

# Improvement plan for Woodville Primary School

2019 to 2021

School name

Woodville Primary School

Vision statement

Our Vision....

As a school community we work to develop students who are confident thinkers, creators and inventors of their futures.

Our Mission.....

Challenging every student to learn, achieve and flourish.

Our Values.....

Co-operation, Fairness, Respect and Trust.



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
Improvement Goal 1: To increase students' Writing achievement by developing their understanding of constructing cohesive texts, while attending to sentence structure and vocabulary, particularly years 5-7.	By the end of 2019, 40% (8 students) maintaining/increasing progress as measured by LLL (i.e.1 level progress for one year). and increase from 56% to 60% (1 student) of Year 5 students meeting or exceeding the Writing SEA (i.e. Proficiency Band 5+ NAPLAN)	<p>If we develop teachers' skills and knowledge in the explicit teaching of Text Cohesion within the framework of the 'Teaching and Learning Cycle', embedding the Gradual Release of Responsibility at each stage of the cycle, then we will have an increase in the number of students achieving at or above SEA in writing.</p> <p>Teachers will explicitly teach students the text structure and language features to create more complex texts.</p> <p><b>Teachers will explore using multimodal approaches when structuring teaching and learning experiences.</b></p>
	By the end of 2020, increase to 45% (2 students) of Year 6 students maintaining/increasing progress as measured by LLL (i.e.1 level progress for one year), or Writing Progressions as mapped against LLL (i.e. Levels 10 – 14 or CrT9, GrA6, PuN6, SpG11)	
	By end of 2021, 50% (2 students) maintaining/increasing progress as measured by LLL (i.e.1 level progress for one year), and 70% (2 students) of Year 7 students will meet/exceed the Writing SEA (i.e. Proficiency Band 6+ NAPLAN)	
Improvement Goal 2: To increase students' Mathematics, leading with Number & Place Value, particularly years 3-5.	By the end of 2019, increase to 55% (2 students) of Year 3 students meeting or exceeding the PAT Achievement Band 101+ and increase to 70% (2 students) of Year 3 students meeting or exceeding the SEA as measured by NAPLAN (i.e. Proficiency Band 3+)	<p>If we develop and implement a shared pedagogical approach to the explicit teaching and consistency of agreed practices (Number/Place Value - Big Ideas in Number), then we will have an increase in the number of students at or above SEA.</p> <p>This will include a specific focus on responding to learner needs based on formative assessment, analyzing misconceptions and developing positive mathematical mindsets.</p> <p><b>Teachers will explore using multimodal approaches when structuring teaching and learning experiences.</b></p>
	By the end of 2020, increase to 60% (2 students) of Year 4 students meeting or exceeding the PAT Achievement Band 105 -114	
	By end of 2021, increase to 65% (2 students) of Year 5 students meeting or exceeding the PAT Achievement Band 112 and 75% (2 students) of Year 5 students will meet/exceed the SEA (i.e. Proficiency Band 5+), and 55% (2 students) maintaining/increasing progress as measured by NAPLAN (Improvement Dashboard).	

