Improvement plan for

Braeview School R-7

2019 to 2021

School name

Braeview School R-7

Vision statement

Braeview School R-7 is committed to developing powerful learners who have:
- confidence in themselves and their ability to achieve their personal best
- knowledge and skills to enable them to become responsible citizens in their local and global communities
- a positive approach to life and learning through valuing and developing effective relationships, developing the whole child and engaging all learners in high quality, active and inclusive programs.

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	Success criteria
Increase percentage of students retained in higher bands for Literacy with a focus on writing.	100 % of Year 3 students achieving in HBs retained in HB in Year 5 in Writing (2019 37%) (17 students in 2019) 100 % of Year 5 HB students retained to Year 7 in Writing (2% in 2018) (7 students in 2019) 30% of Year 3 , 40 % of Year 5s (37% in Yr. 3 in 2019) and 30% of Year 7 students (11% in Yr. 5 in 2019) in HB in Writing.	If we develop a coherent approach to writing R-7 using the Bright Path educational assessment tool and associated strategies to improve student writing then we should increase the number of students in higher bands	Students being able to write for the intended purpose using the structures and language features of information reports texts. Students to consolidate understanding and implementation of structures and language features of narratives and persuasive texts. Students developing their writing skills such as extending vocabulary and using high modality language through feedback given Students will verbalise and understand explicit learning intentions and success criteria. Students will verbalise, understand and achieve their individual writing goal. Students will show growth against term 1 and term 3 Brightpath data of Information Report Writing. .
Increase percentage of students retained in higher bands for Reading.	Reception enrolments 2019 80% achieve RR level 5 or above, 100% of Year 3 students achieving in HBs retained in HB in Year 5 in Reading (2017 39.6%) Reception enrolments 2020 100% achieve RR level 5 or above, 100 % of Year 3 students achieving in HBs retained in HB in Year 5, 100 % of Year 5 HB students retained to Year 7 in Reading 30% of Year 3 and 40% of Year 5 students (40% in Yr. 3 in 2019) and 40% of Year 7 students (32% in Yr. 5 in 2019) in HB in Reading	If we develop teacher knowledge and work in collaborative teams that explicitly design reading instruction that teaches the five reading comprehension strategies that effective readers use, we should increase the number of students in the higher bands.	Teachers working collaboratively to design units of work Leadership implement formal monitoring process, discuss with 2 students per class how success criteria support them to improve their reading for meaning. Students reading from a variety of text types and able to explain their features, similarities and differences. Students using different comprehension strategies such as visualizing, questioning, predicting to make sense of what they are reading and explain meaning to others when asked.
Increase percentage of students retained in higher bands for Numeracy.	100 % of Year 3 students achieving in HBs retained in HB in Year 5 in Numeracy (2019 11 students) 100 % of Year 5 HB students retained to Year 7 in Numeracy (2019 7 students) 30% of Year 3 and 40% of Year 5 students (32% in Yr. 3 in 2019) and 25% of Year 7 students (19% in Yr. 5 in 2019) in HB in Numeracy	If we develop common evidence based approaches to teaching Trust the Count and Place Value in the Early Years and extend to Multiplicative Thinking, Partitioning and Proportional Reasoning in the Primary Years embedding the proficiencies then we should increase the number of students in higher bands.	Students have increased their success in working with numbers including trusting the count, place value and multiplicative thinking. Students will confidently apply a range of strategies to solve Maths problems through collaborative opportunities in the classroom Students will know and understand explicit teaching intentions and success criteria Students will show growth against PAT data and NAPLAN Teachers will design learning tasks that embed understanding, fluency, problem solving and reasoning. Leadership implement formal monitoring process, discuss with 2 students per class how success criteria support them to improve their number sense.

Improvement plan for Braeview School R-7

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:

