

# Improvement plan for Myppolongga Primary School 2019 to 2021

School name

Myppolongga Primary School

Vision statement

Myppolongga Primary School develops thinking, entrepreneurial citizens who problem-solve to create an enterprising and values-based culture.



# Plan summary

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

Goals	Targets	Challenge of practice
<p>Increase student achievement in reading, particularly in Years 5 - 7</p>	<p>For the cohort of students in Year 6 in 2019, 25% will move from just below SEA to just above SEA;</p>	<p>If we explicitly teach comprehension strategies particularly interpreting and inferring, in the context of all learning areas, students will better comprehend non-fiction texts.</p>
	<p>For the cohort of students in Year 6 in 2019, and additional 10% will move from just low to just</p>	
	<p>For the cohort of students in Year 5 in 2019, an additional 10% will move from just below to just</p>	
<p>Increase student achievement in writing.</p>	<p>Improve the number of students achieving in higher bands in writing from Years 3- 5 by 10%</p>	<p>If we explicitly teach students how to construct simple, compound and complex sentences and punctuate correctly, we will have more students in the higher bands in Years 3, 4 and 5.</p>
	<p>Improve the number of students achieving in higher bands in writing from Years 3-5 by 10%.</p>	
<p>Increase student achievement in reading R-3.</p>	<p>Improve the number of students in higher bands in writing from Years 3-5 by an additional 10%</p>	<p>If we develop a rigorous systematic, synthetic approach to teaching and assessing students' knowledge of phonics and decoding as part of our focus on the Big 6, then we will increase student achievement in reading from Years R-2</p>
	<p>For the cohort enrolled in Reception in 2019, 70% of students will achieve Level 5 or greater using</p>	
	<p>For the cohort enrolled in Reception in 2019, 80% of students will achieve Level 13 or greater using</p>	
	<p>For the cohort enrolled in Reception in 2019, 90% of students will achieve Level 21 or greater using</p>	

# Improvement plan for Mypolongga Primary 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:

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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	Increase student achievement in reading, particularly in Years 5 - 7	2019	For the cohort of students in Year 6 in 2019, 25% will move from just below SEA to just above SEA; and from just above to very above SEA in Year 6 using PAT testing
		2020	For the cohort of students in Year 6 in 2019, and additional 10% will move from just low to just above SEA; and from just above to very above SEA using PAT testing
		2021	For the cohort of students in Year 5 in 2019, an additional 10% will move from just below to just above SEA using PAT testing.
Goal 2	Increase student achievement in writing.	2019	Improve the number of students achieving in higher bands in writing from Years 3-5 by 10%
		2020	Improve the number of students achieving in higher bands in writing from Years 3-5 by 10%.
		2021	Improve the number of students in higher bands in writing from Years 3-5 by an additional 10%
Goal 3	Increase student achievement in reading R-3.	2019	For the cohort enrolled in Reception in 2019, 70% of students will achieve Level 5 or greater using Running Records.
		2020	For the cohort enrolled in Reception in 2019, 80% of students will achieve Level 13 or greater using Running Records.
		2021	For the cohort enrolled in Reception in 2019, 90% of students will achieve Level 21 or greater using Running Records.

# 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 comprehension strategies particularly interpreting and inferring, in the context of all learning areas, students will better comprehend non-fiction texts.
Goal 2	If we explicitly teach students how to construct simple, compound and complex sentences and punctuate correctly, we will have more students in the higher bands in Years 3, 4 and 5.
Goal 3	If we develop a rigorous systematic, synthetic approach to teaching and assessing students' knowledge of phonics and decoding as part of our focus on the Big 6, then we will increase student achievement in reading from Years R-2

# 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			
Challenge of practice			
Actions	Timeline	Roles and responsibilities	Resources
Implement whole-school Guided Reading Agreement based in the Big 6.	End Term 1	Each staff member to implement Guided Reading program based on RR levels and differentiated to meet student needs.  Teachers: collect banks of texts to support topics in HASS and STEM.	Levelled texts - multiple copies at higher levels (Rigby or PM) Stretch Guidebook
Provide students with reading-level appropriate texts in HASS and STEM and explicitly unpack them with students to develop understanding and to allow for			
Design learning tasks which give students the opportunity to predict, connect, question, visualise and summarise and scaffold implementation.			Stretch Guidebook CARS and STARS

