

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
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	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.
	2020 For the cohort enrolled in reception in 2019 (Year One), 80% of students will achieve level 13 or more in Running Records	
	2021 For the cohort enrolled in reception in 2019 (Year Two), 100% of students will achieve level 21 or more in Running Records	
GOAL 2 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.
	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	

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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

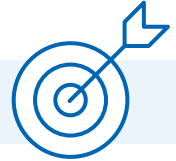
Review, Improvement and Accountability Manager

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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	GOAL 1 To increase the number of Junior Primary students meeting the Standard Educational Achievement (SEA) for reading	2019	2019 For the cohort enrolled in reception in 2019 60% of students to achieve level 5 or more in Running Records
		2020	2020 For the cohort enrolled in reception in 2019 (Year One), 80% of students will achieve level 13 or more in Running Records
		2021	2021 For the cohort enrolled in reception in 2019 (Year Two), 100% of students will achieve level 21 or more in Running Records
Goal 2	GOAL 2 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	
Goal 1	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.
Goal 2	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.
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		
Challenge of practice		To increase the number of Junior Primary students meeting the Standard Educational Achievement (SEA) for reading		
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	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 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	
Accelerated Literacy Focus teacher to work with all staff to increase oral language and vocabulary focus in Accelerated Literacy	Term 1 Accelerated Literacy Meeting times	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 - Playbox	Accelerated Literacy Coach Speech Pathologist Focus in Newsletter	



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	
Collect Data on how students are progressing and use to inform teaching.	February-December 2019	All teachers to collect data-enter on Markit Oxford Sight Words Weekly Running Records at the beginning and end of each term Play Box observations (How many tier 2 & 3 words) beginning and end of each Term Oral Language Test each Term 6 AL words beginning and end of each term	Oral Language Test Oxford Sight Words Running Records Play Box - Accelerated Literacy theme Personalised Learning Plans (PLP)	
All staff to engage with students in intentional play with a focus on interactions to develop oral language and vocabulary.		Teachers	Sound letter recognition.	
			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 playbox 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.			



Goal 2		GOAL 2	
Challenge of practice		To increase the number of Primary students meeting the Standard Educational Achievement (SEA) in writing	
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. Use Wednesdays P.L.C. to monitor students progress.		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.		Paula Fahey (Accelerated Literacy Focus Teacher) collaboratively work with:- Staff Class Teachers Student Support Officers	Language and Literacy Levels and supporting resources ACARA A.L. Pedagogy
Students write daily. Targets based on students next step. Students are explicitly taught a range of writing strategies based on Language and Literacy Levels.			Literacy Block Focus in Newsletter (connecting to home)



Goal 2 continued		GOAL 2 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.
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

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.

Enter in the tables below 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 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
24/1/19		Play Box – Preschool to Year 7.	Collect Tier words for target groups Reception students.
24/1/19		Successful planning occurred to implement play boxes in classes Preschool to Year 7.	Collect initial tier vocab levels data – Target group Reception.
29/1/19		Jess attended Pulyeri staff meeting – focus on oral language.	Continue collaboration with Pulyeri.
Wednesday Term 1		Timelines set for data. AL focus words selected. Videos taken for data.	Collect data. Evaluate data. Based on success criteria.
Wednesday Week 9 Term 1		Data evaluated – the impact is students showing improvement.	Collect base line data – Week 1 Term 2 – Relook at success criteria.

Wednesday Week 2 Term 2	●	Initial data collected and collated. Planning for Term	Play Boxes need closer work with AL. Review Data Week 9 term 2.
Wednesday Week 9 Term 2	●	Data reviewed. Student learning showing improvement.	Success criteria to be reviewed.
28/8/19 Week 5 Term 3	●	Play Box – Preschool to Year 7.	Play Box data collected.

Goal 2

Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
24/1/2019		Baseline Data reviewed. Focus on daily writing time and explicit teaching planned.	
Wednesday Term 1		Paula Fahey – Met with teachers with a focus on writing.	
Wednesday Week 2 Term 1		Workshop by Russell. Language and Literacy Levels using planning tools.	Teachers to explicitly teach writing – sentence structure. Writing goals – PLP's.
Week 1 Term 1		Daily writing time established – 10 am.	All teachers to have writing focus.
Week 5 Term 1		Three students identified by each teacher scaled using Language and Literacy Levels, to check progress and future planning.	Re-check Data – Week 9.
Week 9 Term 1		All writing scaled – future planning.	Future planning. Week 5 and Week 9 to be repeated termly.
Week 5 Term 2		Three samples per class scaled.	Used to plan for rest of term.
Week 9 Term 2		All students writing scaled.	Future planning. Week 5 and Week 9 to be repeated Term 3.

Goal 2

Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
Wednesday Week 2 Term 3		Language and Literacy Levels Data workshop, all staff looked at Data and identified potential roadblocks to every student Reception to Year.	<ul style="list-style-type: none"> Identified the need to develop growth mindset and having a go. Staff being supported with online training from the University of New England Cultivating Student Centered Mindsets. Build in alternative writing time for students that miss 10am writing.
28/8/19 Week 5 Term 3		Daily writing.	Writing samples check in.

Step 5

Review and evaluate



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?’

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

Year	Comments
2019	ATSI Data Only collect Data on Tier words / LLI (Reading Level) Goal 1.
2020	Enter summary of your responses to the key questions here.
2021	Enter summary of your responses to the key questions here.