

Improvement plan for Glenelg Primary School

2019 to 2021

School name

Glenelg Primary School

Vision statement

At Glenelg Primary School we are developing responsible and productive global citizens who live with integrity and mutual respect. Relationships based on genuine exchange, trust and commitment to people and values are essential in their lives. We do this by supporting every student to achieve their personal best and to develop as life-long learners who are ethical and effective users of a wide range of technologies – people who are able to think critically as they deal with the opportunities and challenges of the 21st century.



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
To increase the levels of achievement in writing years 3-7	To achieve 80% SEA in writing in years 5 and 7 and to have 15% in the higher bands.	If we develop teacher skills and understandings to implement multiple and evidence based approaches to the teaching of writing then we will increase the levels of achievement in writing in years 3-7.
	To achieve 90% SEA in writing in years 5 and 7 and to have 20% in the higher bands.	
	To achieve 95% SEA in writing in years 5 and 7 and to have 30% in the higher bands.	
To increase the abilities of students in Reception to Year 2 to write for a range of purposes.	Moderated samples of writing R-2 against an agreed common standard from 4 samples of work for each student will show a clear progression.	If teachers develop a deep understanding of early writing and how to build it into the design of learning in the early years, then we will increase the abilities of students in reception to year 2 to write for a range of purposes.
	Moderated samples of writing R-2 against an agreed common standard from 4 samples of work for each student will show a clear progression and 95% of year 3 students will achieve SEA in writing with 40% in the higher bands.	
	Moderated samples of writing R-2 against an agreed common standard from 4 samples of work for each student will show a clear progression and 95% of year 3 students will achieve SEA in writing with 45% in the higher bands.	
To increase student achievement in number R-7	- 95% of students at a C or above in moderated samples of number against the Australian Curriculum. - above SEA in number in PAT - increase the percentage of students in the higher bands in NAPLAN	If we improve and implement a common evidence based informed approach to the development of Number based on the Australian Curriculum, Big Ideas in Number and the Numeracy Progressions, then we will increase student achievement across the school in Number.
	- 95% of students at a C or above in moderated samples of number against the Australian Curriculum. - above SEA in number in PAT - retain and increase the percentage of students in the higher bands in NAPLAN	
	- 95% of students at a C or above in moderated samples of number against the Australian Curriculum. - above SEA in number in PAT - retain and increase the percentage of students in the higher bands in NAPLAN	

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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:

Andrew Wells

Review, Improvement and Accountability Manager

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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	To increase the levels of achievement in writing years 3-7	2019	To achieve 80% SEA in writing in years 5 and 7 and to have 15% in the higher bands.
		2020	To achieve 90% SEA in writing in years 5 and 7 and to have 20% in the higher bands.
		2021	To achieve 95% SEA in writing in years 5 and 7 and to have 30% in the higher bands.
Goal 2	To increase the abilities of students in Reception to Year 2 to write for a range of purposes.	2019	Moderated samples of writing R-2 against an agreed common standard from 4 samples of work for each student will show a clear progression.
		2020	Moderated samples of writing R-2 against an agreed common standard from 4 samples of work for each student will show a clear progression and 95% of year 3 students will achieve SEA in writing with 40% in the higher bands.
		2021	Moderated samples of writing R-2 against an agreed common standard from 4 samples of work for each student will show a clear progression and 95% of year 3 students will achieve SEA in writing with 45% in the higher bands.
Goal 3	To increase student achievement in number R-7	2019	<ul style="list-style-type: none"> - 95% of students at a C or above in moderated samples of number against the Australian Curriculum. - above SEA in number in PAT - increase the percentage of students in the higher bands in NAPLAN
		2020	<ul style="list-style-type: none"> - 95% of students at a C or above in moderated samples of number against the Australian Curriculum. - above SEA in number in PAT - retain and increase the percentage of students in the higher bands in NAPLAN
		2021	<ul style="list-style-type: none"> - 95% of students at a C or above in moderated samples of number against the Australian Curriculum. - above SEA in number in PAT - retain and increase the percentage of students in the higher bands in NAPLAN

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	If we develop teacher skills and understandings to implement multiple and evidence based approaches to the teaching of writing then we will increase the levels of achievement in writing in years 3-7.
Goal 2	If teachers develop a deep understanding of early writing and how to build it into the design of learning in the early years, then we will increase the abilities of students in reception to year 2 to write for a range of purposes.
Goal 3	If we improve and implement a common evidence based informed approach to the development of Number based on the Australian Curriculum, Big Ideas in Number and the Numeracy Progressions, then we will increase student achievement across the school in Number.

