

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 |
|---|--|--|--|
| GOAL 1 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 the Big Six with a focus on Oral Language and Vocabulary through intentional play and play boxes / play tables, we will increase the number of Junior Primary students meeting the SEA (Standard Educational Achievement) for reading. Using the LEAP Levels for Oral Language. | Students will demonstrate an improvement in the use of transcribed Tier 2 and 3 vocabulary in video observations of the play box at the end of each term. Year 2 students to read and know the meaning of the first 200 Oxford Sight Words By the End of Term 4 (25 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. LEAP Levels for Oral Language will show improvement when reviewed 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 | | |
| GOAL 2 To increase the number of students meeting their year level for writing. | For the cohort enrolled in year 4 in 2019 70% of students to achieve their expected year level in the Language and Literacy assessment | If we adopt a common approach to explicitly teach sentence structure and punctuation using the LEAP Levels as an assessment tool for feedback, then we will increase student achievement in writing and improve punctuation | Students demonstrate an improvement in writing as identified in five weekly LEAP level moderation/analysis. Writing samples show an increase in student use of complex and compound sentences and increasing sophistication in punctuation use. 85% of students enrolled in Year 6 will achieve relevant LEAP level. |
| | For the cohort enrolled in year 4 in 2019 (Year Five), 85% of students to achieve relevant LEAP Level | | |
| | For the cohort enrolled in year 4 in 2019 (Year Six), 85% of students to achieve relevant LEAP Level | | |
| | | | |
| | | | |
| | | | |

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

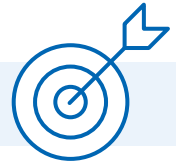
Review, Improvement and Accountability

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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 | GOAL 1 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 | GOAL 2 To increase the number of students meeting their year level for writing. | 2019 | For the cohort enrolled in year 4 in 2019 70% of students to achieve their expected year level in the Language and Literacy assessment |
| | | 2020 | For the cohort enrolled in year 4 in 2019 (Year Five), 85% of students to achieve relevant LEAP Level |
| | | 2021 | For the cohort enrolled in year 4 in 2019 (Year Six), 85% of students to achieve relevant LEAP Level |
| 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 | If we explicitly teach the Big Six with a focus on Oral Language and Vocabulary through intentional play and play boxes / play tables, we will increase the number of Junior Primary students meeting the SEA (Standard Educational Achievement) for reading. Using the LEAP Levels for Oral Language. | Students will demonstrate an improvement in the use of transcribed Tier 2 and 3 vocabulary in video observations of the play box at the end of each term. Year 2 students to read and know the meaning of the first 200 Oxford Sight Words By the End of Term 4 (25 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. LEAP Levels for Oral Language will show improvement when reviewed each term. |
| Goal 2 | If we adopt a common approach to explicitly teach sentence structure and punctuation using the LEAP Levels as an assessment tool for feedback, then we will increase student achievement in writing and improve punctuation | Students demonstrate an improvement in writing as identified in five weekly LEAP level moderation/analysis. Writing samples show an increase in student use of complex and compound sentences and increasing sophistication in punctuation use. 85% of students enrolled in Year 6 will achieve relevant LEAP level. |
| 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 To increase the number of Junior Primary students meeting the Standard Educational Achievement (SEA) for reading | | |
|---|--|---|--|--|
| Challenge of practice | If we explicitly teach the Big Six with a focus on Oral Language and Vocabulary through intentional play and play boxes / play tables, we will increase the number of Junior Primary students meeting the SEA (Standard Educational Achievement) for reading. Using the LEAP Levels for Oral Language. | | | |
| Actions | Timeline | Roles and responsibilities | Resources | |
| Reception Teacher to meet with Preschool Teacher to unpack EPOP data including Heggerty data for future planning (ESR D-1) Implement rigorous phonological awareness and phonics program. Implement rigorous Phonological Awareness and Phonics Program. | Week 0 | Mentor Reception Teacher Workshop Literacy and Numeracy Guidebooks. (Whole Staff) | EPOP data Heggerty Phonemic Awareness Program Letters and Sounds (Synthetic Phonics) | |
| Reception Teacher to attend professional learning and collaborate with preschool around the focus on intentional play to increase tier 2 and 3 vocabulary (ESR D-2) | Term 1 Tuesdays | Reception Teacher- Participate in all meetings Preschool Teacher (Mentor Teacher)- Coordinate and facilitate meetings SSO- Participate in all meetings | EPOP LDAR Literacy School Improvement Guidebook Best Advice Papers ACARA A-L Text Play Boxes | |
| Accelerated Literacy Focus teacher to work with all staff to increase oral language and vocabulary focus in Accelerated Literacy | Ongoing | Accelerated Literacy Focus Teacher- Ensure that Vocab and Oral Literacy are the focus of planning and observations Classroom Teacher- Teach lessons/ joint planning/ act on feedback Accelerated Literacy – Play Box | Accelerated Literacy Coach Speech Pathologist Focus in Newsletter Planning and feedback sheets Facebook | |



