

Improvement plan for Mount Barker Primary

2019 to 2021



School name

Mount Barker Primary

Vision statement

We are a Community of Successful Learners.

Successful learners at Mount Barker Primary are creative, collaborative, risk takers who are persistent, ask questions and are self regulated.

Our School Values are: Respect, Responsibility and Resilience.

Mount Barker Primary School

A Community of Successful Learners



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 student achievement in literacy, with a focus R-7 on writing.	Yrs 5-7, 4 or more students will move from SEA into the higher bands in NAPLAN writing.	If we develop dialogic classrooms and the use of questioning to deepen the learning, students will develop greater control over their use of vocabulary and increase their comprehension.
	An aspirational target will be established based on NAPLAN results in 2019.	
	An aspirational target will be established based on NAPLAN results in 2020.	
To increase student achievement in mathematics, with a focus R-7 on problem solving.	Yrs 5-7, 6 or more students will move from SEA into the higher bands in NAPLAN maths.	If we develop dialogic classrooms and the use of questioning to deepen the learning, students will develop their reasoning and problem solving skills and increase their comprehension of word problems.
	An aspirational target will be established based on NAPLAN results in 2019.	
	An aspirational target will be established based on NAPLAN results in 2020.	
To increase intellectual stretch with a focus on years 1-7.	All students achieving in higher bands will be retained between years 3-7 (Literacy and Numeracy NAPLAN)	If we identify and provide challenge to students who have the potential to increase their academic achievement and engage them in challenging learning opportunities, student progress and achievement will increase.
	An aspirational target will be established based on NAPLAN results in 2019.	
	An aspirational target will be established based on NAPLAN results in 2020.	

Improvement plan for Mount Barker Primary

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 student achievement in literacy, with a focus R-7 on writing.	2019	Yrs 5-7, 4 or more students will move from SEA into the higher bands in NAPLAN writing.
		2020	An aspirational target will be established based on NAPLAN results in 2019.
		2021	An aspirational target will be established based on NAPLAN results in 2020.
Goal 2	To increase student achievement in mathematics. with a focus R-7 on problem solving.	2019	Yrs 5-7, 6 or more students will move from SEA into the higher bands in NAPLAN maths.
		2020	An aspirational target will be established based on NAPLAN results in 2019.
		2021	An aspirational target will be established based on NAPLAN results in 2020.
Goal 3	To increase intellectual stretch with a focus on years 1-7.	2019	All students achieving in higher bands will be retained between years 3-7 (Literacy and Numeracy NAPLAN)
		2020	An aspirational target will be established based on NAPLAN results in 2019.
		2021	An aspirational target will be established based on NAPLAN results in 2020.

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 dialogic classrooms and the use of questioning to deepen the learning, students will develop greater control over their use of vocabulary and increase their comprehension.
Goal 2	If we develop dialogic classrooms and the use of questioning to deepen the learning, students will develop their reasoning and problem solving skills and increase their comprehension of word problems.
Goal 3	If we identify and provide challenge to students who have the potential to increase their academic achievement and engage them in challenging learning opportunities, student progress and achievement will increase.

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 student achievement in literacy, with a focus R-7 on writing.		
Challenge of practice	If we develop dialogic classrooms and the use of questioning to deepen the learning, students will develop greater control over their use of vocabulary and increase their comprehension.			
Actions	Timeline	Roles and responsibilities	Resources	
Spend 2 pupil free days focusing on the concept of 'dialogic classrooms' to explore the impact that depth of questioning can have on student achievement .	Term 1-2 2019	Principal/Deputy to identify learning intentions and success criteria for the day. All mainstream teaching staff to engage in professional development. All mainstream teaching staff to participate in an Impact Cycle focusing on dialogic classrooms. All mainstream staff to set personal goals through PDP process to develop dialogue in classrooms.	Literacy and Numeracy Improvement Handbooks - Stretch Schools. Staff meeting time allocated for Impact Cycle. Impact coach to support staff with Impact cycle. Collaborative opportunities for teams through timetabling of NIT PDP documentation	
Teachers to use PAT, NAPLAN and ABLES data to identify cohorts of students within their class.	Term 1, 2019	Deputy/Disability Unit Coordinator to lead data conversations with all class teachers, identifying students who have potential for greater academic achievement and students who are at risk. Principal/Deputy/Impact Coach/Disability Unit Co-ordinator to support teachers in developing learning overviews in response to the needs of the students.	PAT, NAPLAN, ABLES data sets Australian Curriculum ACARA Literacy Progressions Literacy Agreement Collaborative opportunities for teams through timetabling of NIT	
Teachers to identify student needs and plan teaching and learning in response to data.	Ongoing throughout 2019	Teachers plan and deliver lessons that meet identified students needs. Principal/Deputy/Impact Coach/Disability Unit Coordinator to meet termly with teachers to review student progress.	PAT, NAPLAN and ABLES data sets Australian Curriculum ACARA Literacy Progressions Literacy Agreement Collaborative opportunities for teams through timetabling of NIT	