# Improvement plan for Woodville 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:

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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	Improvement Goal 1: Increase students' Writing achievement by developing their understanding of constructing cohesive texts, leading with sentence structure and vocabulary, particularly years 5-7.	2019	By the end of 2019, 40% (8 students) maintaining/increasing progress as measured by LLL (i.e.1 level progress for one year). and increase to 60% (1 student) of Year 5 students meeting or exceeding the Writing SEA (i.e. Proficiency Band 5+ NAPLAN) <b>66% students improved according to LLL (50% by 1 level, 16% by 2+ levels). 67% of students in Year 5 meeting or exceeding Band 5. Up from 56% in 2018.</b>
		2020	By the end of 2020, increase to 45% (2 students) of Year 6 students maintaining/increasing progress as measured by LLL (i.e.1 level progress for one year), or Writing Progressions as mapped against LLL (i.e. Levels 10 – 14 or CrT9, GrA6, PuN6, SpG11)
		2021	By end of 2021, 50% (2 students) maintaining/increasing progress as measured by LLL (i.e.1 level progress for one year), and 95% (2 students) of Year 7 students will meet/exceed the Writing SEA (i.e. Proficiency Band 6+ NAPLAN)
Goal 2	Improvement Goal 2: Increase students' Mathematics, leading with Number & Place Value, particularly years 3-5.	2019	By the end of 2019, increase to 55% (2 students) of Year 3 students meeting or exceeding the PAT Achievement Band 101+ and increase to 70% (2 students) of Year 3 students meeting or exceeding the SEA as measured by NAPLAN (i.e. Proficiency Band 3+) <b>76% students improved meeting or exceeding PAT M Achievement Band of 101+ (9 students). 75% students achieved Proficiency Band 3+ NAPLAN Numeracy – up from 62% 2018. Total increase of 8 students.</b>
		2020	By the end of 2020, increase to 60% (2 students) of Year 4 students meeting or exceeding the PAT Achievement Band 105 -114
		2021	By end of 2021, increase to 65% (2 students) of Year 5 students meeting or exceeding the PAT Achievement Band 112 and 75% (2 students) of Year 5 students will meet/exceed the SEA (i.e. Proficiency Band 5+), and 55% (2 students) maintaining/increasing progress as measured by NAPLAN (Improvement Dashboard).

# 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>If we develop teachers' skills and knowledge in the explicit teaching of Text Cohesion within the framework of the 'Teaching and Learning Cycle', embedding the Gradual Release of Responsibility at each stage of the cycle, then we will have an increase in the number of students achieving at or above SEA in writing.</p> <p>Teachers will explicitly teach students the text structure and language features to create more complex texts. <b>Teachers will explore using multimodal approaches when structuring teaching and learning experiences.</b></p>
Goal 2	<p>If we develop and implement a shared pedagogical approach to the explicit teaching and consistency of agreed practices (Number/Place Value - Big Ideas in Number), then we will have an increase in the number of students at or above SEA.</p> <p>This will include a specific focus on responding to learner needs based on formative assessment, analyzing misconceptions and developing positive mathematical mindsets.</p> <p><b>Teachers will explore using multimodal approaches when structuring teaching and learning experiences.</b></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 students’ Writing achievement by developing their understanding of constructing cohesive texts, leading with sentence structure and vocabulary, particularly years 5-7.		
Challenge of practice	If we develop teachers’ skills and knowledge in the explicit teaching of Text Cohesion within the framework of the ‘Teaching and Learning Cycle’, embedding the Gradual Release of Responsibility at each stage of the cycle, then we will have an increase in the number of students achieving at or above SEA in writing. Teachers will explicitly teach students the text structure and language features to create more complex texts. <b>Teachers will explore using multimodal approaches when structuring teaching and learning experiences.</b>			
Actions	Timeline	Roles and responsibilities	Resources	
Each teacher actively participates in Review of 2019 Challenge of Practice and iterate strategies that have been consistently used.	<ul style="list-style-type: none"> <li>• Term 4 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher to actively participate in independent, think, pair, share activity.</li> <li>• Data collected and collated to inform adjustments to be made to 2020 plan</li> </ul>	<ul style="list-style-type: none"> <li>• SIP</li> <li>• Staff Meeting</li> <li>• NAPLAN Marking Guide</li> <li>• Analysis of NAPLAN writing data</li> <li>• Education Dashboard</li> </ul>	
Professional learning: <ul style="list-style-type: none"> <li>• unpacking the ‘Teaching and Learning Cycle’ and the Gradual Release of Responsibility.</li> <li>• Formative Assessment</li> <li>• EALD Hub</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1 2020</li> <li>• Term 2 2020</li> <li>• Ongoing 2020</li> </ul>	<ul style="list-style-type: none"> <li>• LID and EALD team</li> <li>• EALD teacher (Anne Cubelic)</li> <li>• All staff to attend PD sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• LID</li> <li>• EALD team</li> <li>• Formative assessment resources and research – Dylan Williams</li> <li>• EALD HUB</li> </ul>	