| Goal 1 continued | | | |
|--|---|--|---|
| GOAL 1 To increase the number of Junior Primary students meeting the Standard Educational Achievement (SEA) for reading | | | |
| Actions | Timeline | Roles and responsibilities | Resources |
| <p>Collect and analyse data to inform teaching and assess student learning (ESR D-1)</p> <p>Collect baseline data on phonological awareness and phonics as a basis for teaching and interventions</p> | Ongoing | <p>All teachers to collect data-Darcy to enter on Markit</p> <p>Oxford Sight Words Weekly</p> <p>Running Records at the beginning and end of each term</p> <p>Play Box observations (How many Tier 2 & 3 words) beginning and end of each Term</p> <p>Oral Language Test, Heggerty Terms 1, 2 and 4</p> <p>6 AL words beginning and end of each term</p> <p>Students reading 3 x a day</p> | <p>Oxford Sight Words</p> <p>Running Records</p> <p>Heggerty test - Aboriginal learners in yellow</p> <p>Play Box - Accelerated Literacy theme</p> <p>Personalised Learning Plans (PLP) (Goal Setting)</p> <p>Phonemes and Graphemes test</p> <p>Oral LEAP Levels</p> |
| <p>All staff to explicitly teach Oral Language and Vocabulary including intentional play with a focus on developing Tier 2 and 3 Vocabulary (ESR D-2)</p> <p>Leaders to observe twice a term to provide written feedback on interactions (ESR D-1)</p> | <p>Ongoing</p> <p>Week 3 and 7 each Term</p> | <p>Teachers</p> <p>Staff to use Wave 2 (small group) to support Phonological Awareness</p> <p>Michelle Kamma</p> <p>Paula Fahey</p> | <p>Phonemes and Graphemes test</p> <p>High frequency words(Sight Words)</p> <p>Targeted support for learners with special needs</p> <p>Wave 2</p> |
| <p>All staff to use culturally appropriate books to support engagement in reading for Aboriginal students.</p> <p>Play Boxes to include Aboriginal Perspectives.</p> <p>Aboriginal Education Action Plan to be developed.</p> | 6th Nov 2019 | <p>Teachers</p> <p>Leadership Team</p> | <p>Aboriginal Learner Achievement</p> <p>Leaders Resource</p> <p>Aboriginal Learner Achievement Quality Matrix</p> <p>Culturally appropriate resources</p> |
| Total financial resources allocated | | | |
| Success criteria | <p>Students will demonstrate an improvement in the use of transcribed Tier 2 and 3 vocabulary in video observations of the play box at the end of each term.</p> <p>Year 2 students to read and know the meaning of the first 200 Oxford Sight Words By the End of Term 4 (25 Words per term)</p> <p>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.</p> <p>LEAP Levels for Oral Language will show improvement when reviewed each term.</p> | | |



