

Improvement plan for Uraidla Primary School

2019 to 2021

School name

Uraidla Primary School

Vision statement

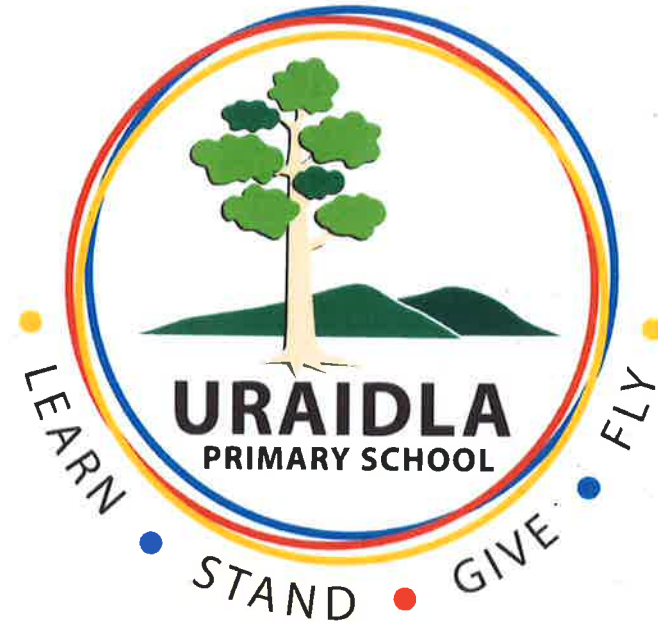
At Uraidla Primary School we want our students and staff to Learn, Stand, Give, Fly.

Learn: We will be learners who are curious and anticipate challenge by being aware of our goals; learners who question, wonder and succeed.

Stand: We will be strong, self-aware and in control of our actions; mindful of our values, standing up for ourselves and others, with a clear sense of purpose.

Give: We will be community minded world citizens who look inward for their contribution and outward for their inspiration.

Fly: We will be the kind of learners who strive to go beyond the possible to reach the impossible; celebrating our 'Eureka' moments!



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
Increase student achievement in reading in the Early Years.	80% of Reception students at Level 5 Running Records, 90% of Year 1 students at Level 13 and 100% of Year 2 students at Level 21 by end of September (September SEA Department for Education).	If we develop a strong reading program in the early years, identify students who have difficulty with reading, and undertake appropriate intensive interventions to address these difficulties, then we will see increased student achievement in reading throughout their primary years.
	90% of Reception students at Level 6 Running Records, 90% of Year 1 students at Level 15 and 90% of Year 2 students at Level 23 by end of September (Above September SEA Department for Education). Subject to change- increase to be determined from 2019 end of year data.	
	95% of Year 3 students at Band 3 (SEA) at Year 3 NAPLAN. Targets for Reception to Year 2 to be determined based on 2020 end of year data.	
Increase the number of students achieving in the higher bands of reading.	Maintain 80% students achieving NAPLAN high bands from Year 3 to 5, 5 to 7. 25% increase in PAT R progress scores 2018-2019 Years 3 to 7.	If we explicitly teach reading comprehension strategies then we will see increased student achievement in reading in the higher bands.
	50% of students achieve high bands Years 3,5 and 7, 50% high progress NAPLAN reading between 2018 and 2020. PAT target to be based on 2019 data.	
	Maintain 100% high band retention Years 3 to 5, 5 to 7 NAPLAN. Further PAT and NAPLAN targets based on 2019 and 202 data.	
Increase students' skills and engagement in creative and critical thinking, and their willingness to seek challenge.	75% of students years 4-7 showing High Wellbeing in the Learning readiness strand (Perseverance, Cognitive Engagement and Academic Self-concept) of the Wellbeing and engagement survey.	If we collaboratively develop a whole site approach to intellectual stretch and challenge then we will see a lift in achievement in the higher bands.
	Maintain Learning Readiness from 2019. 50% of Year 3,5 and 7 students achieve in the high bands in NAPLAN numeracy, 25% increase in PAT science.	
	Targets in Learning readiness, high band achievement in numeracy and PAT science to be based on 2019 and 2020 data.	

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	Increase student achievement in reading in the Early Years.	2019	80% of Reception students at Level 5 Running Records, 90% of Year 1 students at Level 13 and 100% of Year 2 students at Level 21 by end of September (September SEA Department for Education).
		2020	90% of Reception students at Level 6 Running Records, 90% of Year 1 students at Level 15 and 90% of Year 2 students at Level 23 by end of September (Above September SEA Department for Education). Subject to change- increase to be determined from 2019 end of year data.
		2021	95% of Year 3 students at Band 3 (SEA) at Year 3 NAPLAN. Targets for Reception to Year 2 to be determined based on 2020 end of year data.
Goal 2	Increase the number of students achieving in the higher bands of reading.	2019	Maintain 80% students achieving NAPLAN high bands from Year 3 to 5, 5 to 7. 25% increase in PAT R progress scores 2018-2019 Years 3 to 7.
		2020	50% of students achieve high bands Years 3,5 and 7, 50% high progress NAPLAN reading between 2018 and 2020. PAT target to be based on 2019 data.
		2021	Maintain 100% high band retention Years 3 to 5, 5 to 7 NAPLAN. Further PAT and NAPLAN targets based on 2019 and 2020 data.
Goal 3	Increase students' skills and engagement in creative and critical thinking, and their willingness to seek challenge.	2019	75% of students years 4-7 showing High Wellbeing in the Learning readiness strand (Perseverance, Cognitive Engagement and Academic Self-concept) of the Wellbeing and engagement survey.
		2020	Maintain Learning Readiness from 2019. 50% of Year 3,5 and 7 students achieve in the high bands in NAPLAN numeracy. 25% increase in PAT science.
		2021	Targets in Learning readiness, high band achievement in numeracy and PAT science to be based on 2019 and 2020 data.

