by this cohort in 2019</p> <p>By the end of 2021 all Year 6 students, unless otherwise identified on a One Plan, will achieve a minimum of 12 months academic growth on 2020 PAT-R results</p>	If we adopt an evidence based approach to teaching the Big Six, with a focus on phonemic awareness (Heggerty) and synthetic phonics (Jolly Phonics/Grammar) from R - 7, then we will increase student achievement in reading.	<ul style="list-style-type: none"> - Students will be able to articulate where they are in their learning, where they need to get to and how they are going to get there. - Students will be observed reading and viewing predictable texts and some moderately complex texts with accuracy and fluency. - Students will be identified and charted as more increasingly engaging in daily reading practice - Students will be able to talk about and achieve their individual learning goals. - Students will demonstrate growing understanding and use of phonemic awareness - Students will demonstrate knowledge of the relationships between sounds and letter and how these are combined when reading
Increase student achievement in Writing 3 - 7	<p>At least 75% of Year 5 and Year 7 students will achieve a minimum of 24 months academic growth in NAPLAN, in comparison to 2019 Writing results</p>	If we implement a whole site, evidence based approach to teaching writing (Seven Steps to Writing Success,) then we will increase student achievement in writing 2 - 7	<ul style="list-style-type: none"> - When we look at student writing samples, we will see evidence of more dynamic starts. - When we look at student writing samples, there will be evidence of editing for structure and expression. - When assessing student writing samples we will see clarity and structure in the body of the writing.

Step 3

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.

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Plan
actions for
improvement

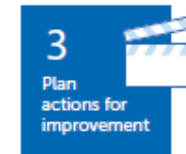
Goal 1: Increase student achievement in Mathematics, particularly in the Number strand in R - 7

Challenge of practice: If we develop a common understanding and consistent pedagogical approach to teaching the Big Ideas in Number, with a focus on the uses of high impact teaching strategies, then we will increase R-7 student achievement in Mathematics, particularly in the Number strand.

Actions	Timeline	Roles and responsibilities	Resources
All teachers will use learning intentions and success criteria in a variety of ways at the most appropriate points in all Maths lessons to support student learning.	Term 1 Week 1	-Teachers and leaders participate in PLC's that focus on HITS and using student achievement data effectively. -Leaders will see and hear evidence of learning intentions and success criteria in classrooms and via student feedback -Teachers and leaders engage with Curriculum Lead in the implementation of Year 5-7 curriculum resources	Staff Meeting time locked in for PLC's to occur Evidenced Based research on Learning Intentions and Success Criteria Year 5 - 7 Curriculum Resources TRT Release for UP teachers to work with Curriculum Lead re: DfE Curriculum Resource = \$1100
Staff will provide regular targeted feedback, both orally and in writing to students that informs the next steps in their learning and supports them to move towards the success criteria.	Term 2 Week 1	-Teachers and leaders participate in PLCs that focus on HITS -Leaders and peers will see and hear evidence of teacher feedback in classrooms and via targeted student feedback.	AITSL papers Staff Meeting time
Teachers will use available data to support students in setting their own challenging and achievable learning goals that are jointly reviewed to ensure student success.	To start Mid Term 3 with all students having a goal for Term 4	-Teachers will revisit training in goal setting and source readings on effectively supporting students with individual goal setting -Teachers and leaders participate in PLC's that focus on student goal setting -Leadership to closely track and monitoring achievement of the ATSI students, twice per term.	Numeracy progressions Scope and Sequence - Numeracy Big Ideas in Number Diagnostic Testing Professional reading on student goal setting

Step 3 cont.

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.



Goal 1 continued:

Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated	\$1100 = Goal 1		
Success criteria	<ul style="list-style-type: none"> - When we talk to students, with the focus on what they are doing, why they are doing it and how they know they have learnt it; students will be able to clearly and confidently articulate their responses - When we consistently use high level questioning and problem solving, students will become fluent in their responses and use multiple ways of representing their mathematical knowledge - Students will be observed engaging successfully in number talks and be able to articulate their understanding and reasoning - Students will be able to accurately articulate which BiIN strategy they using and why - Students will be able to talk and achieve their individual learning goals 		

Step 3 cont.

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.

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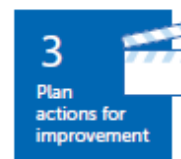
Goal 2: Increase student achievement in Reading R - 7

Challenge of practice: If we adopt an evidence based approach to teaching the Big Six, with a focus on phonemic awareness (Heggerty) and synthetic phonics (Jolly Phonics/Grammar) from R - 7, then we will increase student achievement in reading.