| Goal 2 | | GOAL 2 | |
|---|----------|---|--|
| Challenge of practice | | To increase the number of students meeting their year level for writing. | |
| | | If we adopt a common approach to explicitly teach sentence structure and punctuation using the LEAP Levels as an assessment tool for feedback, then we will increase student achievement in writing and improve punctuation | |
| Actions | Timeline | Roles and responsibilities | Resources |
| Collect baseline data- To use as a basis to inform targeted teaching of sentence structure and punctuation. Use Wednesdays P.L.C. to monitor student's progress (ESR D-1) | Ongoing | Anne Hein (Literacy Focus Teacher) Paula Fahey (Accelerated Literacy Focus Teacher) | EALD / LEAP levels |
| AL Focus Teacher to work collaboratively with teachers to teach sentence structure and punctuation within A.L. Pedagogy. (ESR D-2) | Ongoing | Paula Fahey (Accelerated Literacy Focus Teacher) collaboratively work with:- Staff Class Teachers Student Support Officers | LEAP Levels and supporting resources ACARA A.L. Pedagogy |
| Students write daily. Targets based on student's next step. Students are explicitly taught a range of writing strategies based on LEAP levels. (ESR D-2) | Ongoing | Teachers Leadership team | Staff PLC Personalised Learning Plans Writing at 10 am Focus in Newsletter (connecting to home) Postcards home with students goals Facebook |



| Goal 2 continued | | GOAL 2 To increase the number of students meeting their year level for writing. | |
|---|---|---|---|
| Actions | Timeline | Roles and responsibilities | Resources |
| All Staff to attend writing Moderation P.L.C with Palmer Primary School with a focus on A-E grades (ESR D-3) | Week 9 Term 1 | Michelle Kamma (Leadership) Lauren Pool (Palmer P.S. Principal) All Staff to attend | LEAP Levels Student Work Samples ACARA moderation examples Wednesday PLC |
| All teaching staff to develop teaching sprints based on the LEAP 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-assessed 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. (ESR D-2) | Ongoing | Michelle Kamma (Leadership) All staff | LEAP Levels Personalised Learning Plan Work Samples |
| | 2 March 2020 | Michelle Kamma Paula Fahey All staff to attend | Learning Design and Moderation |
| Total financial resources allocated | | | |
| Success criteria | Students demonstrate an improvement in writing as identified in five weekly LEAP level moderation/analysis. Writing samples show an increase in student use of complex and compound sentences and increasing sophistication in punctuation use. 85% of students enrolled in Year 6 will achieve relevant LEAP level. | | |



| 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

IMPROVEMENT PLAN

2019 to 2021

Steps 4 and 5

Fraser Park Primary School

"We acknowledge that the lands on which the Fraser Park Preschool-7 School are located on are the traditional lands for the Ngarrindjeri people. We respect their spiritual relationship with their country and acknowledge that their cultural and heritage beliefs are still as important to the living Ngarrindjeri people today."

Nguldi Ardu (Welcome)

Plan Summary

| Insert school name here | | | |
|---|--|---|--|
| Goals | Target | Challenges of Practice | Success Criteria |
| <p>GOAL 1</p> <p>To increase the number of Junior Primary students meeting the Standard Educational Achievement (SEA) for reading</p> | <p>For the cohort enrolled in reception in 2019 (Year One), 60% of students will achieve level 13 or more in Running Records</p> | <p>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.</p> | <p>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.</p> <p>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.</p> |
| <p>GOAL 2</p> <p>To increase the number of students meeting the Standard Educational Achievement (SEA) for writing.</p> | <p>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</p> | <p>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 student achievement in writing and improve punctuation</p> | <p>Students demonstrate an improvement in writing as identified in the Language and Literacy level. Week Five Writing samples show an increase in student use of complex and compound sentences and increasing sophistication in punctuation use.</p> |
| | | | |

Step 4

Improve practice and monitor impact



Implement the planned actions for improvement and meet regularly to monitor your impact by answering the question, ‘Are we making progress towards our improvement goals?’. Adjust your actions as required to maximize the impact on student learning.

In the tables below, enter the dates of your monitoring meetings, your assessment of progress towards implementing the actions for improvement, evidence of impact on student learning against success criteria, and next steps. The Quality School Improvement Planning Handbook 2.0 explains how to do this.







| Goal 1 | | | |
|--------------------|--|--|---|
| Meeting date | Implementation (Are we doing what we said we would do?) | Impact (Are we improving student learning?) | Next steps |
| Enter meeting date | Enter your overall assessment of progress towards implementing actions for improvement. Green is ‘on track’, orange is ‘needs attention’ and red is ‘not on track’. | Enter the evidence of impact of your actions on student learning against success criteria. | Enter your next steps. |
| 6/11/2019 | Aboriginal action plan was developed. “Building teacher capacity by improving feedback” and “improving performance processes” were identified as focus areas. | | Embed feedback and performance development in School Improvement Plan |

