



SCHOOL IMPROVEMENT PLAN 2020

Our vision guides us to provide a safe, yet challenging school program that develops all students as successful, lifelong, resilient learners with respect for themselves, others and the environment.

Goal 1 Increase student grade band achievement in SACE, particularly Stage 2 subjects.

Challenge of Practice If we prioritise a common approach to developing improved student construction of written texts then we will increase student grade band achievement in SACE, particularly Stage 2 subjects. (D2 & D3)				
Actions	Timeline	Roles and Responsibilities	Resources	Success Criteria
Teachers will explicitly teach the specific aspects of written texts and collaboratively moderate against the Common Genre Assessment Schedule. Teachers will use results of moderations (misconceptions) to inform lesson planning with evidence seen through the PDP process for Years R-10. (D3)	Week 8 of each term	Subschool leaders- plan and lead meetings or source resources to deliver. Teachers responsible for explicitly teaching the genre.	SACE Achievement Officer Common Task development Australian Curriculum / SACE Curriculum	<ul style="list-style-type: none"> Student work samples in all learning areas will include evidence of: appropriate register and language features, nominalisation (where relevant), and complex noun groups. In student conferences (/term) students will be able to verbally recognise the language features of the WSA – Literacy that they have strived to include in their work: appropriate register, complex noun groups, tiered vocabulary, TEEL paragraphs, and nominalisation. Students can verbalise what a question from previous Exam/ NAPLAN / PAT is asking them to do and identify at least one strategy they can use to answer it (student conferences & video recordings, 1/term).
Teachers to develop or collect A/B, and at SEA model texts with annotations of the WSA- Literacy and Performance/ Achievement Standards and use these with task orientation. (D2)	ongoing	All teachers to annotate and forward to subschool leader. Subschool Leaders to develop common repository for future use eg Daymap/ Google Classroom	Common repository SACE / AC Exemplars Secondary LID & SACE Achievement Officer	
Ensure unit and task planning explicitly features WSA- Literacy. 2020 foci- register, nominalisation and complex noun groups.	ongoing	All teachers – participate in WSA & PD	AITSL Professional Standards for Teachers PD based on the WSA foci	
Review student assessments across 8-12 Learning Areas to assess question type distribution (within/ about/ beyond and task/topic/limiter) and collaborate to develop units incorporating Socratic and high and low challenge questioning.	½ term foci x 6	Subschool Leaders to coordinate	SACE Board- Effective Questioning Guidelines Past exam and SAT questions AITSL Standards for Proficient Teachers Fountas and Pinnell continuum	
Create a scope & sequence of macrogenres from Year 12 -6 using backwards planning ensuring that the text and language features are differentiated. (D2)	By End of Term 1	Subschool Leaders to coordinate	SACE genre fact sheets Fountas & Pinnell Scope & Sequence texts	
Targets	2019	For those students enrolled in Year 10 in 2019 the average grade band in Year 10 will increase by 0.25.		
	2020	For those students enrolled in Year 10 in 2019 the average grade band in Stage 1 will increase by 0.25.		
	2021	For those students enrolled in Year 10 in 2019 the average grade band in Stage 2 will increase by 0.75.		

Goal 2 Increase student achievement in Reading, particularly Years 4 & 7.

