Improvement plan for Peterborough Primary

2019 to 2021

School name

Peterborough Primary

Vision statement

At Peterborough Primary School we enable everyone to learn together.

By empowering all through high expectations to embrace challenge for growth, engagement and wellbeing we become successful learners.

We promote the wellbeing and resilience of young people by inspiring, engaging and empowering.

PETERBOROUGH
PRIMARY SCHOOL

Plan summary

Goals	Targets		Challenge of practice
Maintain and increase the number of students, years 3-7, in exceeding the Standard of Educational Achievement in NAPLAN Numeracy.	2019 25% of students in Yr 4 will achieve an A or B in their final report indicating they are on track to attain higher bands in NAPLAN.		If we conduct more formative assessments (check in and act by differentiating tasks) to determine student understanding to transfer their learning in new contexts, we will increase the number of students who exceed the SEA in Numeracy in years R-7.
	2020 37% of students in Yr 5 will be in the higher bands in NAPLAN Numeracy results (2 bands above SEA).		
	2021 50% of students in Yr 6 will achieve an A or B in their final report indicating they are on track to attain higher bands in NAPLAN.		
Maintain and increase the number of students, meeting the SEA in NAPLAN Writing (years 3, 5 and 7) and also growth in Brightpath scale scores R-7.	2019 50% of year 3, 5 and 7 students will achieve Standard of Educational Achievement in NAPLAN writing		If we develop a whole school approach to explicitly teach the construction of complex sentences, use of rich vocabulary (tier 2 & 3), and the ability to develop text structure and cohesion with a focus on 'the Big 6' and use of Brightpath moderation resources/tool, then we will increase student achievement in writing and spelling, grammar and punctuation.
	2020 60% of year 3, 5 and 7 students will achieve Standard of Educational Achievement in NAPLAN writing		
	2021 70% of year 3, 5 and 7 students will achieve Standard of Educational Achievement in NAPLAN writing		

Step 1

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	Maintain and increase the number of students, years 3-7, in exceeding the Standard of Educational Achievement in NAPLAN Numeracy.	2019		2019 25% of students in Yr 4 will achieve an A or B in their final report indicating they are on track to attain higher bands in NAPLAN.
		2020		2020 37% of students in Yr 5 will be in the higher bands in NAPLAN Numeracy results (2 bands above SEA).
		2021		2021 50% of students in Yr 6 will achieve an A or B in their final report indicating they are on track to attain higher bands in NAPLAN.
Goal 2	Maintain and increase the number of students, meeting the SEA in NAPLAN Writing (years 3, 5 and 7) and also growth in Brightpath scale scores R-7.	2019		2019 50% of year 3, 5 and 7 students will achieve Standard of Educational Achievement in NAPLAN writing
		2020		2020 60% of year 3, 5 and 7 students will achieve Standard of Educational Achievement in NAPLAN writing
		2021		2021 70% of year 3, 5 and 7 students will achieve Standard of Educational Achievement in NAPLAN writing
Goal 3		2019		
		2020		
		2021		

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 conduct more formative assessments (check in and act by differentiating tasks) to determine student understanding to transfer their learning in new contexts, we will increase the number of students who exceed the SEA in Numeracy in years R-7.
Goal 2	If we develop a whole school approach to explicitly teach the construction of complex sentences, use of rich vocabulary (tier 2 & 3), and the ability to develop text structure and cohesion with a focus on 'the Big 6' and use of Brightpath moderation resources/tool, then we will increase student achievement in writing and spelling, grammar and punctuation.
Goal 3	

Step 3

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	Maintain and increase the number of students, years 3-7, in exceeding the Standard of Educational Achievement in NAPLAN Numeracy.
Challenge of practice	If we conduct more formative assessments (check in and act by differentiating tasks) to determine student understanding to transfer their learning in new contexts, we will increase the number of students who exceed the SEA in Numeracy in years R-7.