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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 percentage of students retained in higher bands for Literacy with a focus on writing.	2019	100 % of Year 3 students achieving in HBs retained in HB in Year 5 in Writing (2019 37%) (17 students in 2019)
		2020	100 % of Year 5 HB students retained to Year 7 in Writing (2% in 2018) (7 students in 2019)
		2021	30% of Year 3 , 40 % of Year 5s (37% in Yr. 3 in 2019) and 30% of Year 7 students (11% in Yr. 5 in 2019) in HB in Writing.
Goal 2	Increase percentage of students retained in higher bands for Reading.	2019	Reception enrolments 2019 80% achieve RR level 5 or above, 100% of Year 3 students achieving in HBs retained in HB in Year 5 in Reading (2017 39.6%)
		2020	Reception enrolments 2020 100% achieve RR level 5 or above, 100 % of Year 3 students achieving in HBs retained in HB in Year 5, 100 % of Year 5 HB students retained to Year 7 in Reading
		2021	30% of Year 3 and 40% of Year 5 students (40% in Yr. 3 in 2019) and 40% of Year 7 students (32% in Yr. 5 in 2019) in HB in Reading
Goal 3	Increase percentage of students retained in higher bands for Numeracy.	2019	100 % of Year 3 students achieving in HBs retained in HB in Year 5 in Numeracy (2019 11 students)
		2020	100 % of Year 5 HB students retained to Year 7 in Numeracy (2019 7 students)
		2021	30% of Year 3 and 40% of Year 5 students (32% in Yr. 3 in 2019) and 25% of Year 7 students (19% in Yr. 5 in 2019) in HB in Numeracy

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	Success criteria
Goal 1	If we develop a coherent approach to writing R-7 using the Bright Path educational assessment tool and associated strategies to improve student writing then we should increase the number of students in higher bands	Students being able to write for the intended purpose using the structures and language features of information reports texts. Students to consolidate understanding and implementation of structures and language features of narratives and persuasive texts. Students developing their writing skills such as extending vocabulary and using high modality language through feedback given Students will verbalise and understand explicit learning intentions and success criteria. Students will verbalise, understand and achieve their individual writing goal. Students will show growth against term 1 and term 3 Brightpath data of Information Report Writing. .
Goal 2	If we develop teacher knowledge and work in collaborative teams that explicitly design reading instruction that teaches the five reading comprehension strategies that effective readers use, we should increase the number of students in the higher bands.	Teachers working collaboratively to design units of work Leadership implement formal monitoring process, discuss with 2 students per class how success criteria support them to improve their reading for meaning. Students reading from a variety of text types and able to explain their features, similarities and differences. Students using different comprehension strategies such as visualizing, questioning, predicting to make sense of what they are reading and explain meaning to others when asked.
Goal 3	If we develop common evidence based approaches to teaching Trust the Count and Place Value in the Early Years and extend to Multiplicative Thinking, Partitioning and Proportional Reasoning in the Primary Years embedding the proficiencies then we should increase the number of students in higher bands.	Students have increased their success in working with numbers including trusting the count, place value and multiplicative thinking. Students will confidently apply a range of strategies to solve Maths problems through collaborative opportunities in the classroom Students will know and understand explicit teaching intentions and success criteria Students will show growth against PAT data and NAPLAN Teachers will design learning tasks that embed understanding, fluency, problem solving and reasoning. Leadership implement formal monitoring process, discuss with 2 students per class how success criteria support them to improve their number sense.

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 percentage of students retained in higher bands for Literacy with a focus on writing.		
Challenge of practice	If we develop a coherent approach to writing R-7 using the Bright Path educational assessment tool and associated strategies to improve student writing then we should increase the number of students in higher bands		
Actions	Timeline	Roles and responsibilities	Resources
Literacy Committee plan 3 staff workshops focusing upon key criteria for information report writing texts	WK 2 2021 Week 4, Week 6, Week 8.	Literacy Committee to action and use resources from Brightpath team Plan and present Brightpath T+D (release teams to collaboratively plan and implement explicit unit of work (LDAM) - term 1 Unit of work to be implemented Term 2 Plan moderation sessions (Week 10 T1)	TRT release for participants (half day)- moderation and half day LDAM Brightpath resources Australian Curriculum resources Seven Steps to Writing Information Reports
Literacy Committee develop Action Plan for implementation 1. LDAM Release- half a day) -information report writing/ learning design 2. Wk 7 Student work samples and uploading 3. Moderation Week 9 T1 Moderation 4. Support from Bright Path team	WK 4 Term 1 2021	Action Plan - Literacy Committee Teacher Moderation Folders Professional Development as required that meets individual needs	TRT release for participants (half day) Brightpath resources Australian Curriculum resources Seven Steps to WQriting Information Reports
Attend Brighpath introduction to IRW - Information Report Writing texts PLCs design information report text unit of work (LDAM 1/2 day release)	Term 1 Week 3	Literacy Committee attend PD and use knowledge to mentor/coach others Planned and implemented 1/2 day release	TRT release to attend PD(5) TRT release for PLCs to work collaboratively Brightpath resources Australian Curriculum resources Guidebooks