Challenge of Practice If we design reading instruction that explicitly teaches the elements of comprehension particularly effective questioning strategies, then we will increase student achievement in Reading particularly in Years 4 & 7. (D2)				
Actions	Timeline	Roles and Responsibilities	Resources	Success Criteria
Provide time for Year 3-5 teachers (1/2 day/term) to collaborate, set and track Teaching Sprint foci relating to reading. (D1) MS/Literacy Leader to work one to one with teachers through the Teaching Sprint process, observing & critiquing classroom practice and planning in relation to reading.	ongoing	3-5 teachers MS/ Literacy Leader DP	SIP booklet (like F&P reading resource) that teachers can use in the class on hand including BITL mats etc for easy access. (HAT teacher) Teacher release for ½ day per term Guided Reading Leaders group Stretch Guidebook Resources dependent on Teaching Sprint	<ul style="list-style-type: none"> Increased individual “question” results in BAS testing from Term 1 to Term 3 baseline. Reception to Year 9 students can verbally identify 1-3 reading strategies they use to answer questions relating to texts (student conferences & video recordings, 1/term). Year 5-9 students can verbally identify question types as within/beyond/about texts (student conferences & video recordings, 1/term). Students can verbally extract key information from age appropriate complex visuals (student conferences & video recordings, 1/term).
Each teacher's planning will clearly detail explicit teaching of comprehension strategies and resultant formative assessment (with targeted groups) particularly focussing on inference, competing ideas, extracting ideas from visuals, figures & diagrams, reading stamina and recognition of genre. (D2)	ongoing	JS & MS Subschool Leaders to analyse PDPs and work with teachers to develop suitable plans and assessment	Levelled readers / Scholastic Short Reads BiTL printables Big 6 Best Practice Guidelines AITSL Standards for Proficient Teachers Fountas and Pinnell continuum Sheena Cameron Resources	
Explicitly teach and use Socratic questioning, and/ or QAR, and/ or Thinking routines, and/ or CBL to support student comprehension of literal and inferential meaning.	1x CBL strategy or Thinking Routine to be taught per Teaching Sprint in classes.	All teacher sharing HAT teacher SLC Adult supporter and students	SLC Teacher release QAR / Socratic Questioning /Thinking routines/Design thinking PD HAT teacher Resources for questioning (3-5 team to develop) Graphic Organisers / BiTL thinking Mats	
Teachers in years 3 -5 will systematically teach vocabulary to build and develop students' comprehension of the text and to support them to articulate relevant responses (D2)	ongoing	Class Teachers	Word Walls / Vocab Mats / MU dictionary PD in vocab (experts within staff) Tiered / Traffic Light Vocab displays Sheena Cameron & Shades of Meaning resource DfE Best advice papers Graphic organisers	
Targets	2019	For those students enrolled in Years 4 & 7 in 2019 whose achievement bands were below SEA in years 3 (NAPLAN) & 6 (PAT), increase by 50% the number of students achieving SEA in PAT & NAPLAN.		
	2020	For those students enrolled in Years 4 & 7 in 2019 whose achievement bands were below SEA in years 3 (NAPLAN) & 6 (PAT), increase by 30% the number of students achieving SEA in NAPLAN & PAT.		
	2021	For those students enrolled in Years 4 & 7 in 2019 whose achievement bands were below SEA in years 3 (NAPLAN) & 6 (PAT), increase by 20% the number of students achieving SEA in NAPLAN & PAT.		

Goal 3 Increase student achievement in reading, particularly in Year R-2.

Challenge of Practice If we explicitly teach strategies to improve student phonic knowledge and phonemic awareness then we will increase student achievement in R-2 Reading. (D2)				
Actions	Timeline	Roles and Responsibilities	Resources	Success Criteria
Release time for R-2 staff to collaboratively develop, implement and refine a MCC R-2 Phonemic Awareness & Phonics Agreement & resources to accompany its delivery.(D2)	By end of Terms 2 & 4	All JP teachers & DP	Heggerty PA Resource	<ul style="list-style-type: none"> Increase individual RR data (1/semester) Students can attempt and decode 'nonsense' and unfamiliar words and articulate how to decode a word (eg blending, letter patterns, morphemes) (student conferences & video recordings, 1/term). Students will demonstrate growth in their Jolly Phonics blending strips (1/semester) Increased individual 'high frequency word' knowledge (1/term) Students will write using age appropriate phonics knowledge eg blending, digraphs etc Heggerty tracking tool growth (pre, mid, post testing)
Provide Jolly Phonics PD at stage appropriate levels to enhance the interactive component of, and adherence to the program. (D2)	Term 1	DP to organise	SPELD – Jan Polkinghorne PD for varying levels of Jolly Phonics	
Explicitly implement the targeted Heggerty approach to phonemic awareness for 10 min / day to support foundational reading skills (R-5). (D2)	By end of week 3 Term 3	R-5 Teachers DP oversight	Heggerty PA resources	
Provide regular explicit opportunities for students to decode and decipher 'nonsense words'.	Ongoing	All JP teachers & DP to help source	Heggerty PA Resources DfE Phonics Website	
Teachers collaboratively and deeply analyse the results of the 1PSC to inform teaching practice. (D1)	Term 1	All JP teachers & DP	Evidence in programming, planning and assessment	
Conduct parent sessions on phonemic awareness and phonics with hands on take homes for them to try with their children. (D3)	Term 1	All JP teachers & DP to coordinate	Parent resources	
Targets	2019			
	2020	For those students enrolled R-2 in 2020 75% will reach the SEA for Running Records & the Year 1 Phonics Screening Check		
	2021	For those students enrolled R-2 in 2020 85% will reach the SEA for Running Records. & the Year 1 Phonics Screening Check		

External Review 2019 Directions:

1. Build teacher capacity in using student achievement data to track and monitor student performance to inform teaching.
2. Build the capacity of staff to design consistent and sustainable teaching practices that is both evidence-based and intentional.
3. Ensure authentic student influence in their learning by strengthening teacher knowledge and action to embed student agency in the learning design, assessment and feedback.