

Improvement plan for Sheidow Park School

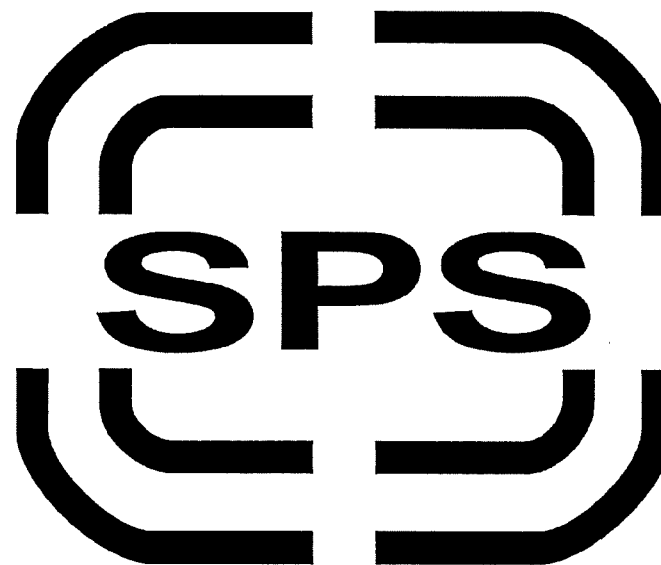
2019 to 2021

School name

Sheidow Park School

Vision statement

At Sheidow Park School, teachers facilitate engaging teaching and learning experiences with appropriate challenge and ongoing assessment. This is done within a safe classroom environment, where students can voice their opinions and take risks with their learning. Students are aware of and encouraged to question and persist through the journey of their learning. Teachers and students have joint ownership of the learning environment, incorporating prior knowledge and interests with the understanding that mistakes are part of effective learning.



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 the number of mainstream students meeting reading level 30 by the end of year 3. | In 2019, 75% of students who enter reception in 2019 will meet the SEA for reading as measured by Running Records. | If teachers use consistent processes for taking, analysing and acting upon running records then students will attain level 30 by the end of year 3. |
| | In 2020, 80% of students will meet SEA in Year 1 as measured by Running Records. | |
| | In 2021, 85% of students will meet SEA in Year 2 as measured by Running Records. | |
| Increase the number of mainstream students in higher bands in reading as assessed by NAPLAN in Years 3, 5 and 7. | In 2019 40% of Year 3, 35% of Year 5 and 25% of Year 7 students attain HB as measured by NAPLAN. | If teachers teach consistent comprehension strategies then students will confidently use the strategies when reading a range of visual and information texts. |
| | In 2020 40% of Year 3, 35% of Year 5 and 25% of Year 7 students attain HB as measured by NAPLAN. | |
| | In 2021 40% of Year 3, 40% of Year 5 and 35% of Year 7 students attain HB as measured by NAPLAN. | |
| Increase the number of mainstream students in higher bands in numeracy as assessed by NAPLAN in Years 3, 5 and 7. | In 2019 25% of Year 3, 20% of Year 5 and 25% of Year 7 students attain HB as measured by NAPLAN. | If teachers intentionally teach the language of maths then students will use and understand an expanded mathematical vocabulary. |
| | In 2020 25% of Year 3, 20% of Year 5 and 25% of Year 7 students attain HB as measured by NAPLAN. | |
| | In 2019 25% of Year 3, 25% of Year 5 and 25% of Year 7 students attain HB as measured by NAPLAN. | |

Improvement plan for Sheidow Park School

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

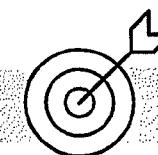
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Step 1

