



SCHOOL IMPROVEMENT PLAN 2021

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 achievement in writing, particularly Stage 2 subjects

Challenge of Practice If we embed and explicitly teach the 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
English teachers will assess, moderate and use the results of Brightpath analysis (R-10), Metalanguage and Functional Grammar development (R-5) to inform next steps in lesson planning with evidence seen through the PDP process. (D3) Non- English LA teachers will explicitly teach the agreed specific aspects of audience, purpose, language conventions (TEEL, sentence structure etc) and vocabulary of written texts for Years R-12.	Brightpath PD Term 1,2,3 Year 1- narrative – Terms 1 & 3 PDP process by Line Manager	MS /Lit Leader, Deputy & English Teachers- Brightpath PD, data entry and coordination of analysis. Deputy- Metalanguage / Functional Grammar PD and oversight of implementation. HAT Teachers /Teachers- to gather evidence and use rubrics and resources to support moderation & summative assessments (PLCs)	Brightpath Resources Secondary LID Australian Curriculum / SACE Curriculum SACE genre fact sheets DfE Curriculum Resources & Tracker HAT Teachers	<ul style="list-style-type: none"> Individual student & cohort growth in Brightpath Performance Profiles from Term 1 baseline narratives & Term 3 results measured numerically and by the Literacy Progressions. Student termly work samples (/term) will demonstrate their ability to use the specifically taught aspects of literacy and writing, relating to the language strands of the English AC including metalanguage, functional grammar and vocabulary for Years 3-12. R-2 student termly work samples (/term) will demonstrate growth in students' ability to use appropriate sentence structure in the rubrics developed in conjunction with the DfE Literacy Scope & Sequence and Brightpath tools.
Year 3-12 Teachers to develop and/ or source exemplar texts with annotations of the assessment criteria & Literacy Agreement and use these with task orientation and peer assessment. (D2) (Exemplar texts demonstrate the steps required to complete a task or solve a problem. By scaffolding the learning, worked examples support skill acquisition & reduce cognitive load for learners.)	Ongoing per unit	All teachers to annotate and forward to subschool leader. Subschool leaders to develop common repository for future use eg Daymap/ Google Classroom	SACE / AC Exemplars & Chief Assessor / Subject Assessment Advice report SACE Board- Effective Questioning Guidelines Past exam and SAT questions DfE Curriculum Resources & Tracker	
Review and adapt assessment tasks, units and planning across R-12 Learning Areas to ensure multiple entry & exit points, clear learning intentions, sequence and success criteria, high / low question type distribution using the DfE curriculum resources as exemplars of the standard.	Peer opportunities / term	Subschool Leaders to coordinate	Curriculum Lead (LET) Secondary LID DfE Curriculum Resources & Tracker Repository (JDrive)	

Targets 2021

For those students enrolled in Year 10 in 2019 the Secondary SOI will be 0.75 (from 0.50 2018, 0.74 2019).

For the students enrolled in Year 10 in 2019 their GPA will improve by 10%.

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

Challenge of Practice If we design consistent and effective reading instruction with a particular focus on comprehension and effective questioning strategies, within the context of the Big 6, then we will increase student achievement in Reading particularly in Years 4 & 7.

Actions	Timeline	Roles and Responsibilities	Resources	Success Criteria
Teachers to work one to one with leaders through the Teaching Sprint process, observing and providing relevant feedback to inform planning and classroom practice in relation to an identified element of reading (R-12).	1 sprint each term each teacher R-12	DP/ MS & SS Leaders to coordinate	Pre/Post Testing Curriculum Lead (LET) Secondary / Primary LID HAT Teachers Resources dependent on Teaching Sprint DfE Curriculum Resources & Tracker Meeting schedule	<ul style="list-style-type: none"> Improved comprehension measured by "question" results in BAS testing from Term 1 baseline to Term 3 results. Reception to Year 9 students can verbally identify 1 -3 reading strategies they use to answer questions relating to a range of texts (student conferences & video recordings, 1/term). Year 5-12 students can verbalise the process of Close Reading and how it enhances their understanding of the content (student conferences & video recordings, 1/term).
Across all learning areas, utilise BDA strategies and design 'during' reading instruction with high quality texts that utilise "Close reading" (6-12) with a particular focus on reading a text for evidence and reading stamina (R-12).	Close Reading PD Checkin / term Observation / terms 1 & 3	MS/Lit Leader to lead PD for Close reading Subschool leaders	School Improvement Guidebooks DfE Curriculum Resources & Tracker PAT-R Teaching / Question Sources Partnership Reading Leader	
Consolidate explicit Guided Reading in R-5 with a focus on the F&P Systems of Strategic Actions and QAR differentiation to support student comprehension of literal and inferential meaning.	ongoing	R-5 Teachers DP oversight	Levelled readers / Scholastic Short Reads BitL printables Big 6 Best Practice Guidelines DfE Best advice papers Partnership Reading Leader F&P Systems of Strategic Actions QAR 4 domain model	
Conduct online parent sessions and develop brief videos on phonemic awareness and phonics, QAR, and Close reading with take-home resources for parents / caregivers to use with their children (R-12). (D3)	Term 1 & Term 3 T4 Kindy Transition	DP & MS/ Lit Leaders to coordinate Teachers to help develop resources/ videos	Parent resources /videos DfE Best advice papers	

Target 2021

For all students enrolled in Years 4 & 7 in 2019 increase their individual scale score by the expected SEA increase and improve their percentile by 5%.

Goal 3 Increase student achievement in Reading, particularly Years 1 and 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
Collaboratively consolidate R-2 Phonemic Awareness (Heggerty) & Phonics approaches (Jolly Phonics & nonsense words). (D2)	/ term	R-2 Teachers DP oversight	Heggerty PA Resource DfE Phonics Website DfE Best advice papers F&P Systems of Strategic Actions BAS, PAT, NAPLAN Data Australian Curriculum	<ul style="list-style-type: none"> Students will demonstrate reading improvement as measured by RR data (1/semester) and cohort PSC1 data. Students can attempt and decode 'nonsense' and unfamiliar words (student conferences / practice PSC, 1/term). Increased individual 'high frequency word' recognition as assessed through Jolly Phonics Word & Tricky Word lists (1/term) Heggerty tracking tool indicates student growth in phonemic awareness (pre, post testing)

Targets 2021

For those students enrolled in year 1 & 2 in 2021 75% will reach the SEA for Running Records (67% 2020).

For those students enrolled in year 1 in 2021 50% will reach SEA for Year 1 Phonics Screening Check (38% 2020).

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.