

# Improvement plan for Fraser Park Pre-7 School

2019 to 2021

School name

Fraser Park Pre-7 School

Vision statement

Together we are learning for the future using:-

- \* Respect
- \* Caring
- \* Enthusiasm
- \* Fun



# Plan summary

This table will be automatically populated to provide a summary of your plan.

| Goals   | Targets   | Challenge of practice   | Success criteria   |
|---|---|---|--|
| <b>GOAL 1</b><br><br>To increase the number of Junior Primary students meeting the Standard Educational Achievement (SEA) for reading | For the cohort enrolled in reception in 2019 60% of students to achieve level 5 or more in Running Records                                | If we explicitly teach Oral Language and Vocabulary through intentional play and play boxes/play tables, then we will increase the number of Junior Primary students meeting the Standard Educational Achievement (SEA) for reading.  | Students will demonstrate an improvement in the use of Tier 2 and 3 vocabulary in video observations of the play box at the end of each term. Reception students to read and know the meaning of the first 50 Oxford Sight Words By the End of Term 4 (12 Words per term) All students will be able to read and know the meaning of 6 words selected from their Accelerated Literacy Texts with pre and post test each term. |
|   | For the cohort enrolled in reception in 2019 (Year One), 60% of students will achieve level 13 or more in Running Records                 |   |  |
|   | For the cohort enrolled in reception in 2019 (Year Two), 80% of students will achieve level 21 or more in Running Records                 |   |  |
| <b>GOAL 2</b><br><br>To increase the number of Primary students meeting the Standard Educational Achievement (SEA) in writing         | For the cohort enrolled in year 4 in 2019 70% of students to achieve 0.4 effect size in the Language and Literacy assessment              | If we adopt a common approach to explicitly teach sentence structure and punctuation using the Language and Literacy Levels as an assessment tool for feedback, then we will increase the number of Primary students meeting the Standard Educational Achievement (SEA) in writing. | Students demonstrate an improvement in writing as identified in the Language and Literacy level. Five weekly? Writing samples show an increase in student use of complex and compound sentences.   |
|   | For the cohort enrolled in year 4 in 2019 (Year Five), 80% of students to achieve 0.4 effect size in the Language and Literacy assessment |   |  |
|   | For the cohort enrolled in year 4 in 2019 (Year Six), 85% of students to achieve 0.4 effect size in the Language and Literacy assessment  |   |  |
|   |   |   |  |
|   |   |   |  |
|   |   |   |  |

# Improvement plan for Fraser Park Pre-7 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:

**Shelley McInerney**

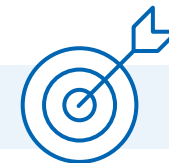
Review, Improvement and Accountability

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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 | <b>GOAL 1</b><br><br>To increase the number of Junior Primary students meeting the Standard Educational Achievement (SEA) for reading | 2019    | For the cohort enrolled in reception in 2019 60% of students to achieve level 5 or more in Running Records                                |
|        |   | 2020    | For the cohort enrolled in reception in 2019 (Year One), 60% of students will achieve level 13 or more in Running Records                 |
|        |   | 2021    | For the cohort enrolled in reception in 2019 (Year Two), 80% of students will achieve level 21 or more in Running Records                 |
| Goal 2 | <b>GOAL 2</b><br><br>To increase the number of Primary students meeting the Standard Educational Achievement (SEA) in writing         | 2019    | For the cohort enrolled in year 4 in 2019 70% of students to achieve 0.4 effect size in the Language and Literacy assessment              |
|        |   | 2020    | For the cohort enrolled in year 4 in 2019 (Year Five), 80% of students to achieve 0.4 effect size in the Language and Literacy assessment |
|        |   | 2021    | For the cohort enrolled in year 4 in 2019 (Year Six), 85% of students to achieve 0.4 effect size in the Language and Literacy assessment  |
| Goal 3 |   | 2019    |   |
|        |   | 2020    |   |
|        |   | 2021    |   |