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		To increase the levels of achievement in writing years 3-7		
Challenge of practice	If we develop teacher skills and understandings to implement multiple and evidence based approaches to the teaching of writing then we will increase the levels of achievement in writing in years 3-7.			
Actions	Timeline	Roles and responsibilities	Resources	
Identify an incubation team for training and implementation of 7 Steps and the Brightpath R-7 programme	Term 1 2019	Leadership team will organise team training Principal will book Seven Steps Pupil Free Day Principal will subscribe for online Seven Steps for all staff Team training in Bright Path	Seven Steps training - \$11,500 Seven Steps online subscription \$5,500 10 teaching staff and 3 leaders to Bright Path training - \$5000 TRT	
Professional development for staff in writing - teachers develop their knowledge of language to enable differentiated language instruction when teaching writing across the curriculum; using the Brightpath assessment tool as a lever to improve writing	Terms 1&2 2019	Primary Writing Team with the APs QIP and pedagogy Teachers will share with their team learning from day release Leaders will use data from classroom observations to develop professional learning priorities Leaders will support teachers to develop their understanding of the Talking to Learn student assessment model Principal to negotiate with Grange Prim to share their story with staff	Pupil Free Day term 1&3 2019 Brightpath writing assessment tool Seven Steps Leadership time for observations DfE school improvement documents	
Develop a shared assessment process to mark writing and moderate with other teachers of the same level - develop a whole school approach	Term 1 2019 2020 2021	Leadership team will ensure all teachers have sound knowledge to inform and guide assessment in writing. Leaders will plan T&D to support teacher development Teachers will use formative assessment Teachers will provide models of various stages of success in writing Teachers will support students in engage in peer assessment SLIPP will deepen strategies in formative assessment	Literacy Learning Progressions Brightpath Seven steps Week 4 each term Partnership staff meeting Pupil Free Day term 2 and 3 with Partnership in assessment with SLIPP SLIPP time	



Goal 1 continued		To increase the levels of achievement in writing years 3-7		
Actions	Timeline	Roles and responsibilities	Resources	
Teachers incorporate daily writing activities to enable learners to write for a purpose across the curriculum to practice and build their skills	term 1 & 2 2019 continuing	Teachers with support of AP QIP & Pedagogy Teachers will incorporate daily writing Teachers will support students to engage in peer assessment so that they can help each other reach writing goals AP QIP to work with teams on setting goals in writing	Teacher timetable expectations T&D staff meeting time AP QIP & Pedagogy	
Connecting shared reading to writing Explicitly model the skills for writing	2019, 2020, 2021	Teachers with support of AP QIP & Pedagogy Teachers will incorporate daily writing activities including responding to reading and modelled writing Teachers explicitly teach at least two extended written texts per term to develop text, grammar and vocabulary knowledge	AP Pedagogy time to support teachers to develop peer conferencing and peer assessment as a resource Staff meeting time Pupil free day in term 3 2019	
Deepen strategies in formative assessment which support students to write effectively according to success criteria	2019, 2020, 2021	Teachers with support of AP QIP Teachers will support students to engage in peer assessment SLIPP will deepen strategies in formative assessment SLIPP to support through coaching in writing Whole staff review literacy policy	Brightpath SLIPP Week 4 each term Partnership staff meeting Pupil Free Day term 2 and 3 with Partnership in assessment with SLIPP SLIPP coaching salary \$14,000	
Total financial resources allocated			\$192,640	
Success criteria	<ul style="list-style-type: none"> >students and teachers are using a successful writing criteria that address the achievement standards across the school >students write daily in a range of subject areas for a variety of purposes >students demonstrate improvement in NAPLAN writing performance bands >students independently and peer assess writing to set personal targets 			