Step 3 continued

Plan actions for improvement



Goal 1 continued		To increase student achievement in literacy, with a focus R-7 on writing.		
Actions	Timeline	Roles and responsibilities	Resources	
PLCs to develop common assessment tasks with a focus on writing.	Ongoing throughout 2019	Principal to ensure TRT release available for PLCs to meet with lead teacher. Lead teachers to facilitate PLCs and to provide provocations to develop a deep understanding of cohort needs. Lead teachers to support PLCs to develop common assessment tasks. Lead teachers to provide PD relating to Brightpath tool	PAT and NAPLAN data sets Australian Curriculum Exemplars ACARA Literacy Progressions\ ABLES Literacy Agreement Brightpath moderation tool Collaborative opportunities for teams through timetabling of NIT	
PLCs to moderate evidence of student achievement based on common assessment tasks.	Ongoing throughout 2019	Principal to ensure TRT release available for PLCs to meet with lead teachers. Lead teachers/Disability Unit Coordinator to facilitate PLCs and to provide provocations to develop a deep understanding of cohort needs. Lead teachers/Disability Unit Coordinator to support PLCs to moderate student achievement tasks. Lead teachers to provide PD relating to Brightpath tool	PAT and NAPLAN data set Australian Curriculum Exemplars ACARA Literacy Progressions ABLES Literacy Agreement Brightpath moderation tool Collaborative opportunities for teams through timetabling of NIT	
			Total financial resources allocated	\$15,000
Success criteria	<p>Students will increase their ability to demonstrate the writing outcomes in the Australian Curriculum</p> <p>Students will increase their participation in classroom dialogue.</p>			



Goal 2		To increase student achievement in mathematics. with a focus R-7 on problem solving.	
Challenge of practice		If we develop dialogic classrooms and the use of questioning to deepen the learning, students will develop their reasoning and problem solving skills and increase their comprehension of word problems.	
Actions	Timeline	Roles and responsibilities	Resources
Spend a pupil free day focusing on the concept of 'dialogic classrooms' to explore the impact that depth of questioning can have on student achievement .	Term 1, 2019	Principal/Deputy to identify learning intentions and success criteria for the day. All mainstream teaching staff to engage in professional development. All mainstream teaching staff to participate in an Impact Cycle focusing ion dialogic in classrooms. All mainstream staff to set personal goals through PDP process to develop dialogue in classrooms.	Literacy and Numeracy Improvement Handbooks - Stretch Schools.
Teachers to use PAT, NAPLAN and ABLES data to identify cohorts of students within their class.	Ongoing throughout 2019	Deputy/Disability Unit Coordinator to lead data conversations with all class teachers, identifying students who have potential for greater academic achievement and students who are at risk. Principal/Deputy/Impact Coach/Disability Unit Coordinator to support teachers in developing learning overviews in response to the needs of the students.	PAT, NAPLAN and ABLES data sets Australian Curriculum ACARA Literacy Progressions ABLES Numeracy Agreement
Teachers to identify student needs and plan teaching and learning in response to data.	Ongoing throughout 2019	Teachers plan and deliver lessons that meet identified students needs. Principal/Deputy/Impact Coach/Disability Unit Coordinator to meet termly with teachers to review student progress.	PAT, NAPLAN and ABLES data sets Australian Curriculum ACARA Literacy Progressions Numeracy Agreement

Step 3 continued

Plan actions for improvement



Goal 2 continued		To increase student achievement in mathematics. with a focus R-7 on problem solving.	
Actions	Timeline	Roles and responsibilities	Resources
PLCs to develop common assessment tasks with a focus on writing.	Term 1 - 4, weeks 3 and 6	Principal to ensure TRT release available for PLCs to meet with lead teacher. Lead teacher/Disability Unit Coordinator to facilitate PLCs and to provide provocations to develop a deep understanding of cohort needs. Lead teacher/Disability Unit Coordinator to support PLCs to moderate student achievement tasks.	PAT, NAPLAN and ABLES data sets Australian Curriculum Exemplars ACARA Literacy Progressions Numeracy Agreement
PLCs to moderate evidence of student achievement based on common assessment tasks.	Term 1 - 4, weeks 3 and 6	Principal to ensure TRT release available for PLCs to meet with lead teacher. Lead teacher/Disability Unit Coordinator to facilitate PLCs and to provide provocations to develop a deep understanding of cohort needs. Lead teacher/Disability Unit Coordinator to support PLCs to moderate student achievement tasks.	PAT, NAPLAN and ABLES data sets Australian Curriculum Exemplars ACARA Literacy Progressions Numeracy Agreement
Total financial resources allocated			\$15,000
Success criteria	<p>Students will increase their ability to demonstrate the numeracy outcomes in the Australian Curriculum</p> <p>Students will increase their participation in classroom dialogue.</p>		

Step 3 continued

Plan actions for improvement



Goal 3		To increase intellectual stretch with a focus on years 1-7.	
Challenge of practice		If we identify and provide challenge to students who have the potential to increase their academic achievement and engage them in challenging learning opportunities, student progress and achievement will increase.	
Actions	Timeline	Roles and responsibilities	Resources
Teachers to identify students who are just below SEA, at risk of falling out of SEA, just below HB and at risk of falling out of higher bands	Term 1, 2019	Leadership will refer to these students during term 1 Professional Development conversations. Teachers will collect evidence (moderated assessment tasks) to track the identified students progress. Students will work towards their goals and engage in productive struggle.	PAT and NAPLAN data Literacy Agreement Numeracy Agreement
Students who have the capacity for high achievement will be identified and targeted accordingly.	Ongoing throughout 2019	Leadership to investigate opportunities to develop teacher capacity to stretch students. Teachers will be aware of students in the higher bands and target their learning. Students will set goals relating to high achievement.	PAT and NAPLAN data Literacy Agreement Numeracy Agreement

Step 3 continued

Plan actions for improvement



Goal 3 continued		To increase intellectual stretch with a focus on years 1-7.	
Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated			\$15,000
Success criteria	<p>Students will increase their ability to demonstrate the literacy and numeracy outcomes in the Australian Curriculum</p> <p>Students will increase their participation in classroom dialogue.</p>		

School improvement plan

Approvals



Approved by principal

Joanne Simpson

19/2/19

Approved by governing council chairperson

Daniel Austin

19/2/19

Approved by education director

Name

Date