



SCHOOL IMPROVEMENT PLAN 2022

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.

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.

Goal 1 Improve student writing achievement in SEA and HB				
Challenge of Practice: If we increase teacher capacity in explicitly teaching, and providing individualised feedback on, the language conventions and authorial choices in written text types across all learning areas within the context of the teaching and learning cycle framework, then we will accelerate student achievement in writing.				
Actions	Timeline	Roles and Responsibilities	Resources	Success Criteria
Teachers will assess, moderate and use the results of Brightpath analysis (R-10: English- narrative, 6-10: non-English – information report) to inform next steps in curriculum / lesson planning.	Narrative T1&3 Information Report T2&4	MS/Literacy Leader - BP coordination & leading analysis Teachers - collate, implement, assess Brightpath data	BP resources & DfE team / Teacher Ruler Australian Curriculum Curriculum Lead Staff meeting time Best Advice papers Pre and post use of Build foundations – self-assessment of literacy teaching in primary schools	<ul style="list-style-type: none"> • Brightpath Growth: Individual student & cohort growth in Brightpath Performance Profiles between successive tests (narrative for English R-10 and information report non-English LA 3-10) • Pre/Post test growth of focus areas: in work samples we will see student's writing skills improve as they use the explicit features of each text type to structure their work and are precise in their choice of vocabulary and text devices. • Student will be able to articulate their next steps in writing progress eg: • understand what they need to improve • feel encouraged and supported to achieve their writing goal • use feedback to monitor and self-regulate their learning (sampled / term via interview). • Each student will be able to reference a Bump It Up Wall to self- assess and identify next steps for writing improvement (sampled /term via interview).
Teachers will undertake professional development for teachers regarding language conventions, authorial choices, and the literacy demands of assessment tasks.	Week 0 & ongoing	MS/Literacy Leader - PD coordination	Australian Curriculum BP DfE Team DfE Guidebooks / Best Advice papers LET Team Plink Course- writing in the disciplines	
Teachers will undertake PD in, and explicitly use the BP Teacher Ruler and/or Bump It Up Walls as a means of formative, self-assessment and building student agency.	Term 1 & ongoing	MS/Literacy Leader - PD coordination to see teaching and learning cycle elements/ formative assessment in planning Leadership team to coordinate/ source age appropriate Bump It Up/ Exemplar work process	Bump It Up PD & resources AC exemplars of AC Standard Curriculum Lead BP resources / Teacher Ruler DfE Check in and act (formative assessment) resource	
Teachers will be supported to produce and utilise intentionally planned teaching and learning cycles and quality assessment tasks (6-12 T&L cycles, R-5 Learning Design) and provided Professional Learning in this area. Leaders will utilise the DfE Secondary curriculum team to moderate and enhance their planning feedback to teachers.	Ongoing Term 1	Teachers to provide planning by Week 2 of each term. Leadership Team to work with Secondary Curriculum team to analyse feedback given to teachers, specifically around the teaching and learning cycle	Australian Curriculum Secondary Curriculum Team Curriculum Lead DfE Guidebooks / Best Advice papers DfE Curriculum Units, Scope & Sequence MCC Planning proformas MCC Curriculum Profile	
Teachers to utilise the Teaching Sprints process to develop their pedagogy and inform planning and classroom practice in relation to an identified element of writing, reading or differentiation (R-12).	ongoing	Leaders to support teachers to develop, conduct, analyse sprints. Teachers to present Sprints on a rotating basis to staff meeting	Staff meeting time Proformas and induction for new staff	
Targets 2022: Increase the proportion of students achieving the SEA and entering HB in NAPLAN writing by 5% (2021 SEA/HB % - Yr3: 61/3, Yr5: 72/7, Yr7: 52/17, Yr9: 74/6)				