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 a strong reading program in the early years, identify students who have difficulty with reading, and undertake appropriate intensive interventions to address these difficulties, then we will see increased student achievement in reading throughout their primary years.
Goal 2	If we explicitly teach reading comprehension strategies then we will see increased student achievement in reading in the higher bands.
Goal 3	If we collaboratively develop a whole site approach to intellectual stretch and challenge then we will see a lift in achievement in the higher bands.

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 student achievement in reading in the Early Years.		
Challenge of practice	If we develop a strong reading program in the early years, identify students who have difficulty with reading, and undertake appropriate intensive interventions to address these difficulties, then we will see increased student achievement in reading throughout their primary years.			
Actions	Timeline	Roles and responsibilities	Resources	
Engage a Literacy Coach	Term 4 2018	Margie to negotiate with Judy McPherson to continue as Literacy Coach 1 day / week 2018.	School budget 0.2 \$20 000 approx	
Test Phonemic Awareness Explicitly teach phonemic awareness	Term 1 2019 Throughout the year	All Reception students phonemic awareness testing by class teacher. Identify students at risk and develop phonemic skills. Year 1 and 2 students having difficulty with reading have phonemic awareness testing by class teacher.	SPAT test	
Set up guided reading programs for all students	Term 1 2019 onwards	Collection and analysis of Running Record data in all year levels (R-2 all students, 3-7 students at risk). Frequency to be determined (suggest once a week for those at risk, once a term for high achievers?) Planning and teaching to address identified needs.	Marie Clay Fountas and Pinnell Benchmark Assessment System \$1000 Manipulative letters for blending \$150 MiniLit intervention (SSO) SSO support for guided reading in R- 1/2 class	

Step 3 continued

Plan actions for improvement



Goal 1 continued		Increase student achievement in reading in the Early Years.		
Actions	Timeline	Roles and responsibilities	Resources	
Develop whole school literacy agreements	2019	Principal and staff	Literacy coach	
Provide quality feedback to all students about reading and goal setting	2019 and onwards	Teacher to student, student to self, student to student Students learn their next steps and set goals in reading	Visible Learning PD Reading developmental continuum 2020 (to be developed or sourced - Ann Bayetto / F and P)	
Parents trained in supporting their children with home reading	2019	Literacy coach and class teachers to plan and run information sessions for parents / caregivers	Lorna McLean (2 x TRT days = \$1000) Judy McPherson Class teachers	
			Total financial resources allocated	\$22 150
Success criteria	<p>All students learn phonemic awareness skills. Students at risk are identified and are then monitored on a regular basis. Appropriate interventions are in place for all students not on track for achieving SEA. Whole school literacy agreements are in place.</p>			

Step 3 continued

Plan actions for improvement



Goal 2		Increase the number of students achieving in the higher bands of reading.		
Challenge of practice		If we explicitly teach reading comprehension strategies then we will see increased student achievement in reading in the higher bands.		
Actions	Timeline	Roles and responsibilities	Resources	
Deslea Konza 'Big 6' PD for all teaching staff Term 1 2019	Term 1 2019	Margie to book and arrange pupil free day	\$1000 TRT funding for Suzie to attend \$500	
Explicitly teaching reading comprehension	Term 1 2019	Teachers set up guided reading programs with an intentional focus on comprehension R-7.	Guided reading materials that support teachers to address different areas of comprehension \$2000 and subscription to Newsela app Literacy coach to support setting up guided reading structures SSO support if needed Literacy guidebook . John Hattie 'Teaching Literacy'	
Students discuss a range of rich texts with one another, staff and parents.	Ongoing	Teachers explicitly teach discussion skills and vocabulary. Teachers provide daily opportunities for discussion. Specialist teachers provide rich texts in their subject areas and teach genres and vocabulary needed for comprehension and discussion. Teachers set up classroom libraries.	Teachers collect texts from a wide range of sources. \$1000	