# Step 3

## Plan actions for improvement



<p>Each teacher will actively participate in PLC teams to plan, implement and assess units of work (focus on text cohesion and vocabulary/oral language) using the Teaching and Learning Cycle and the Gradual Release of Responsibility at each stage of the cycle. Provide feedback to students and teach students how to use feedback to improve their writing.</p>	<ul style="list-style-type: none"> <li>• Ongoing 2020</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers – designated team leader</li> <li>• LID – Carly Warren and EALD team</li> <li>• All teachers to collaboratively plan – learning intentions, individual student goals, success criteria. These will be shared with students, parents and staff.</li> <li>• All teachers to set up ‘Bump it Up’ walls as part of formative assessment and feedback to students</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• PLC team meetings</li> <li>• Common NIT time</li> <li>• ½ day release planning day</li> <li>• Literacy and Numeracy First Documents</li> <li>• LLL and Literacy Progressions</li> <li>• Whole school pedagogical agreement around Feedback</li> </ul>
<p>Each teacher will actively participate in PLC teams to moderate samples of work and evaluate/share strategies that have been successful in raising student achievement.</p>	<ul style="list-style-type: none"> <li>• Week 2 Term 1 2020</li> <li>• Week 3 Term 1 2020</li> <li>• Week 8&amp;9 Term 1 2020</li> <li>• Week 7&amp;8 Term 2 2020</li> <li>• Each semester 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to collect baseline data: Recount – Rec. (Oral)-Year 1; Narrative – Year 2-7</li> <li>• Staff meeting – moderation, map students on LLL. Data used to start Learning Sprint 1</li> <li>• Sample 2 Writing collected (all teachers)</li> <li>• Week 9 staff meeting moderation</li> <li>• Collect next writing sample (all teachers)</li> <li>• Week 8 staff meeting Moderation</li> <li>• Evaluate, share and amplify successful strategies</li> </ul>	<ul style="list-style-type: none"> <li>• PC – Daniel Balacco</li> <li>• LID – Carly Warren</li> <li>• SLLIP – Karly Hefferan</li> </ul>

# Step 3

## Plan actions for improvement



<p>Each teacher uses Learning Sprints to define the Language and Literacy tools needed to write high quality texts.</p>	<ul style="list-style-type: none"> <li>• Week 4 – 8/9 Term 1, 2 and 3 2020</li> </ul>	<ul style="list-style-type: none"> <li>• PC Daniel Balacco</li> <li>• LID Carly Warren/Teagan Sergeant</li> <li>• All teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Sprints resources</li> <li>• NAPLAN marking guide</li> <li>• Literacy and Numeracy First Documents</li> <li>• LLL and Literacy Progressions</li> <li>• Seven Steps resources</li> <li>• NAPLAN and ACARA resources/stimulus prompts/sample texts</li> </ul>
<p>Each Reception – Year 2/3 teacher will explicitly teach oral language utilizing synthetic phonic instruction in writing</p>	<ul style="list-style-type: none"> <li>• Term4 2019</li> <li>• Ongoing 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Support teachers – EALD, AST and Literacy Support to analyze Phonics screen data.</li> <li>• Each teacher (Rec – Year 2/3) will explicitly teach using Phonemic Awareness program 10 minutes each day at start of Literacy block.</li> </ul>	<ul style="list-style-type: none"> <li>• Heggerty Phonemic Awareness Program</li> <li>• Jolly Phonics and Jolly Grammar</li> <li>• LLL and Literacy Progressions</li> <li>• Phonic Screen</li> <li>• SPAT-R</li> </ul>
<p>Commitment to daily explicit teaching of writing using the Learning Progressions – Writing, the Language and Literacy Levels and the NAPLAN marking guide to inform teaching next steps, responsive to site data.</p>	<ul style="list-style-type: none"> <li>• Term4 2019</li> <li>• Ongoing 2020</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers - attend meetings (year level, PLC, PD)</li> <li>• Peer Mentors identified</li> <li>• EALD/intervention team support personnel - attend meetings and jointly plan/assess with teachers for EALD, ATSI and students with special needs</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and Learning Cycle – Literacy Guidebook (Stretch)</li> <li>• APAS funding - SSO support to identified students</li> <li>• Better Schools Funding - TRT release for teachers to work with SLLIP and release time to meet in PLC teams</li> <li>• SSS - supporting students with learning needs and behaviour needs</li> <li>• Literacy &amp; Numeracy First Funding - increase contract teacher time to release staff for planning, team teaching, instructional rounds, developing student learning profiles, releasing staff to train SSOs etc. Literacy Numeracy First Paper and Guidebooks</li> </ul>