Step 4

Improve practice and monitor impact



Goal 1






| Meeting date | Implementation (Are we doing what we said we would do?)  | Impact (Are we improving student learning?) | Next steps |
|--------------|---|---|--|
| 23/01/2020 | Cultural Competency training for staff to support Goal 1 developing culturally inclusive resources for play box and resource selection  | | Ensure play boxes have culturally inclusive materials |
| 05/02/2020 | PDP PLC to align staff performance procedures with School improvement plan and Aboriginal action Plan  | | To review in 6 months (June 2020) |
| 18/2/2020 | Staff attend early years Murraylands PLC professional learning Heggerty Phonemic awareness Curriculum presented by Palmer Primary School  | | Buy Heggerty resources and whole staff training |
| 19/2/2020 | Whole staff training Heggerty Phonemic awareness Curriculum  | | Implement Heggerty in early years (Preschool – Year 3) |
| 3,4,5/3/2020 | Louise Hanrahan (Literacy Guarantee Unit) modelling Heggerty Phonemic awareness in Kungari to improve teacher practice.  | | Implement Heggerty in early years (Preschool – Year 3) |

Step 4

Improve practice and monitor impact



Goal 1



| Meeting date | Implementation (Are we doing what we said we would do?)  | Impact (Are we improving student learning?) | Next steps |
|--------------|--|---|---|
| 27/05/2020 | Whole site data reviewed. Oxford Sight words, 6 Accelerated Literacy focus words reading levels and play box data.  | Even with Covid and many students learning from home student data was stable | Reevaluate the data in week 10 of term 2. Ongoing training for whole staff to support to implement the school improvement plan. (Heggerty and LDAM) |
| 01/07/2020 | Whole site data reviewed. Oxford Sight words, 6 Accelerated Literacy focus words reading levels and play box data.  | There has been a 30% improvement in tier 2 and 3 vocabulary used in play boxes. Strong improvement in Oxford Sight word knowledge. 70% of students knew Accelerated Literacy focus words. While cohort of year 1 students are showing improvement in Running Records and Oxford Sight Words they are not on track to reach the target of 60% reaching level 13 by the end of term 4.  | Students are set new individual reading goals to inform the next steps of their learning. Embed Heggerty in Junior Primary literacy block. |
| | Heggerty embedded in Junior Primary Years – Reception to Year 3 (Kungari and Wuldi Classes) and resources purchased for Preschool to Year 3 supported by training for staff on 6 th August 2020 (Regional)  | Anecdotal data is that students are engaging with Heggerty and using their knowledge of Phonemes to support reading and writing across the curriculum. | To use the Heggerty assessment to replace PASAM – to give more comprehensive data to embed the letters and sounds program Preschool to Year 3. |

Step 4






Improve practice and monitor impact








Goal 1

| Meeting date | Implementation (Are we doing what we said we would do?)  | Impact (Are we improving student learning?) | Next steps |
|----------------------|---|---|--|
| TERM 3 | Sight Words, Six Accelerated Literacy Focus Words, Reading Levels, Play Box Data  | 50% of cohort met the 100 Sight Word target. 50% of cohort met the Six Accelerated Literacy Word target Play Box data indicated strong improvement with an average of 80% improvement in Tier 2 and 60% improvement in Tier 3. Running Records showed an average improvement of 12%. | To embed the use of decodable Readers for Term One 2021. To purchase resources to support students, such as games, readers and so on. Audit the school readers to see what decodable readers we have, already. |
| 14/10/20 21/10/20 | Staff Training – Letters and Sounds | | Embed in classroom practice starting Week Six, Term 4. Resources purchased to support implementation. |
| 28/10/2020 | Bec Eli – Literacy Guarantee Unit Phonemic Awareness and Phonological Awareness | | Kungari teacher to be filmed using swivl while teaching the Letters and Sounds Program. Bec Eli giving feedback Week Six. Filming using swivl in Week Eight Bec Eli giving feedback. |
| | | | |