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 | Increase the number of mainstream students meeting reading level 30 by the end of year 3. | 2019 | In 2019, 75% of students who enter reception in 2019 will meet the SEA for reading as measured by Running Records. |
| | | 2020 | In 2020, 80% of students will meet SEA in Year 1 as measured by Running Records. |
| | | 2021 | In 2021, 85% of students will meet SEA in Year 2 as measured by Running Records. |
| Goal 2 | Increase the number of mainstream students in higher bands in reading as assessed by NAPLAN in Years 3, 5 and 7. | 2019 | In 2019 40% of Year 3, 35% of Year 5 and 25% of Year 7 students attain HB as measured by NAPLAN. |
| | | 2020 | In 2020 40% of Year 3, 35% of Year 5 and 25% of Year 7 students attain HB as measured by NAPLAN. |
| | | 2021 | In 2021 40% of Year 3, 40% of Year 5 and 35% of Year 7 students attain HB as measured by NAPLAN. |
| Goal 3 | Increase the number of mainstream students in higher bands in numeracy as assessed by NAPLAN in Years 3, 5 and 7. | 2019 | In 2019 25% of Year 3, 20% of Year 5 and 25% of Year 7 students attain HB as measured by NAPLAN. |
| | | 2020 | In 2020 25% of Year 3, 20% of Year 5 and 25% of Year 7 students attain HB as measured by NAPLAN. |
| | | 2021 | In 2019 25% of Year 3, 25% of Year 5 and 25% of Year 7 students attain HB as measured by 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.

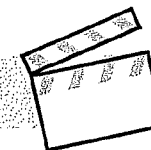
The Quality School Improvement Planning Handbook explains how to do this.

Challenge of practice

| | |
|--------|---|
| Goal 1 | If teachers use consistent processes for taking, analysing and acting upon running records then students will attain level 30 by the end of year 3. |
| Goal 2 | If teachers teach consistent comprehension strategies then students will confidently use the strategies when reading a range of visual and information texts. |
| Goal 3 | If teachers intentionally teach the language of maths then students will use and understand an expanded mathematical vocabulary. |

Step 3

Plan actions for improvement



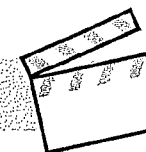
Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

| Goal 1 | | Increase the number of mainstream students meeting reading level 30 by the end of year 3. | | |
|---|------------------------------------|--|---|--|
| Challenge of practice | | If teachers use consistent processes for taking, analysing and acting upon running records then students will attain level 30 by the end of year 3. | | |
| Actions | Timeline | Roles and responsibilities | Resources | |
| Train all teachers in the taking of running records. | Term 1 2019 | Jennie-Marie to schedule for the beginning session in week 0 and the following sessions during staff meetings. Jemma Laxton to be given release time to prepare and run these sessions. | RR training handbook and materials | |
| Year 2 - 7 students who have not reached RR 30 in 2018 will be given extra support from 2019. | Throughout 2019 and 2020 if needed | Classroom teachers to take regular RR for these students (1-2 per term). If there are too many students in a class to do this Leadership to organise release time. | Time TRT release \$\$ Literacy and Numeracy First Funding | |
| Giving time to teachers to take RR on a regular basis. | 2019 | Leadership will monitor Early Years classes and organise release time if necessary. | Time TRT release \$\$ | |

Step 3 continued

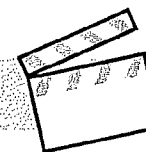
Plan actions for improvement



| Goal 1 continued | | Increase the number of mainstream students meeting reading level 30 by the end of year 3. | |
|--|---|---|-----------|
| Actions | Timeline | Roles and responsibilities | Resources |
| Share R-2 RR level expectations and Semester targets with whole staff. | Term 1 2019 | Andrea Bowen to share. Teachers to take running records each term and give them to leadership by the end of week 7. Year 1 teachers share Phonics Screening results with whole school teachers. | |
| Teachers moderate their RR with a trusted colleague to ensure consistency of practice. | Twice a year | Leadership to facilitate | |
| | | | |
| Total financial resources allocated | | | |
| Success criteria | Reception students are on track to reach RR 5 by the end of 2019. Year 1 students are on track to reach RR 13 by the end of 2020 and Year 2 students are on track to reach RR 21 by the end of 2021. Students will demonstrate comprehension and decoding skills as evidenced when questioned at the end of their RR text. | | |

Step 3 continued

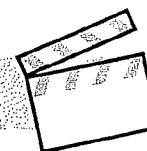
Plan actions for improvement



| Goal 2 | | Increase the number of mainstream students in higher bands in reading as assessed by NAPLAN in Years 3, 5 and 7. | | |
|---|-------------|---|---|--|
| Challenge of practice | | If teachers teach consistent comprehension strategies then students will confidently use the strategies when reading a range of visual and information texts. | | |
| Actions | Timeline | Roles and responsibilities | Resources | |
| Introduce Sheena Cameron's Reading Comprehension Strategies R - 7. | Term 2 2019 | All teachers. Jo and Jennie-Marie to liaise with Sheena Cameron re format and content | Cost of Sheena Cameron (\$300 + GST + travel and accom) | |
| The Big 6 Professional learning teams (PLTs) discuss/study elements of the Big 6 and share how they implement them in the classroom. | 2019 | All teachers. Jennie-Marie, Jo, Andrea and Melinda to facilitate | Literacy/numeracy person Reading support teacher Resources for teachers - posters, readings etc. - best advice papers. Time allocated for professional reading. | |
| | | | | |