Actions	Timeline	Roles and responsibilities	Resources
Revisit the PPS and Yunta whole school Numeracy Agreement with a focus on the impact of formative assessment for feedback on student outcomes	Week 0 Thursday Termly	* Leadership - to facilitate Numeracy Agreement review * Staff discuss aspects of the document, and relevant research and develop a personal commitment to action * Staff begin investigation into formative assessment with video clips and resources * Numeracy & Literacy Coordinator organise relevant resources to stimulate staff discussions	* Whole School Numeracy Agreement * Research papers, videos etc * Best Advice Papers * Videos/clips re power of formative assessment through feedback * CIP resources/videos etc * Hatties levels of learning * Numeracy Progressions * Literacy & Numeracy Coordinator * Dylan Williams resources - eg Embedded Formative assessment * DeWalle Resources
Building the capacity of teachers to design Learning Intentions and clear Success Criteria and consistently moderate (differentiated to cater for all levels of learning)	Termly 2019	* Staff plan and share collaborative learning opportunities to develop Success Criteria for differentiation * Staff - ensure LI and SC are used and understood in all lessons * Staff check in and act through formative assessment and alter Success Criteria as required to cater for differentiated learning needs *Staff develop sprints through the impact cycle model to investigate the effectiveness of formative assessment and share with colleagues * Staff maintain engagement with LDAM focus through Professional Learning opportunities and impact coach	* Learning Design including: AC content, Proficiencies, Achievement Standards, Numeracy Progressions, Learning Intentions, Success Criteria, Assessments, Differentiated tasks *Impact Coach *SLLIP *PPS Effective Learner Qualities *TfEL Companion documents
To investigate formative assessment strategies to enhance effective feedback focused on: * Task (new material) * Process (some degree of proficiency) * Self-regulation (high degree of proficiency)	Termly 2019	* Staff - use effective feedback to check in and act (differentiating the success criteria as required) * Staff work collaboratively in Professional Learning opportunities to gather strategies for formative assessment in the classroom *Staff develop sprints through the impact cycle model to investigate the effectiveness of formative assessment and share with colleagues	* Visible Learning Resources * Learning Intentions and Success Criteria for all levels of learning * Impact Coach * SLLIP * PPS Effective Learner Qualities * Dylan Williams resources - eg Embedded Formative assessment * Hatties resources formative assessment

Goal 1 continued

Maintain and increase the number of students, years 3-7, in exceeding the Standard of Educational Achievement in NAPLAN Numeracy.

Actions	Timeline	Roles and responsibilities	Resources
Professional Development Plan meetings; ensuring goals relate to SIP Connecting also to AITSL Standards, TfEL	Term 1 Term 2 Term 3 & as required	* Leadership - work with staff on goals linked to the SIP * Staff commit to engage in PDP at least 3 times year * Leadership and staff to conduct walk throughs / observations to connect learning to personal goals *SLLIP & Impact Coach to support pedagogical shift through collaborative conversations	* PDP Template * AITSL Standards * TfEL * SIP * SLLIP * Impact Coach
Assessments include but not limited to: *PATM Testing *NAPLAN - Yr 3 ,5, and 7 *1 minutes maths *SENA (JP)	*Term 3 *Term 2 *EveryTerm *End term 1 & 3	* Literacy & Numeracy coordinator- collation and sharing of data * Literacy & Numeracy & IT coordinators - PAT set up * Staff - Testing when required * Staff - share findings with students and set appropriate goals according to data * Leadership - NAPLAN Online Coordination and set up	* PATM & PATR Tests * PAT Teacher Resource * PAT reports * NAPLAN Online platform and reports * 1 minute maths tests * Best Advice Papers (Big Ideas in number) * SENA program * Literacy & Numeracy Coordinator
Whole School Approach programs include but not limited to: * Mathletics * Natural Maths * Quicksmart (intervention UP) * Count Me In (intervention JP)	Throughout the year	* Julie - Intervention check in and act for stretch and support with SSOs and staff * Julie - Mathletics Coordinator for initial set up * Staff - access Mathletics program as a tool to support student learning including teaching skills of using online and the skill in utilising paper to working out problems	* Mathletics * Natural Maths Resources * Tierney Kennedy Resources * Quicksmart program * Count Me In * SSO support * Literacy & Numeracy Coordinator
		Total financial resources allocated	$52,857.00
Success criteria		* Staff will have an effective PDP linked to their individual School Improvement Plan goals * Students will confidently choose and use mathematics to problem solve * Students will confidently understand and explain their thinking to justify strategies used and conclusions reached to transfer learning in different contexts * Students will choose appropriate procedures - flexibly, accurately, efficiently and appropriately to recall factual knowledge and concept readily	

Goal 2	Maintain and increase the number of students, meeting the SEA in NAPLAN Writing (years 3, 5 and 7) and also growth in Brightpath scale scores R-7.
Challenge of practice	If we develop a whole school approach to explicitly teach the construction of complex sentences, use of rich vocabulary (tier 2 & 3), and the ability to develop text structure and cohesion with a focus on 'the Big 6' and use of Brightpath moderation resources/tool, then we will increase student achievement in writing and spelling, grammar and punctuation.