Goal 2

| Meeting date | Implementation (Are we doing what we said we would do?)  | Impact (Are we improving student learning?) | Next steps |
|--------------|---|---|---|
| 29/01/2020 | Staff PLC – Moderation using the Australian Curriculum against student work samples in Writing  | Developing awareness of standards for year level expectations for Teachers and Students | Teachers working with students so they can become self-assessors of their own learning. |
| 05/02/2020 | PDP PLC to align staff performance procedures with School improvement plan and Aboriginal action Plan  | | To review in 6 months (June 2020) |
| 12/2/2020 | PLC Feedback Levels and characteristics of good feedback  | Setting goals to improve learning outcomes for students. Improving teacher feedback on student learning to highlight the next step for students to achieve their goals. | Student free day on Feedback for achieving learning goals |
| 12/2/2020 | Leader Observation of Writing time conducted by Michelle Kamma and Paula Fahey with written feedback provided to teachers.  | | Ongoing observations of teacher practice twice a term. |








Goal 2

| Meeting date | Implementation (Are we doing what we said we would do?)  | Impact (Are we improving student learning?) | Next steps |
|--------------|---|--|--|
| 26/02/2020 | High, medium and low work sample scaled from each class using the Language and Literacy Levels and peer moderation. Aboriginal students were highlighted. The work samples were assessed against student writing goals. New teaching sprints were developed.  | Kungari- High had showed improvement and was moving towards reaching next level Med- High had showed improvement and was moving towards reaching next level Low- Had showed small improvement Wuldi- High- Had shown improvement and was moving towards achieving the next level Med- Had shown improvement Low- Had shown improvement Wanyi- High had shown improvement and was working towards level 12 Med- Had shown improvement and focus areas were identified for improvement Low- Had shown little improvement | Teachers develop new teaching sprint based on feedback from data Writing goals modified |
| 11/03/2020 | Learning Design and Moderation (Dylan Williams) Professional Development all staff attended  | Students receiving feedback on their learning | Continue 2 year LDAM program |
| 27/05/2020 | Students writing moderated in staff PLC using the language and literacy levels using high medium low work sample.  | Teaching sprint identified that a greater focus on punctuation was required in target group and whole school | Creating a bump it up wall for all classes using ACARA exemplars to give students clear understanding of what is required to improve their writing and develop awareness of standard educational outcomes for their year level New writing goals set for students New teaching sprint developed All staff to work with SLIIP Bec Eli on Learning Design and developing Success criteria in writing aligned with ACARA exemplars |
| 01/07/2020 | All students writing samples scaled and assessed using the language and literacy levels in staff PLC | All students have shown improvement in their writing. The year 5 target group has 50% of students increase a level on the Language and literacy levels.  | New writing goals developed New teaching sprint developed Bump it up walls to be embedded in classroom practice Along with class exemplar folders |





Goal 2

| Meeting date | Implementation (Are we doing what we said we would do?)  | Impact (Are we improving student learning?) | Next steps |
|--------------|--|--|--|
| 29/07/2020 | Palmer/Fraser joint learning design task for moderating in Week Nine PLC using Aboriginal perspectives.  | Develop the skill of designing a writing task to engage students in writing. | In Week Nine to compare Fraser and Palmers use of Language and Literacy Levels. Do we allocate the same levels? |
| 19/08/2020 | Week Five at PLC – High, medium and low work samples were scaled from each class, using Language and Literacy Levels. The work samples were assessed against the students goals. New teaching sprints were established.  | Students work samples indicated across the school that students were meeting their goals for writing. | Students set new goals for writing to move towards SEA. |
| 16/09/2020 | The task developed in the Learning Design workshop 29 th July 2020 by Fraser and Palmer was used as a moderation exercise. National Curriculum exemplars were also used.  | Moderation task indicated that both Palmer and Fraser were assigning comparable levels. The result for students is they are receiving correctly assigned levels and feedback for their learning. | To develop another Learning Design task for moderating in Week Four Term 1 to ensure consistency of using Language and Literacy Levels for assessment. |
| 23/09/2020 | Week Ten – At PLC all students writing samples were scaled and assessed using the Language and Literacy Levels.  | 100% of students were leaning towards their next level or achieved their next level in writing as per Language and Literacy Levels. | Teaching Sprints developed based on the students learning needs using feedback for students to set goals. Individual goals were modified. |