# 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 | <b>If we explicitly teach Oral Language and Vocabulary through intentional play and play boxes/play tables, then we will increase the number of Junior Primary students meeting the Standard Educational Achievement (SEA) for reading.</b>  | Students will demonstrate an improvement in the use of Tier 2 and 3 vocabulary in video observations of the play box at the end of each term.<br>Reception students to read and know the meaning of the first 50 Oxford Sight Words By the End of Term 4 (12 Words per term) All students will be able to read and know the meaning of 6 words selected from their Accelerated Literacy Texts with pre and post test each term. |
| Goal 2 | <b>If we adopt a common approach to explicitly teach sentence structure and punctuation using the Language and Literacy Levels as an assessment tool for feedback, then we will increase the number of Primary students meeting the Standard Educational Achievement (SEA) in writing.</b> | <b>Students demonstrate an improvement in writing as identified in the Language and Literacy level. Five weekly? Writing samples show an increase in student use of complex and compound sentences.</b>   |
| Goal 3 |  |   |

# 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  |  | GOAL 1<br>To increase the number of Junior Primary students meeting the Standard Educational Achievement (SEA) for reading   |   |  |
|---|--|--|---|--|
| Challenge of practice   |  | If we explicitly teach Oral Language and Vocabulary through intentional play and play boxes/play tables, then we will increase the number of Junior Primary students meeting the Standard Educational Achievement (SEA) for reading. |   |  |
| Actions   | Timeline                                     | Roles and responsibilities   | Resources   |  |
| Reception Teacher to meet with Preschool Teacher to unpack EPOP data for future planning  | Week 0                                       | Mentor Reception Teacher<br>Workshop Literacy and Numeracy Guidebooks. (Whole Staff)   | EPOP data   |  |
| Reception Teacher to attend Preschool meetings on Tuesday evenings to work, with a focus on use of intentional play to increase tier 2 and 3 vocabulary | Term 1<br>Tuesdays                           | Reception Teacher- Participate in all meetings<br>Preschool Teacher (Mentor Teacher)- Coordinate and facilitate meetings<br>SSO- Participate in all meetings   | EPOP LDAR<br>Literacy School Improvement Guidebook<br>Best Advice Papers<br>ACARA |  |
| Accelerated Literacy Focus teacher to work with all staff to increase oral language and vocabulary focus in Accelerated Literacy                        | Term 1<br>Accelerated Literacy Meeting times | Accelerated Literacy Focus Teacher- Ensure that Vocab and Oral Literacy are the focus of planning and observations<br>Classroom Teacher- Teach lessons/ joint planning/ act on feedback<br>Accelerated Literacy – Play Box           | Accelerated Literacy Coach<br>Speech Pathologist<br>Focus in Newsletter           |  |



| Goal 1 continued   |   | GOAL 1<br>To increase the number of Junior Primary students meeting the Standard Educational Achievement (SEA) for reading   |   |
|--|---|--|---|
| Actions  | Timeline  | Roles and responsibilities   | Resources   |
| Collect Data on how students are progressing and use to inform teaching.   | February-December 2019  | All teachers to collect data-Darcy to enter on Markit<br>Oxford Sight Words Weekly<br>Running Records at the beginning and end of each term<br>Play Box observations (How many Tier 2 & 3 words) beginning and end of each Term<br>Oral Language Test each Term<br>6 AL words beginning and end of each term<br>Students reading 3 x a day | Oxford Sight Words<br>Running Records<br>Oral Assessment Tool (PASM)<br><br>Play Box - Accelerated Literacy theme<br><br>Personalised Learning Plans (PLP) (Goal Setting) |
| All staff to engage with students in intentional play with a focus on interactions to develop oral language and vocabulary.  |   | Teachers<br>Staff to use Wave 2 (small group) to implement the PASM.   | Sound letter recognition.<br>High frequency words(Sight Words)<br>Targeted support for learners with special needs  |
| All staff to use culturally appropriate books to support engagement in reading for Aboriginal students.<br>Play Boxes to include Aboriginal Perspectives.<br>Aboriginal Education Action Plan to be developed. | 6th November 2019   | Teachers<br>Leadership Team  | Aboriginal Learner Achievement<br>Leaders Resource<br>Aboriginal Learner Achievement Quality Matrix<br>Culturally appropriate resources                                   |
| Total financial resources allocated  |   |  |   |
| Success criteria   | Students will demonstrate an improvement in the use of Tier 2 and 3 vocabulary in video observations of the play box at the end of each term.<br>Reception students to read and know the meaning of the first 50 Oxford Sight Words By the End of Term 4 (12 Words per term) All students will be able to read and know the meaning of 6 words selected from their Accelerated Literacy Texts with pre and post test each term. |  |   |