Goal 2		To increase the abilities of students in Reception to Year 2 to write for a range of purposes.		
Challenge of practice		If teachers develop a deep understanding of early writing and how to build it into the design of learning in the early years, then we will increase the abilities of students in reception to year 2 to write for a range of purposes.		
Actions	Timeline	Roles and responsibilities	Resources	
Identify an incubation team for training and implementation of Seven Steps and the Brightpath R-7 programme	Term 1 2019	Leadership team are responsible for organising Leadership team will organise team training Principal will book Seven Steps Pupil Free Day Principal will subscribe for online Seven Steps for all staff Team training in Bright Path	Seven Steps training - \$11,500 Seven Steps online subscription \$5,500 10 teaching staff and 3 leaders to Bright Path training - \$5000 TRT	
Professional development for staff in writing - teachers develop their knowledge of language to enable differentiated language instruction when teaching writing across the curriculum, using the Brightpath assessment tool as a lever to improve writing	Terms 1&2 2019	Primary Writing Team with the APs QIP and pedagogy Teachers will share with their team learning from day release Leaders will use data from classroom observations to develop professional learning priorities Leaders will support teachers to develop their understanding of the Talking to Learn student assessment model Principal to negotiate with Grange Prim to share their story with staff	Pupil Free Day term 1&3 2019 Brightpath writing assessment tool Seven Steps Leadership time for observations DfE school improvement documents	
Develop a shared assessment process to mark writing and moderate with other teachers of the same level - develop a whole school approach	Term 1 2019 2020 2021	Leadership team will ensure all teachers have sound knowledge to inform and guide assessment in writing. Leaders will plan T&D to support teacher development Teachers will use formative assessment Teachers will provide models of various stages of success in writing Teachers will support students in engage in peer assessment SLIPP will deepen strategies in formative assessment Leadership team responsible for organising	Literacy Learning Progressions Brightpath Seven steps Week 4 each term Partnership staff meeting Pupil Free Day term 2 and 3 with Partnership in assessment with SLIPP SLIPP time	



Goal 2 continued		To increase the abilities of students in Reception to Year 2 to write for a range of purposes.	
Actions	Timeline	Roles and responsibilities	Resources
Teachers incorporate daily writing activities to enable learners to practice and build their skills in language	term 2 2019 continuing	Teachers with support of AP QIP & Pedagogy Teachers will incorporate daily writing Teachers will support students to engage in peer assessment so that they can help each other reach writing goals Teachers will use a teaching and learning cycle incorporating dialogic talk and reading activities to build content prior to writing AP QIP to work with teams in setting goals in writing Reception teachers will conduct SPAT R assessments and incorporate strategies to support writing development with the support of speech pathologist	T&D staff meeting time AP QIP & Pedagogy Teacher timetable expectations Speech Pathologist 1 day/term - \$14,000 Spat R intervention 11 hours/per SSO time 0.1 teacher salary for teacher coordinator of program
Connecting shared reading to relate to topics for writing and model important skills and writing for a purpose	2019, 2020, 2021	Teachers with support of AP QIP & Pedagogy Teachers will incorporate daily writing activities including responding to reading and modelled writing Teachers explicitly teach at least two extended written texts per term to develop text, grammar and vocabulary knowledge Teachers will prioritise a daily timetabled reading and writing program Teachers will develop their knowledge of language to enable differentiated language instruction when teaching writing	Daily modelled writing Writing support tools Word walls Question types Recorded hands on activities AP Pedagogy time to support teachers to develop peer conferencing and peer assessment as a resource Staff meeting time Pupil free day in term 3 2019
Deepen strategies in formative assessment which support students to write effectively according to success criteria	2019, 2020, 2021	Teachers with support of AP QIP Teachers will support students in engage in peer assessment SLIPP will deepen strategies in formative assessment SLIPP to support through coaching in writing Whole staff review literacy policy Teachers with support of AP QIP	Brightpath SLIPP Week 4 each term Partnership staff meeting Pupil Free Day term 2 and 3 with Partnership in assessment with SLIPP SLIPP coaching salary \$14,000
Total financial resources allocated			\$192,640
Success criteria	<ul style="list-style-type: none"> >students identify where their writing is positioned along a writing continuum (e.g. Bump It Up) >with consultation, students select their individual writing goals to work towards >students publish and share their writing >students implement the strategies outlined in the selected programmes 		