Goal 2 Improve achievement in numeracy in SEA and HB				
Challenge of Practice: If we explicitly teach number sense strategies within the context of the Big Ideas in Number and the Australian Curriculum then we will have improve achievement in numeracy in SEA & HB.				
Actions	Timeline	Roles and Responsibilities	Resources	Success Criteria
Teachers will develop curriculum planning with responsive learning intentions and formative/summative assessment tasks (aligned to aspects of the mathematics achievement standard).	Term 1 & ongoing	Leadership team: coordinate SSOs and intervention groups, observing teaching and learning (pedagogy) practices, evaluating staff planning for evidence of authentic learning sequences relating to BiIN and AC. Regularly meet with HAT teacher to analyse term foci, data and discuss observation feedback. HAT teacher: support staff with planning evidence based assessment tasks. Observe teaching and learning routines, provide explicit feedback on pedagogy and sequence of learning. Analyse results from interventions and term data. SSOs: run levelled intervention groups based on results from diagnostic testing, recording pre and post data every 5 weeks. Teachers: provide planning by Week 2 of each term.	DfE Guidebooks / Best Advice papers BiIN & DfE Scope and Sequence DfE Units of Work / MCC Planners HAT Teacher / LET Team 2022 BiN PPL handouts MCC Curriculum Profile	<ul style="list-style-type: none"> • We will see growth in students' BiIN Assessment tool growth – pre-test post-test in class R-2 and in interventions 3-9.
Teachers will model visual representations and use multi-sensory manipulatives to enhance learner understanding of Big Ideas in Number concepts, with a focus on trusting the count and place value.	ongoing	Leadership team: observe classroom practice and interventions using multi-sensory manipulatives. HAT teacher & DP: lead PD focusing on strategies and pedagogy for teaching the Big Ideas in Number. Modelling best practice strategies using manipulatives of TTC & PV in classrooms. Provide advice and feedback on appropriate strategies and resources. SSO: apply TTC & PV visual representations in interventions as a mental routine.	DfE Guidebooks / Best Advice papers BiIN Scope and Sequence DfE Units of Work Manipulatives HAT Teacher / LET Team	
SSOs will implement a targeted numeracy intervention program based on Big Ideas in Number (TTC & PV) strategies for identified students.	5 weekly cycle from mid Term 1	Subschool Leaders: meet with relevant SSO staff and HAT teacher to analyse results and next steps. HAT teacher: support SSO staff with additional resources and strategies required for intervention groups. SSO: implement, track and monitor a 5 week cycle of student progress through targeted intervention support. Feedback results to teachers, HAT and Leadership.	DfE Guidebooks / Best Advice papers BiIN Scope and Sequence DfE Units of Work HAT Teacher / LET Team	
Teachers will track students' growth/achievement using the Big Ideas in Number continuum to inform planning and set individual student learning goals.	End of 2021 and each term for TTC & PV	SSOs: complete BiIN tests. DP: oversee and moderate testing / monitor planning for responsiveness to data. Teachers: receive their data and misconceptions and use this inform planning	BiIN Scope and Sequence BiIN diagnostic and intervention tools HAT Teacher LET Team	
Teachers will undertake Professional learning in the key elements of BiIN (TTC & PV).	Term 1 & ongoing	DP & HAT teacher to source and deliver TTC & PV PD	BiIN powerpoints & Twilight series videos BiIN diagnostic tools DfE best advice papers Plink course on BiIN	
Teacher will adapt and implement Quality DfE unit plans for multiyear level class	Ongoing Week 1 and 5 term 1/2/3	CL and PO to co-design and facilitate year 3/4 teacher unit plan session x 6 days Teachers to engage in PL and implement adapted units	DfE maths units Partnership & MCC funds for release	
Target 2022: Increase the proportion of students achieving the SEA and entering HB in NAPLAN numeracy by 5% (2021 SEA/HB % - Yr3: 61/3, Yr5: 72/7, Yr7: 52/17, Yr9: 74/6)				