Step 3 continued

Plan actions for improvement



Goal 2 continued		Increase the number of students achieving in the higher bands of reading.		
Actions	Timeline	Roles and responsibilities	Resources	
Teachers share students' reading levels with them, and assist students to identify their next steps for progression and set goals.	Continuous	Teachers set learning goals and success criteria for reading. Students give and receive feedback based on success criteria. Teachers share assessment data with students. Students practise growth mindset and grit.	Testing (RR, PAT, NAPLAN, F and P, Guided reading groups) Visible Learning \$11000 Growth Mindset and grit focus (positive education)	
Teachers use assessment data to identify students in higher bands (or approaching) and teach for increased progress.	Continuous	Teachers analyse reading assessment data (PAT NAPLAN Fountas and Pinnell), question the results and plan specific teaching points for increased student progress.	Time provided in staff meeting to analyse and discuss the data with peers and with literacy coach during specific meetings. PD provided to teachers requesting further assistance	
*Create a Book Club for interested students	Begin Term 2 2019	Di Badinoch to meet with students at lunch time once a week. Students write and publish book reviews in library and newsletters.	Lunch time supervision. Promotion to students. Space in newsletter.	
			Total financial resources allocated	\$15500
Success criteria	Students know their reading achievement and are involved in planning their progress towards high band achievement. Comprehension strategies for higher level texts are taught to all students. Profile of reading for pleasure is lifted across the school.			

Step 3 continued

Plan actions for improvement



Goal 3		Increase students' skills and engagement in creative and critical thinking, and their willingness to seek challenge.		
Challenge of practice		If we collaboratively develop a whole site approach to intellectual stretch and challenge then we will see a lift in achievement in the higher bands.		
Actions	Timeline	Roles and responsibilities	Resources	
Teachers increase focus on problem solving and reasoning	Terms 2 and 3 2019	<p>Staff professional learning focus on Tierney Kennedy and Ann Baker strategies</p> <p>Teachers collaboratively design open-ended learning tasks with a focus on problem solving and reasoning, and provide opportunities for rigorous dialogue between students</p> <p>Teachers ensure learning tasks provide real challenge for all learners</p>	<p>Tierney Kennedy and Ann Baker resources</p> <p>Time allocated in Staff meetings Terms 2 and 3</p> <p>Professional learning in differentiation, and resources to support teachers (eg apps, learning tasks)</p>	
School initiates 3 year STEAM focus R-7	Terms 3 and 4 2019	<p>Year 4-7 classes work together on team STEAM project</p> <p>Science teacher initiates STEAM focus challenging students to design solutions to real world problems (eg using 3D printer)</p> <p>Teachers increase differentiation in STEAM by setting up scaffolded learning tasks using a range of apps for different groups of students</p>	<p>Increase ICTs \$30 000</p> <p>1 iPad per staff member and 1 for every 2 students</p> <p>Software \$5000</p> <p>3D printer \$2000</p> <p>Staff professional learning \$5000 (5 staff x 2 TRT release days)</p>	
Students increase metacognition	<p>Term 1 2019</p> <p>Throughout the year</p>	<p>Positive Education whole school focus on goal setting, grit, the learning pit and perseverance</p> <p>Teachers inform students about their data and provide opportunities for them to reflect, discuss and be involved in goal setting from their individual data</p>	<p>Positive Education PD for staff</p> <p>Scorelink individual student reports</p>	

Step 3 continued

Plan actions for improvement



Goal 3 continued		Increase students' skills and engagement in creative and critical thinking, and their willingness to seek challenge.		
Actions	Timeline	Roles and responsibilities	Resources	
Students focus on characteristics of strong learners to improve learner readiness	Term 1	<p>Principal leads school development of learner characteristics</p> <p>Staff teach students how to develop learner characteristics</p> <p>Principal conducts regular walkthroughs to discuss thinking and learning with students</p>	<p>Visible Learning professional development</p> <p>Surveys of parents, students and staff, "What makes a good learner?"</p> <p>Development of learning programs to teach characteristics</p>	
Increase the use of formative feedback (to self, from teacher, student to student, student to teacher)	Ongoing	<p>Teachers and SSOs collaboratively set learning goals and success criteria</p> <p>Teachers increase use of specific feedback based on success criteria</p> <p>Teachers give opportunities for students to give one another feedback, and give them strategies and language needed to do this effectively</p>	<p>Staff professional learning on collaborative planning of learning goals</p> <p>AITSL website – learning intentions and providing feedback</p> <p>Visible Learning PD</p>	
Create continuums of achievement standards for all curriculum areas	2020, 2021	<p>Principal to investigate and source continuums to model ours on</p> <p>Teachers identify achievement standard for each child in each curriculum area, and provide learning opportunities to enable students to progress to the next level.</p>	<p>Australian Curriculum</p> <p>Time for teachers to plan differentiated programs</p> <p>Data wall</p>	
Total financial resources allocated			\$42000	
Success criteria	<p>Students are seeking challenge and accept that challenge is important in the learning process.</p> <p>Students understand and can talk about the characteristics of a strong learner, and can apply these characteristics to their own learning.</p> <p>Students know their learning intentions, know their next steps, set their own goals based on feedback.</p> <p>Students are engaged in higher order thinking on a daily basis.</p>			

School improvement plan

Approvals



Approved by principal

Margie Sarre

Date November 2018

Approved by governing council chairperson

Agnes Arthur

Date November 2018

Approved by education director

Nanette Van Ruiten

Date December 2018