# Step 3

## Plan actions for improvement



<p>Each teacher will actively participate in Instructional Rounds to build their capacity to explicitly teach strategies to develop vocabulary and precise and complex language choices in their writing.</p>	<ul style="list-style-type: none"> <li>• Ongoing 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Leadership</li> <li>• LID – Carly Warren/Teagan Sergeant</li> </ul>	<ul style="list-style-type: none"> <li>• AITSL Teacher Standards</li> <li>• AISTL 'Instructional Rounds' resources</li> <li>• Victorian ED Dept. resource</li> <li>• Literacy and Numeracy First Guidebooks</li> </ul>
<p>Review and Reset: Pupil Free Day</p>	<p>Term 4 2020</p>	<ul style="list-style-type: none"> <li>• All teachers participating, reviewing and evaluation practice</li> <li>• School leader/Literacy Improvement team, PC</li> <li>• EALD support personnel/teachers</li> </ul>	<ul style="list-style-type: none"> <li>• PC Daniel Balacco</li> <li>• LET</li> <li>• NAPLAN, PAT, EALD, Learning Progressions data</li> </ul>
<p>Total financial resources allocated</p>			<p>~\$26000</p>
<p>Success criteria</p>	<p>From termly analysis pre and post teaching samples of writing we will see 80% or more of students achieving the following criteria:</p> <p>Rec: independently write a simple sentence.</p> <p><b>Year 1:</b> Independently write a simple and a compound sentence using correct punctuation – capitals and full stops.</p> <p><b>Year 2:</b> Independently write two or more simple and compound sentences and at least one complex sentence using correct punctuation – capitals and full stops, control of simple tenses and some verbs of action, relating and sensing.</p> <p><b>Year 3:</b> Independently write two or more simple and compound sentences and at least one complex sentence using correct punctuation – capitals and full stops, control of simple tenses and some verbs of action, relating and sensing, use of 'to+verb' and use a wider range of verbs. Sentences are related and coherent (topic specific).</p> <p><b>Year 4:</b> Independently write a range of connected sentences that form a paragraph. Sentences use a range of linking conjunctions, consistently show control of simple tenses, use verbs of process, use adverbs of circumstance and spell most common topic words correctly.</p> <p><b>Year 5:</b> Independently write a range of connected sentences that form at least two cohesive paragraphs. Sentences use expanded noun and verb groups, modality words, beginning use of passive voice and relative pronouns.</p> <p><b>Year 6/7:</b> Independently write a range of connected sentences that form two or more cohesive paragraphs. Sentences use expanded noun and verb groups, correctly use of relative pronouns, modality words, more use of passive voice and relative pronouns, expanded vocabulary, genre specific technical language.</p> <p>Effectively and accurately use a range of sentence types (ranging from simple sentences, through to complex sentences) evidenced through, Bump it Up walls, teacher based rubric assessments, LLL.</p> <p>Staff to identify success criteria – if we do the Teaching and Learning Cycle well, what will this look like.</p>		



