2025 School Improvement Plan

Goals

Support all students to improve learning outcomes in Numeracy and Literacy

Challenge of Practice (Essence – Plan for learning improvement- What does pedagogy look like?)

If we explicitly design learning units / tasks and assessment tasks, and plan learning intentions and success criteria with a focus on

- ❖ prior knowledge and connections
- ❖ learning sequence and differentiation
- ❖ and pedagogy

we will be able to implement effective learning that enables students to demonstrate their knowledge and understanding at higher levels of achievement.

Essential in Literacy and Numeracy improvement

- ➢ Improvement work supported, planned and implement through Numeracy and Literacy committees
- ➢ Review agreements
- ➢ Design learning using Australian Curriculum and **SA Curriculum**
- ➢ Clear learning intentions and success criteria. Planned daily Review in Literacy and Numeracy work.
- ➢ Pedagogy- Metacognition
- ➢ Maintain fidelity
- ➢ Provide evidence and assessment
- ➢ Staff meeting structure –
- ▪ Brightpath assessment/moderation and planning scheduled/ PL term visits from Brightpath Project Officer
- ▪ Numeracy – Learn through doing
- ▪ DIBELS Reading for meaning
- ➢ Pupil Free Days-
    - ▪ Partnership DIBELS – Monday Week 4 Term 1 and Monday Week 1 Term 3
    - ▪ Numeracy – Learn through doing
    - ▪ Wellbeing – Open Parachute
- ➢ Resourcing: Intervention programs (staffing)/ readers (decodables)/ maths equipment
- ➢ TRT release for testing – BOY/ MOY/EOY

Strategy Areas of Impact	Literacy	Numeracy	Agreed Improvement Initiatives
Well being ➢ Belonging and safety ➢ Resilience and persistence ➢ Cognitive engagement	Teacher/ SSO supports in place for successful learning outcomes	Positive depositions	Berry Street DfE Wellbeing for Learning – a whole school approach Open Parachute

Learning System	Collective Responsibility	Tight and Flexible	Evaluate for impact	Trust and Verify
Equity and Excellence ➢ Knowledge, skills, competencies and capabilities ➢ Aboriginal learners ➢ Inclusion ➢ Breaking the link between background and excellence	**Writing** Explicitly teach language conventions and authorial choices – Narrative/ Recount and Persuasive Assess and moderate **Spelling** Implement Spelling Mastery **Reading** Embedding R-2 InitiaLit Resourcing - decodables DIBELS Testing: BOY/MOY/EOY Fluency/Daily Review/ reading for meaning Reading for meaning **Interventions** MiniLit MacqLit Speech Target year 3 students – Teacher 'double dose' Teacher – target Year 3 identified students	**Numeracy** Introduction to R-6 Learning through Doing Formative and Summative Assessment **Teachers use data to inform planning** **Term 1 –** Pre-test Place Value Pre-test addition and subtraction **Term 2-** Use pre=test data from addition and subtraction – post test before the end of Term 2 Pre-test Multiplication and Division **Term 3-** Use pre test data from Multiplication and Division. Post test before the end of Term 3 Pre-test fractions Post test for Place Value or Addition and Subtraction **Term 4-** Use pre-test from Fractions. Post test before the end of term 4		DIBELS Testing/ Fluency/ Daily Review/ Reading for meaning ➢ Pupil Free Days – term 1 and term 3 (Partnership) ➢ TRT release – DIBELS testing- BOY/MOY/EOY ➢ Literacy Coach – released 1 lesson a week – attend Partnership meetings/ coaching sessions ➢ PL 2 times a term R-2 InitiaLit ➢ PD new teachers ➢ LGU support ➢ Resources – decodables ➢ Plan Open Morning- Parents 3-6 Spelling Mastery ➢ Brightpath: Semester 1 Narrative/ Recount Semester 2 Persuasive ➢ Training new teachers – Gizelle Pulford ➢ Giselle Pulford PD once a term ➢ Assessment and Moderation during staff meeting time

	Reading – class support	Post test for Place Value, addition and subtraction or Multiplication and Division Explicitly teach mathematical language – HOW? Use proficiencies Understand – concept/ task/ language Fluency - apply Problem Solving- explicitly teach (bar model)/ language acquisition/ multi-model questions Reasoning- effective use of mathematical language to describe understanding/ task outcome	Interventions: MiniLit / MacqLit / Speech Teacher InitiaLit 1 – year 3 group – daily (double dose) SSO class support R-6 Learn Through Doing (Numeracy) ➢ Staff Meeting sharing good practice focus ➢ PL – 2 sessions a term ➢ Pupil Free Day Monday 8 September (LTD) Interventions – Interviews/Receptions/ Year3 – Trust the Count/Place value – small group	

Learning System	Collective Responsibility	Tight and Flexible	Evaluate for impact	Trust and Verify
Learner Agency ➢ Voice to agency ➢ Partners in learning ➢ Discernment and judgement	**Writing** Students effectively use student reports to identify learning goals **Reading**	**Numeracy** Lesson structures support dialogic approach – 90 minutes		*Scaffolded dialogue involves:* • *Interactions* which encourage students to think, and to think in different ways • *Questions* which require much more than simple recall • *Answers* which are followed up and built on rather than merely received • *Feedback* which informs and leads thinking forward as well as encourages

				• **Contributions** which are extended rather than fragmented • **Exchanges** which chain together into coherent and deepening lines of enquiry
Learning System	**Collective Responsibility**	**Tight and Flexible**	**Evaluate for impact**	**Trust and Verify**
Effective Learners ➢ Curiosity ➢ Creativity ➢ Meaning making ➢ Strategic awareness ➢ Metacognition and self regulation	**Reading:** Metacognitive approach to teach reading comprehension- visible, accessible and usable by students- strategic and deliberate instruction of strategies skilled readers know, control, select and use	**Numeracy** Problem solving – making meaning Reasoning : Metacognition – use literacies and strategies	**High impact strategies** ➢ Coherent whole school approaches ➢ Regular whole school monitoring and reviewing ➢ High expectations ➢ Ongoing formative assessment feedback ➢ Moderation ➢ Clear learning intentions and success criteria ➢ Logical and intentional sequencing of the learning ➢ Planned and explicit talk – talk alouds/ think alouds ➢ Explicit teaching strategies ➢ Targeted differentiated teaching ➢ Multiple approaches ➢ Data analysis with responsive teaching ➢ Teacher feedback	