Goal 3 Improve student achievement in reading in SEA & HB				
Challenge of Practice: If teachers focus on explicitly and consistently utilising age-appropriate Before, During and After (BDA) reading strategies then we will improve student achievement in reading in SEA & HB.				
Actions	Timeline	Roles and Responsibilities	Resources	Success Criteria
6-12 staff will utilise high-quality shared texts in their learning area for collaboratively building language or knowledge about the topic using the methodology of the Close Reading (Maintaining Momentum guidebooks).	ongoing	MS/Literacy leader to support teachers to find quality shared texts. MS/Literacy leader provide, observe and feedback to teachers of the Close Reading sequence.	DfE Guidebooks / Best Advice paper DfE Secondary Curriculum Team LET Team Australian Curriculum DfE English - Units of Work	<ul style="list-style-type: none"> • DIBELS: individual growth measured 3/p.a. R-5, MAZE component to Year 8. • ORF/ Acadiance – R-2 Term 1 & Years 3-5 3/p.a. • R-5 Dictation test growth measured through the facilitation of the transference of spelling concepts into written work, weekly writing lessons and moderation. • Termly sampling of multidimensional fluency scale (6 students / MS year level) show improvement.
Quality literature: 6-12 English staff to collaborate and develop list and resource store of quality literature at MCC for various year levels to provide quality mentor texts so that students are able to utilise higher order thinking skills (eg synthesis, analysis, inferencing) and vocabulary.	Term 1 & Reviewed in Term 3	English teachers to proactively engage with collating the resource collection. MS/Literacy leader to support teachers to find quality literature texts and be a conduit with DfE Curriculum Support Team.	DfE Guidebooks / Best Advice papers English Scope and Sequence DfE Units of Work DfE Secondary Curriculum Team Release time for the English team	
R-5 teachers adhere to the agreed use of the PLD Spelling & Reading program (including decodable readers, Rapid Automatic Reading, sound walls/ articulation visuals) & Instructional Routine simultaneously. Leaders review literacy interventions R-9 to ensure they are aligned to best practice and the Science of Reading.	Term 1 & ongoing	HAT teacher to lead the implementation of PLD and support teachers with planning, resources, observations and feedback on the implementation of the program. Track, monitor and analyse data through moderation and in PLCs. Phonics Champion to support teachers with the implementation of Instructional Routines, development of decodable readers sequence Phonics Champion/ site leader and CL to co-create GANNT chart for actions around progressing and sustaining quality phonics instruction. DP to consult with HAT on data and student progression. Observe teachers instructional routine and use of sound walls. Leaders to review literacy interventions and cycles of improvement to ensure best practice and student learning outcomes.	LET Team PLD Resources, Prof Development Partnership schools who also run PLD PPL Murraylands Partnership (R-2 Phonics) Literacy Guarantee Unit TEAMS resources- Phonics PPL and Phonics leaders LGU phonics review tool for observations	
Teachers will be supported to produce and utilise intentionally planned teaching and learning cycles clearly outlining the BDA & vocabulary development strategies in use. Leaders will utilise the DfE Secondary curriculum team to moderate and enhance their planning feedback to teachers.	Term 1 & ongoing	Teachers to provide planning by Week 2 of each term. Leaders to provide timely feedback to teachers after having deferred to the Secondary Curriculum team.	DfE Guidebooks / Best Advice papers Australian Curriculum DfE Units of Work DfE Secondary Curriculum Team LET Team Plink: Literacy as a resource for learning across the curriculum: a teaching and learning cycle R-10	
Each teacher and curriculum SSO to complete the "reading comprehension – essential steps before, during and after text reading course (plink)" by Mandy Nayton	By the end of Term 1	Each teacher and curriculum SSO to complete the training and forward the certificate to the site leader.	Plink Meeting time/ T&D Hours	
Targets 2022: Increase the proportion of students achieving the SEA and entering HB in NAPLAN reading by 5% (2021 SEA/HB % - Yr3: 52/3, Yr5: 31/9, Yr7: 79/10, Yr9: 65/10)				