Actions	Timeline	Roles and responsibilities	Resources
Each teacher will actively engage in professional learning to investigate the alignment of writing to the elements of the Big 6 approach and links to the Australian Curriculum and implement new learning.	Termly including SFD Term 2 2019	* Leadership work in consultation with the Literacy Guarantee Team to advise and co-present elements of the Big 6 and AC * Staff to engage and implement strategies offered in Professional Learning opportunities	* Best Advice Papers (The Big 6) * Literacy Guarantee Team * Literacy & Numeracy Coordinator * AC - Literacy scope 7 sequence *ACARA literacy Progressions - writing
Each teacher will explicitly plan and teach features of genre specifically Narrative, Persuasive and Information Report texts using Learning Design to ensure holistic differentiated approach	Termly 2019	* SLLIP & Leadership continue the conversations with staff regarding Learning Design * Literacy & Numeracy coordinator support staff to embed writing genres into curriculum not as stand alone texts	* Australian curriculum * Literacy Progressions - writing * Literacy & Numeracy Coordinator * Impact Coach * SLLIP * Brightpath resources
Staff develop sprints through the impact cycle model to investigate the effectiveness of using the elements of the Big 6 to improve writing and share with colleagues	Term 1: intervention groups set up	* Using various data sets to inform intervention groups and look at the needs of the students to improve outcomes * Literacy & Numeracy coordinator develop a holistic literacy program based on the Big 6 for SSOs to implement and monitor data for growth * SSOs to be part of an intervention program; Ripper Reading in which elements of the Big 6 are incorporated	* Best Advice Papers (Big 6) & Jolly Phonics * SSOs to implement intervention program * Data sets - NAPLAN, Brighpath, teacher assessments * Literacy & Numeracy Coordinator

Goal 2 continued	Maintain and increase the number of students, meeting the SEA in NAPLAN Writing (years 3, 5 and 7) and also growth in Brightpath scale scores R-7.

Actions	Timeline	Roles and responsibilities	Resources
Staff will develop and implement a whole school genre map ensuring various writing genres are incorporated into different learning areas	Term 3 2019	* Numeracy & Literacy coach develop and implement Professional Learning opportunities for staff during staff meeting time to investigate writing genres and subjects they can be taught within	* Literacy & Numeracy Coordinator * Australian Curriculum - scope and sequence * ACARA Literacy Progressions - writing
Each teacher analyses student work samples using Brighpath and other criteria and plans and implements next teaching points.	Term 1 & 3 2019	* Leadership - Brightpath Projects set up * Staff conduct writing samples and moderate with a buddy to attain a baseline and comparative scores (narrative, persuasive and information texts) * Staff use results to work with students to see where are and where to next; a tool for differentiated success criteria in writing * Leadership team ensure information shared with all as a result of being part of third year in Brightpath trial * Staff will ensure 2 Information texts are written and Pair Wise moderation of writing samples is conducted to meet trial deadlines	* Brightpath tool and stimulus * NAPLAN writing stimulus and marking guides * Specific subject areas aligned with genre * Literacy & Numeracy Coordinator * Brightpath Team
Review Literacy Agreement in light of Brightpath commitment and continue to be involved in the Brightpath trial (year 3) - Information Report	Week 0 Term 1 2019 to term 4 2019	* Leadership attend Professional Learning opportunities offered by Brightpath team * Brightpath team check the moderated work samples for accuracy * Staff will ensure 2 Information texts are written and moderated on time to meet deadlines * Staff will work together in Pair Wise situation to moderate writing samples * Professional Learning during staff meeting time to look at and understand the features of an information Text * Leadership will work with staff to incorporate Brightpath commitment into Literacy Agreement	* Brightpath tool * Brightpath Team * Literacy & Numeracy Coordinator * Brightpath teaching materials * Brightpath reports * PPS Literacy Agreement
		Total financial resources allocated	$42,057.00

Success criteria	* Writing skills will be embedded in all areas of the curriculum * We will see students progressively demonstrating - awareness of purpose and audience; greater use of compound and complex sentences to convey ideas and concepts; precision in their choice of vocabulary; control over the use of punctuation to control ideas(esp in narrative, persuasive and information texts)

School improvement plan

Approved by principal

Ree Tyas

Date: 5/11/18

Approved by governing council chairperson

Sarah Thomas

Date: 5/11/18

Approved by education director

Carol Williams

Date