Step 3 continued

Plan actions for improvement

Goal 1 continued	Increase percentage of students retained in higher bands for Literacy with a focus on writing.		
Actions	Timeline	Roles and responsibilities	Resources
Implement Information Report Writing Text Learning Design - focus on teaching points and progression points, oral rehearsal (dialogic), intentional learning and formative assessment using success criteria	Term 1 (Week 8) Ongoing Terms 1-3	Teachers explicitly teach information report writing writing genre, included in lesson planning Ongoing training and development, planned by Literacy Committee for staff focusing on key criteria for information report writing texts	TRT release for teachers (amount of time dependent upon year level demands) Class teachers / PLCs Tracey Thomson to facilitate Guidebooks Brightpath Resources Seven Steps to Writing Information Reports
Student Information Report Writing Text work samples, teacher release to moderate and review / measure growth. Support from Bright Path team Evaluation - Plan for 2022	Term 3 2021	Teachers ensure work samples completed on time PLCs moderate student work samples Teachers use information gathered from moderation to plan next teaching steps Brightpath team provide support	SSO to upload TRT release (7) Brightpath resources Guidebooks Australian Curriculum resources Seven Steps to Writing Information Reports
Intentional Observation in classrooms by Leadership focusing upon key teaching points and progression points, oral rehearsal (dialogic) and formative assessment using success criteria	Term 1-3 2021	Leadership- Intentional Observation (focus on change of practice) Observation visits scheduled - criteria determined	Classroom observation tools Feedback tools PDP Meetings
		Total financial resources allocated	$14 000 teacher release in PLCs
Success criteria	Students being able to write for the intended purpose using the structures and language features of information reports texts. Students to consolidate understanding and implementation of structures and language features of narratives and persuasive texts. Students developing their writing skills such as extending vocabulary and using high modality language through feedback given Students will verbalise and understand explicit learning intentions and success criteria. Students will verbalise, understand and achieve their individual writing goal. Students will show growth against term 1 and term 3 Brightpath data of Information Report Writing. .		

Goal 2	Increase percentage of students retained in higher bands for Reading.		
Challenge of practice	If we develop teacher knowledge and work in collaborative teams that explicitly design reading instruction that teaches the five reading comprehension strategies that effective readers use, we should increase the number of students in the higher bands.		
Actions	Timeline	Roles and responsibilities	Resources
Revisit R-7 Literacy Agreement - its reliability and if it is being adhered to - lesson structure for whole class	Term 1, 2021	Whole staff provide feedback on literacy agreement Literacy committee coordinate review and redraft after consultation via staff meeting discussion Leadership allocate time for review	Current Literacy Agreement Other exemplars Literacy Guidebooks - Stretch Australian Curriculum resources Best Advice Papers
Identify what professional development is required and plan for implementation - individual/ group/ whole staff	Term 1 Week 7	PLCs determine action plan for 2021 around developing reading strategies - whole class approaches and differentiation for specific learning groups. Teacher PDPs reflect a goal to improve reading instructions	Action Plan Australian Curriculum English Strands, Literacy Continuum and Learning progressions DfE BiTL Tool Transforming tasks Critical and Creative Thinking Continuum PDPs
Continue to unpack meta cognitive comprehension strategies for Literacy Guide Book - Inspire	Term 1 Week 9	Staff Meeting time allocated by Leadership to explore each of the 5 strategies Literacy Committee to plan and implement professional learning	Inspire Literacy Guide Book Australian Curriculum resources Learning progressions

Goal 2 continued	Increase percentage of students retained in higher bands for Reading.		
Actions	Timeline	Roles and responsibilities	Resources
Teachers work in PLCs to develop specific strategies using a whole class approach. Implement and share. Staff analyse data such as NAPLAN, PATR to track and monitor student progress. align Achievement grades with standardised test data	Ongoing across terms 1 - 3 2021	Teachers plan with PLC LDAM with a focus on intentional learning/ success criteria and formative assessment strategies Implement and regularly share good practice through scheduled staff meetings. Teachers analyse data with support of leaders	Varied reading resources T&D providers Class libraries Achievement Grades,NAPLAN, PATR data, PowerBI Guidebooks Australian Curriculum resources National Literacy Learning Progression
Teachers design questioning strategies in reading; develop model for students to discuss and question - to engage in dialogic talk	Ongoing across terms 1 -3	Teachers plan with PLC Implement strategies in classrooms Share in scheduled staff meetings Professional Learning as required	Questioning prompts Guidebooks Best Advice papers Australian Curriculum resources
Teachers use a variety of text types when designing learning and implement explicit instruction related to text types	Term 2 and 3, 2021	PLC - identify resources to be used Teachers design learning - intentional reading strategies for non fiction and fiction texts (multimodal)	Release planning time Learning Design (LDAM strategy) Guidebooks Australian Curriculum resources
		Total financial resources allocated	$14 000 TRT release LDAM
Success criteria	Teachers working collaboratively to design units of work Leadership implement formal monitoring process, discuss with 2 students per class how success criteria support them to improve their reading for meaning. Students reading from a variety of text types and able to explain their features, similarities and differences. Students using different comprehension strategies such as visualizing, questioning, predicting to make sense of what they are reading and explain meaning to others when asked.		