Step 3 continued

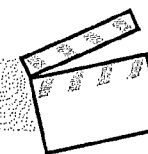
Plan actions for improvement



| Goal 2 continued | | Increase the number of mainstream students in higher bands in reading as assessed by NAPLAN in Years 3, 5 and 7. | |
|---|--|--|---|
| Actions | Timeline | Roles and responsibilities | Resources |
| Teachers will teach all areas of the Sheena Cameron Comprehension Strategies throughout the year. | 2019 - 2021 | Teachers share their programs showing which strategy they are teaching that term with leadership at their PD meetings. | |
| Classroom observations by leadership to observe one Comprehension Strategy per term and discuss with teachers at PD meetings. | 2019-2020 | All teachers - make a time for their observation and PD meeting Jennie-Marie and Jo to follow up | Time for leadership to meet with teachers before and after the observation. |
| | | | |
| Total financial resources allocated | | | |
| Success criteria | Students will demonstrate attainment of higher stainines (7 - 9) in PAT R beginning in 2020. Students will be able to talk about how they use specific comprehension strategies to interpret and gain information for their learning. An increase in the number of students achieving in the higher bands. | | |

Step 3 continued

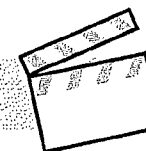
Plan actions for improvement



| Goal 3 | Increase the number of mainstream students in higher bands in numeracy as assessed by NAPLAN in Years 3, 5 and 7. | | |
|--|--|--|--|
| Challenge of practice | If teachers intentionally teach the language of maths then students will use and understand an expanded mathematical vocabulary. | | |
| Actions | Timeline | Roles and responsibilities | Resources |
| Teachers plan and intentionally teach mathematical specific language using the 'Big Ideas in Number'. | 2019-2020 | All teachers Numeracy project teachers to support with planning. | Mathematical texts Mathematical dictionaries Mathematical computer programs - mathletics |
| Design learning with multiple entry and exit points that uses worded problems to experience complex situations eg problem solving and reasoning that includes formative assesment. | 2019-2020 | All teachers - give students the opportunity to experience problem solving and reasoning through written word. | Resource list of mathematical terms (may need to be developed) Library resources that match mathematical terms Look at the language NAPLAN uses. Partnership LDAM strategy. |
| Maths expo afternoon with students being able to demonstrate different ways of solving problems and discuss this with adults. | 2020 | Each class to run a 'mathematical vocab' activity | Maths websites - Jo Bolar classroom teacher |

Step 3 continued

Plan actions for improvement



| Goal 3 continued | | Increase the number of mainstream students in higher bands in numeracy as assessed by NAPLAN in Years 3, 5 and 7. | |
|--|---|--|--|
| Actions | Timeline | Roles and responsibilities | Resources |
| SVIL team observe mathematical language used in classrooms - language audit and share with staff. | 2019 | Andrea and SVIL team | Audit to be developed. Release for Andrea |
| SVIL team to train 2 students in each class from Year 3-6 to be able to do observations to support the teaching of maths | 2019-2020 | Andrea and SVIL team Teachers need to make time to discuss feedback from the students and share with their colleagues at their PLT. | Release for Andrea SVIL team |
| Teachers maths pedagogy must include students working in teams showing and talking about how they problem solve. | 2019 | Leadership walk throughs once a term. | |
| Total financial resources allocated | | | |
| Success criteria | Students will achieve higher stainines (7-9) in PAT M beginning in 2020. Students will be able to explain their mathematical thinking using a range of vocab. Students engaging more in maths lessons as observed during walk throughs. An increase in the number of students achieving in the higher bands. | | |

School improvement plan

Approvals



Approved by principal

Allyson

29.1.19

Approved by governing council chairperson

[Signature]

25.1.19

Approved by education director

G. Kelly

29/1/19