Goal 2

| Meeting date | Implementation (Are we doing what we said we would do?)  | Impact (Are we improving student learning?) | Next steps |
|--------------|---|--|--|
| 04/11/2020 | At PLC, High, medium and low work samples were scaled from each class. The work samples were assessed against the student goals. New Teaching Sprints developed.  | Students work samples indicated across the school that students were improving. In particular students in Wanyi – High were at SEA, Medium have moved one level and Low showed improvement but not enough to move a level. Wuldi – all students moved up one level – which is equivalent to one years learning. Kungari – all students demonstrated improvement moving up a level and one student achieving SEA. | Students set new goals for writing to move towards SEA. |
| 21/01/2021 | Cultural Competency Training whole staff. Goal 1- develop inclusive resources for Play Box and Library section.  | | Ensure culturally inclusive resources are used in play and in teaching and learning. |
| 22/01/2021 | Aboriginal Action Plan Element 3 Building teacher capacity by improving feedback Improving performance processes.  | | Embed feedback and performance development into SIP – to review in six months. |
| 10/02/2021 | Whole staff completed LEAP training for writing.  | Students setting goals to improve their learning. | Use LEAP to provide feedback for goal setting with students and teaching Sprint for next steps. |
| 17/02/2021 | Bec Eli supporting Ms. Jess and Ms. Mart with Instructional Routines for Letters and Sounds  |  Students are doing the routines every day in Kungari. Ms. Mart has left, so Wuldi are not doing every day. | Continue to strengthen teacher practice to support students to read. Collaborative planning between Ms. Jess/Mr. Stewart and Mr. Hill and Ms. Hein. |



Goal 2

| Meeting date | Implementation (Are we doing what we said we would do?)  | Impact (Are we improving student learning?) | Next steps |
|------------------------|---|---|---|
| 24/2/2021 Week Five | High, medium, low work sample from each class using LEAP. Aboriginal students are highlighted in yellow. The work samples were assessed against student writing goals. New Teaching Sprints developed.  | <u>Kungari (Reception/Year 1) –</u> High - Deng Jol moved from 3 to 4 in LEAP Levels. Medium - Wyatt Kelly moved from 2 to 3. Low - Dekyrah Warren (Aboriginal student) moved from 1 to 2. <u>Wuldi (Years 2, 3 and 4) –</u> High – Alyssa Jackson-Prentice moved from 6 to 8. Medium – Rico McGuire Spackman (Aboriginal Student) moved from 4 to 6. Low – Baylian Dean (Aboriginal Student) moved from 2 to 4. <u>Wa:nyi (Years 5, 6 and 7) –</u> High – Amalie Whittle (Aboriginal Student) moved from 8 to 9. Medium – Kiara McGuire-Spackman (Aboriginal Student) moved from 6 to 7. Low – Aaliyah Clark moved from 5 to 7. | Teachers developed new Teaching Sprints based on feedback from data. Writing goals modified. |
| 05/03/2021 | Whole staff workshop in feedback for goal setting. Using exemplars for moderation.  | Students using feedback to set goals for writing. Using Bump Up Walls. | New Teaching Sprints. Students to focus on what is standard for their year level. |
| 17/03/2021 | Heggerty Letters and Sounds. Revisit Instructional Routines. Look at progress – Paula/Jess.  | Student Data indicates they are on track. | Heggerty intervention group with Ms. Hein. |

Goal 2

| Meeting date | Implementation (Are we doing what we said we would do?)  | Impact (Are we improving student learning?) | Next steps |
|--------------|--|---|--|
| 24/03/2021 | The task developed by Palmer and used as a moderation exercise. National Curriculum exemplars were used.  | Moderation task indicated Palmer/Fraser were assigning similar levels. Impact on students is they are receiving correct feedback on their learning. | Develop a learning design task for Term 2. |
| 31/03/2021 | All students writing samples were scaled and assessed using the LEAP Levels. Term Four 2020 to Term One 2021.  | <p>WRITING <u>Wa:nyi (Years 5, 6, 7)</u> A total whole class improvement of 20%. Aboriginal students demonstrated 22% improvement. <u>Wuldi (Years 2, 3, 4)</u> A total whole class improvement of 44%. Aboriginal students demonstrated 65% improvement. <u>Kungari (Reception, Year 1)</u> Due to the small numbers involved, example 0 to 1, it's not sensible to use percentages. However, all students demonstrated improvement in writing.</p> <p>READING <u>Wa:nyi (Years 5, 6, 7)</u> A total whole class improvement of 5.6%. Aboriginal students demonstrated 7.2% improvement. <u>Wuldi (Years 2, 3, 4)</u> A total whole class improvement of 11%. Aboriginal students demonstrated 27% improvement. <u>Kungari (Reception, Year 1)</u> Due to the small numbers involved, example 0 to 1, it's not sensible to use percentages. However, all students demonstrated improvement in reading.</p> | Teaching Sprints developed using feedback for setting new goals. |