Goal 3		To increase student achievement in number R-7		
Challenge of practice		If we improve and implement a common evidence based informed approach to the development of Number based on the Australian Curriculum, Big Ideas in Number and the Numeracy Progressions, then we will increase student achievement across the school in Number.		
Actions	Timeline	Roles and responsibilities	Resources	
Extend number sense and mathematical thinking through mathematics investigation	Term 1 2019	AP QIP will work with learning teams to develop skills in extending number sense and mathematical thinking. Teacher s will set challenging learning goals and success criteria Teachers will refer to the Big Ideas in Number to ensure sequential development of number sense Teachers will involve students in mathematical investigation Leaders will support peer observation in number to provide teachers with feedback	Australian Curriculum Mathematics Learning Progressions Mathematics AC AP QIP Peer observation teacher release time of 2 hours/term/team	
Develop students sense of number by following the sequence provided in the Big Ideas in Number - Teacher training	Term 1 2020	Whole school (e.g pupil free day and induction/ training for any new staff who missed this) AP to develop with teachers to develop skills and knowledge	Big Ideas in Number Numeracy Best Advice Papers DfE Numeracy progressions AC AP QIP Pupil Free Day 2020 Learning team time	
Look at common misconceptions in teams and assess where kids are at. Plan to differentiate according to student needs	Term 4 2019 2020 2021	Learning teams with AP QIP will analyse data from PAT an NAPLAN testing Teachers R-7 will implement the Big Ideas in Number SLLIP will mentor in learning intentions and success criteria AP QIP & AP Pedagogy will assist teams with data analysis	AP QIP Teacher learning team time - 1 hour per week DfE webinars in numeracy Teacher 37.5 hour T&D time Trusting the count Place value Multiplicative Thinking Partitioning Proportional Reasoning Generalising	



Goal 3 continued		To increase student achievement in number R-7		
Actions	Timeline	Roles and responsibilities	Resources	
Develop whole school numeracy plan and strengthen numeracy across all learning areas	2019 2020 2021	Teacher maths team with AP QIP and AP Pedagogy will develop a draft plan in 2019 for 2020 implementation (input from every team) Teachers will provide feedback ready for implementation in 2020 Leaders will address in professional conversations with teams	PAT teaching resources Leader professional conversations to strengthen whole-school approaches to numeracy learning Numeracy Progressions AC AP QIP & AP Pedagogy Big Ideas in Number School Improvement booklets Staff meeting time early 2020	
Implement a structured approach that supports students working together	2021	Learning teams with AP QIP Teachers will develop common understandings in number Students will use a common language in number Leaders will monitor and provide feedback	AP QIP Big Ideas in Number PAT teaching resources T&D time 2021	
Identify and track, gain, elevate & retain students. Commitment to tracking year groups and individual progress Learning Extension program to move students from a C to a B in number will be implemented R-7 Quickstart numeracy program to work with year 6/7 C level students identified from PAT as needing support in number	2019	Learning teams with AP QIP will Teachers will identify 6 students to track over the year Teachers will work with leadership to identify students for Learning Extension program based on current data Teachers will track and monitor growth of students participating in the program Teachers will use data to identify students for Quickstart Coordinator Intervention will train SSOs and monitor the program	Pat-M resources Scorelink - \$7,000 per year NAPLAN and PAT assessment results Learning Extension staff - 1.4 teacher salary Quickstart numeracy -10 hrs/week SSO staff -Intervention Coordinator 0.1 FTE Learning team time	
Total financial resources allocated			\$273,000	
Success criteria	>students using the same mathematical terminology throughout the school >students articulate age appropriate mathematical reasoning (this will be further developed based on site programme choices)			

School improvement plan

Approvals



Approved by principal

Rae Taggart

26/11/2018

Approved by governing council chairperson

Clinton Jury

26/11/2018

Approved by education director

Chris Sheldon

Date