Actions	Timeline	Roles and responsibilities	Resources
All teachers will implement and embed the Heggerty and Jolly Phonics/Grammar programs, relevant to their year level.	Weeks 3/5, Term 1 - PD	<ul style="list-style-type: none"> -Speld Jolly Phonics training to be completed by all leaders and teachers in Term 1 -R-3 teachers to embed Heggerty's Phonemic Awareness program into daily practice -Big 6 audit tool to be used personally and by a peer/leader -Leaders and teachers engage with Literacy Guarantee Unit 	<ul style="list-style-type: none"> Big 6 of Reading Best Advice papers Purchase 4 sets of new Decodable readers for students to take home = \$720 Jolly Phonics training cost = \$TBC TRT Release for primary teachers to engage with Literacy Guarantee Unit = \$2200
Teachers will use available data to support students in setting their own challenging and achievable learning goals that are jointly reviewed to ensure student success.	Mid Term 3 with all students having a goal for Term 4	<ul style="list-style-type: none"> -Teachers will revisit training in goal setting and source readings on effectively supporting students with individual goal setting -Teachers and leaders participate in PLC's that focus on student goal setting -Leadership to closely track and monitoring achievement of the ATSI students, twice per term. 	<ul style="list-style-type: none"> Literacy Progressions Scope and Sequence - Literacy PASM Running Records Phonics screening check Jolly Phonics/Grammar data
Teachers will identify students for the Heggerty Intervention program in the middle and upper primary classes, to support their phonemic awareness development.	Term 1 Week 0	<ul style="list-style-type: none"> -Teachers to complete PASM to identify students requiring intervention. -Leaders and teachers to use Heggerty assessment tool to determine starting point for student groups. -Leaders/teachers/SSOs to be trained in the delivery of the Intervention program with student progress monitored by teachers. 	<ul style="list-style-type: none"> Heggerty 'Bridge the Gap' Intervention Program books x 3 = \$480

Step 3 cont.

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.



Goal 2 continued:

Actions	Timeline	Roles and responsibilities	Resources
Teachers will support vocabulary development for all learners by explicitly teaching it in context.	Term 3 PFD?	Staff to share explicit ways of teaching vocabulary to students in staff meetings and through visual displays.	Word Walls (used and modified regularly) Word of the Day Tier 2 vocabulary Guidebooks ~ Build Foundations Visual Displays in common areas
Total financial resources allocated	\$3400 - Goal 2		
Success criteria	<ul style="list-style-type: none"> - Students will be able to articulate where they are in their learning, where they need to get to and how they are going to get there. - Students will be observed reading and viewing predictable texts and some moderately complex texts with accuracy and fluency. - Students will be identified and charted as more increasingly engaging in daily reading practice - Students will be able to talk about and achieve their individual learning goals. - Students will demonstrate growing understanding and use of phonemic awareness - Students will demonstrate knowledge of the relationships between sounds and letter and how these are combined when reading 		

Step 3 cont.

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.



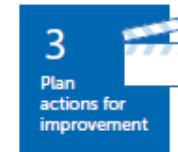
Goal 3: Increase student achievement in Writing 3 - 7

Challenge of practice: If we implement a whole site, evidence based approach to teaching writing (Seven Steps to Writing Success,) then we will increase student achievement in writing 2 - 7

Actions	Timeline	Roles and responsibilities	Resources
All staff to participate in an introductory Professional Development in the Seven Steps to Writing Success	Week 0 PFD	Luke to introduce the program at Week 0 PFD SSOs to be guided to develop suggested classroom resources	PD for Luke and Sharon = \$660 Online and hard copy resources for teachers purchased = \$2630
All year 2 - 7 teachers will implement the components of Seven Steps to Writing Success within in their classrooms	Term 1, 2, 3, 4	-Luke to lead on line training of two components of Seven Steps each term. -Teachers to participate in the on line training and evidence of implementation is in their planning. -Teaching staff to access and utilise print and online resources to enhance learning activities	Online Training Resources Staff Meeting and PFD

Step 3 cont.

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.



Goal 3 continued:

Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated	\$3290 =Goal 3 Total \$7790 + cost of Jolly Phonics Training TBC		
Success criteria	<ul style="list-style-type: none"> - When we look at student writing samples, we will see evidence of more dynamic starts. - When we look at student writing samples, there will be evidence of editing for structure and expression. - When assessing student writing samples we will see clarity and structure in the body of the writing. 		