Goal 2

| Meeting date | Implementation (Are we doing what we said we would do?)  | Impact (Are we improving student learning?) | Next steps |
|--------------|---|--|--|
| 07/04/2021 | Letters and Sounds Heggerty Check in with Bec Eli  | Heggerty on track. Letters and Sounds – a group of students need more consolidation time. | Check in end of Term 2. Heggerty Mid Year Assessment. Letters and Sounds Phase 2 until Week 7 of Term 2 so students can get all the sounds consolidated. Too many gaps to move to Phase 3. |



Review the impact and effectiveness of your actions for improvement and answer the questions, *‘Have we met our improvement goals? What have we learned? What are our next steps?’*.

Summarise your responses to these questions in the table below. The Quality School Improvement Planning Handbook 2.0 explains how to do this.

| Year | Comments |
|------|---|
| 2019 | Enter summary of your responses to the key questions here. |
| 2020 | <p><u>Enter summary of your responses to the key questions here.</u></p> <p>GOAL 1</p> <p>HAVE WE MET IMPROVEMENT GOALS?</p> <p>The target group of now Year One students demonstrated from Term One to end of Term 3 an 80% improvement in Tier 2 words and a 60% improvement in Tier 3 words. 50%of the cohort met the 100 Sight Word target.</p> <p>50% of the cohort met the Six Accelerated Literacy Word target.</p> <p>The whole class showed a 92% improvement.</p> <p>The Aboriginal students showed a 80% improvement on their reading level as per Running Records.</p> <p>While we have demonstrated solid improvement there is still more work to be done in getting students to SEA.</p> <p>The next steps must embrace building students resilience and persistence. PAT R data identified large gaps in students comprehension skills with issues of ESL impacting.</p> <p>NEXT STEPS</p> <p>Continue to focus on Heggerty and work with the Literacy Guarantee Unit (Bec Eli) to implement Letters and Sounds from Reception to Year Two. (Kungari / Wuldi) building a strong foundation for learning in the Primary Years.</p> |

| Year | Comments |
|------|---|
| | <p>WHAT WE HAVE LEARNED</p> <p>We need a consistent approach to teaching Phonological Awareness – (Heggerty). Initial data from in class testing indicates improvement in Phonemic Awareness, Preschool to Year Two.’</p> <p>GOAL 2</p> <p>HAVE WE MET OUR GOALS?</p> <p>The target group of now Year Fives demonstrated from Term One to the end of Term Three a 70% improvement in writing as identified in the Language and Literacy Levels. While the cohort did not achieve SEA, there are 20% of the cohort on track to achieve SEA at the end of Term Four 2020.</p> <p>Overall the Wanyi class showed a 33% improvement in their writing.</p> <p>Aboriginal students showed a 28% improvement.</p> <p>As in Goal 1, there is still more work to be done in getting students to SEA.</p> <p>WHAT WE HAVE LEARNED</p> <p>The whole school consistent approach to writing at 10 am every day has been successful, using the Language and Literacy Levels as an assessment tool for feedback. This is supported by Week Five and Week Ten check-ins using Teaching Sprints, where work samples are assessed and learning is designed to meet the next stage of writing development.</p> <p>NEXT STEPS</p> <p>All staff believe that writing at 10 am every day has been impactful and needs to be sustained. The Language and Literacy Levels will be replaced by the new resource the LEAP Levels which are for recording and planning. Transitioning to the LEAP Levels resource means that we can sustain the current assessment and feedback process while maintaining consistency and moving forward with this newly developed 2021 resource.</p> |
| 2021 | Enter summary of your responses to the key questions here. |