Goal 2		Improvement Goal 2: Increase students' Mathematics, leading with Number & Place Value, particularly years 3-5.		
Challenge of practice		If we develop and implement a shared pedagogical approach to the explicit teaching and consistency of agreed practices (Number/Place Value - Big Ideas in Number), then we will have an increase in the number of students at or above SEA. This will include a specific focus on responding to learner needs based on formative assessment, analyzing misconceptions and developing positive mathematical mindsets. <b>Teachers will explore using multimodal approaches when structuring teaching and learning experiences.</b>		
Actions	Timeline	Roles and responsibilities	Resources	
Incubate: each teacher to build capacity in daily explicit and intentional teaching of: Number Sense including: <ul style="list-style-type: none"> <li>• Big Ideas in Number: Trusting the count, Place Value, Multiplicative thinking</li> <li>• identifying misconceptions and moving students on</li> <li>• problem solving strategies</li> <li>• daily number talks</li> </ul>	Term 1 2020	<ul style="list-style-type: none"> <li>• All teachers - attend meetings (year level, PLC, PD)</li> <li>• School leader/numeracy lead team/numeracy coach- identify key resources to work with teachers</li> <li>• Numeracy coach - attend meetings and jointly plan/assess/interpret data with teachers</li> </ul>	<ul style="list-style-type: none"> <li>• APAS funding - SSO support to identified students</li> <li>• Better Schools Funding - TRT release for teachers to work with SLLIP and release time to meet in PLC teams (allocate ~\$7000)</li> <li>• SSS - supporting students with learning needs and behaviour needs</li> <li>• Literacy &amp; Numeracy First Funding - employ numeracy coach (allocate ~\$6000)</li> <li>• Literacy Numeracy First Paper and Guidebooks</li> </ul>	
Incubate: Collaboratively plan in PLC teams and develop learning tasks using the Learning Design Framework including: <ul style="list-style-type: none"> <li>• Learning intentions</li> <li>• Success criteria</li> <li>• Assessment tasks</li> <li>• Effective feedback to learners based on agreed formative assessment and monitoring process.</li> </ul>	Ongoing 2020	<ul style="list-style-type: none"> <li>• All teachers - attend meetings (year level, PLC, PD)</li> <li>• Teachers to support/teach students how to use feedback to improve learning</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school pedagogical agreement around Feedback</li> <li>• Numeracy Coach</li> <li>• Learning Design framework</li> </ul>	



<p>Amplify: provide targeted support through coaching/mentoring, professional learning, resource development and performance development as follows:</p> <ul style="list-style-type: none"> <li>• professional learning with all staff - Big Ideas in Number</li> <li>• professional learning with all staff from SLLIP and Numeracy Coach</li> <li>• review and evaluate Pupil Free Day</li> <li>• * coaching and mentoring with Numeracy Coach</li> <li>• * review and evaluate Pupil Free Day</li> <li>• Unpacking Formative assessment</li> </ul>	<p>Ongoing 2020</p>	<ul style="list-style-type: none"> <li>• School leader/numeracy lead team/numeracy coach - schedule mentoring meeting, 3-way interviews and accessing professional support</li> <li>• Teachers - participate and set goals connected to PDPs and outcomes of data investigations</li> </ul>	<ul style="list-style-type: none"> <li>•Employ/engage with a Numeracy coach/mentor (allocate ~\$6000)</li> <li>•Australian Curriculum</li> <li>•Numeracy Learning Progressions</li> <li>•Numeracy Guide Book (Number focus)</li> <li>•Big Ideas in Number</li> <li>•Jo Boaler - Mathematical Mindsets</li> <li>•Tierrney Kennedy - Maths Misconceptions</li> </ul>
<p>Total financial resources allocated</p>			<p>~\$10,000.00</p>
<p>Success criteria</p>	<p>In the analysis of Maths misconception data, we will see the majority of students achieving growth as mapped against the Numeracy Progressions, for targeted group of students (identified as being just out of SEA and just out of Higher Bands). This will be led and evaluated by the Maths Improvement team at the end of the Term 2/3 Sprint Cycles.</p>		



Goal 3			
Challenge of practice			
Actions	Timeline	Roles and responsibilities	Resources



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



Approved by principal

Name: Maria Maffei

Date: 10/12/2018

Approved by governing council chairperson

Robert Bone

Date: 10/12/2018

Approved by education director

Paul Newman

Date: 10/12/2018