| Goal 2  |          | GOAL 2<br>To increase the number of Primary students meeting the Standard Educational Achievement (SEA) in writing  |  |
|---|----------|---|--|
| Challenge of practice   |          | If we adopt a common approach to explicitly teach sentence structure and punctuation using the Language and Literacy Levels as an assessment tool for feedback, then we will increase the number of Primary students meeting the Standard Educational Achievement (SEA) in writing. |  |
| Actions   | Timeline | Roles and responsibilities  | Resources  |
| Collect baseline data-To use as basis to inform targeted teaching of sentence structure and punctuation.<br>Use Wednesdays P.L.C. to monitor student's progress.      | Ongoing  | Anne Hein (Literacy Focus Teacher) Paula Fahey (Accelerated Literacy Focus Teacher)   | EALD Language and Literacy Level.  |
| AL Focus Teacher to work collaboratively with teachers to teach sentence structure and punctuation within A.L. Pedagogy.  | Ongoing  | Paula Fahey (Accelerated Literacy Focus Teacher) collaboratively work with:-<br>Staff<br>Class Teachers<br>Student Support Officers   | Language and Literacy Levels and supporting resources<br>ACARA<br>A.L. Pedagogy                        |
| Students write daily.<br>Targets based on student's next step.<br>Students are explicitly taught a range of writing strategies based on Language and Literacy Levels. |          | Teachers<br>Leadership team   | Staff PLC<br>Personalised Learning Plans<br>Literacy Block<br>Focus in Newsletter (connecting to home) |





| Goal 2 continued  |  | GOAL 2<br>To increase the number of Primary students meeting the Standard Educational Achievement (SEA) in writing                           |  |
|---|--|--|--|
| Actions   | Timeline   | Roles and responsibilities   | Resources  |
| Staff attend Professional Development in writing with a focus on sentence structure and punctuation.  | Term 1   | Anne Hein (Literacy Focus Teacher) Paula Fahey (Accelerated Literacy Focus Teacher) Russell Gilbert (Leadership) Michelle Kamma (Leadership) | Language and Literacy Level. Teaching strategies. Language and Literacy professional. Learning modules. Wednesday Workshops. |
| All teaching staff to develop teaching sprints based on the Language and Literacy Levels to set individual learning goals in week 1. 3 Students scaled in Week 5 in staff PLC to moderate data and to check progress. Goals are re evaluated and altered if necessary. Goals are explicitly taught for 5 weeks and all students are re tested in week 10 in PLC and new goals are set for the following term. | Ongoing  | Russell Gilbert (Leadership) Michelle Kamma (Leadership) All staff   | Language and Literacy Level Personalised Learning Plan   |
| Total financial resources allocated   |  |  |  |
| Success criteria  | Students demonstrate an improvement in writing as identified in the Language and Literacy level. Five weekly? Writing samples show an increase in student use of complex and compound sentences. |  |  |



| Goal 3                |          |                            |           |
|-----------------------|----------|----------------------------|-----------|
| Challenge of practice |          |                            |           |
| Actions               | Timeline | Roles and responsibilities | Resources |
|                       |          |                            |           |
|                       |          |                            |           |
|                       |          |                            |           |



| Goal 3 continued                    |          |                            |           |
|-------------------------------------|----------|----------------------------|-----------|
| Actions                             | Timeline | Roles and responsibilities | Resources |
|                                     |          |                            |           |
|                                     |          |                            |           |
|                                     |          |                            |           |
| Total financial resources allocated |          |                            |           |
| Success criteria                    |          |                            |           |



Approved by principal

Name

Date

Approved by governing council chairperson

Name

Date

Approved by education director

Name

Date