Goal 3	Increase percentage of students retained in higher bands for Numeracy.		
Challenge of practice	If we develop common evidence based approaches to teaching Trust the Count and Place Value in the Early Years and extend to Multiplicative Thinking, Partitioning and Proportional Reasoning in the Primary Years embedding the proficiencies then we should increase the number of students in higher bands.		
Actions	Timeline	Roles and responsibilities	Resources
Revise and develop teacher understanding/ perception and confidence in delivery of Big Ideas in Number	Term 1 Week 7 2021	Leadership and Numeracy committee plan PLC/ Staff meetings during term 2 Numeracy committee rep to lead PLC	Post primary Mathematics Resource - Teaching and Learning/ Assessment Di Siemon Youtube clips (email link to all teachers () Guidebooks Transforming tasks
Revisit / review and update Mathematics in Australian Curriculum including proficiencies, Numeracy GC and Numeracy Progression points and use effectively to design learning units (LDAM)	Term 2 - Term 3	Numeracy Committee and Leadership plan for staff PD Staff Meeting time allocated PDPs - teacher goal setting in numeracy improvement - focus on intentional learning, success criteria and formative assessment	Australian Curriculum Proficiencies, Numeracy Continuum and Learning progressions Australian Curriculum resources Transforming tasks
Use Van de Walle resources to develop understanding, knowledge of development of concepts and make connections to teaching practice in Mathematics. Use PMI learning tasks as models.	Term 2 Term 3	Leadership/ teachers plan for workshops in Staff Meetings Numeracy Committee to coordinate	Van de Walle texts T&D providers Guidebooks Australian Curriculum Transforming tasks

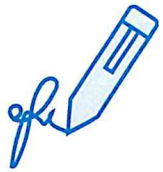
Step 3 continued

Plan actions for improvement

Goal 3 continued	Increase percentage of students retained in higher bands for Numeracy.		
Actions	Timeline	Roles and responsibilities	Resources
Revisit R-7 Numeracy Agreement - its reliability and if it is being adhered to - lesson structure including warm ups and also inclusion of dialogic talk and vocabulary	Term 2 2021	Whole staff provide feedback in numeracy agreement Numeracy Committee to coordinate review	R-7 Mathematics agreement - review Guidebooks Australian Curriculum resources National Numeracy Learning Progression Thinking Maths
Teachers plan units of work with clear learning intentions, success criteria, assessment etc Staff analyse data such as NAPLAN, PATR to track and monitor student progress. align Achievement grades with standardised test data Leadership Observation of practices	Term 2 and 3 2021	Numeracy Committee support planning PLCs collaborative plan units of work Leadership - intentional observation in classrooms - WALT/WILT/Success criteria PDPs - Student data to be used	Teachers to work in PLC (staff meeting structure) Australian Curriculum Proficiencies, Numeracy Continuum and Learning progressions Thinking Maths AC Leaders Resource - Transforming tasks Guidebooks Achievement Grades, NAPLAN, PATM data, PowerBI
Seek student feedback -balance of teacher and student talk	Term 2 Week 10	Numeracy Committee - construct feedback survey Feedback to staff and strategies implemented to increase student talk time	TfEL tool - student feedback Guidebooks - dialogic talk
		Total financial resources allocated	$14 000 TRT release LDAM
Success criteria	Students have increased their success in working with numbers including trusting the count, place value and multiplicative thinking. Students will confidently apply a range of strategies to solve Maths problems through collaborative opportunities in the classroom Students will know and understand explicit teaching intentions and success criteria Students will show growth against PAT data and NAPLAN Teachers will design learning tasks that embed understanding, fluency, problem solving and reasoning. Leadership implement formal monitoring process, discuss with 2 students per class how success criteria support them to improve their number sense.		

School improvement plan

Approvals



Approved by principal

Name: David King

Date: David King

Approved by governing council chairperson

Name: Narelle Allen

Date:

Approved by education director

Name

Date