## Step 3 continued

### Plan actions for improvement



Goal 1 continued			
Increase student achievement in reading, particularly in Years 5 - 7			
Actions	Timeline	Roles and responsibilities	Resources
Targeted students involved in LLI intervention and small group Guided Reading instruction.	Termly	LLI coordinator will assess identified students each term with BAS and will run LLI intervention program for small groups of targeted students	LLI Blue and Gold kit.
An emphasis on distinguishing between fact and opinion and a focus on the analysis of persuasive texts for targeted Year 6 students in GR.		Guided Reading teacher Class teacher	CARS and STARS LLI
Total financial resources allocated			
Success criteria	<p>Students in Years 5,6,7 will move from Just Below SEA to Just Above SEA and students Just Above SEA will move to at SEA.</p> <p>Students can articulate comprehension strategies and how they relate to non-fiction texts when interviewed.</p> <p>Students will demonstrate a greater comprehension of non-fiction texts. with particular emphasis of</p>		



Goal 2			
Challenge of practice			
Increase student achievement in writing.			
If we explicitly teach students how to construct simple, compound and complex sentences and punctuate correctly, we will have more students in the higher bands in Years 3, 4 and 5.			
Actions	Timeline	Roles and responsibilities	Resources
Unpack 'Creating Texts' Learning Progressions / Language and Literacy Levels to map and move students forward. Collect base-line data. Measure distance travelled.	SFD 2019	Rita	Learning Progressions 'Creating Texts'. Language and Literacy Levels
Conduct professional learning to develop a whole-school approach to, and greater engagement in revision of writing.	SFD 2019	Rita / Anne Martin / Jane Rumbelow / Sue Record	Revision Toolkit
Whole - school systematic approach to the construction of simple compound and complex sentences.	Termly reviews	Rita: PD in staff meetings on the grammatical demands of each genre.	Language and Literacy levels



## Step 3 continued

### Plan actions for improvement



Goal 2 continued			
Increase student achievement in writing.			
Actions	Timeline	Roles and responsibilities	Resources
Teacher teams to share, moderate and give feedback on student writing samples, once per term in staff meetings against Learning Progressions and / or Language	Once per term	Timetabled Staff meeting - Rita	Language and Literacy Level Literacy Learning Progressions
Design a whole-school approach to inform oral language development, with a particular focus on vocabulary.	SFD 2018 Term 1 2019	Principal: Classroom observations using Classroom Talk Observation Checklist.	Stretch Guidebook Edwards - Groves, Anstey and Bull 'Classroom talk: Understanding dialogue, pedagogy and practice' PETA Paper 195 'Talk Moves: A repertoire
Total financial resources allocated			
Success criteria	<p>Work samples will demonstrate that students have used the revision process to improve</p> <ul style="list-style-type: none"> <li>* use of compound and complex sentences do demonstrate higher order thinking</li> <li>* precise use of vocabulary, particularly Tier 3</li> <li>* control over the use of punctuation</li> </ul>		

## Step 3 continued

### Plan actions for improvement



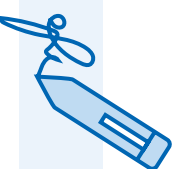
Goal 3			
Challenge of practice			
Increase student achievement in reading R-3.			
If we develop a rigorous systematic, synthetic approach to teaching and assessing students' knowledge of phonics and decoding as part of our focus on the Big 6, then we will increase student achievement in reading from Years R-2			
Actions	Timeline	Roles and responsibilities	Resources
Make 3 groups to implement Jolly Phonics / Grammar program (Reception, Year 1, Year 2) and timetable systematically. Analyse current practice and	SFD 2018	Junior Primary Team to plan Jolly Phonics / Grammar implementation and link to spelling program. Levels of schooling meetings timetabled into staff meeting to review progress.	Jolly Phonics and Grammar Whole school reading agreement
Use baseline PASM and Oral Language assessment tool to plan Guided Reading program in Reception.	T1 W2,3 T3 W2,3	Collect data on reading readiness to inform planning for guided reading and phonics instruction.	PASM test Oral Language Assessment Tool
Audit all reading resources and rationalise. Use decodable readers in conjunction with PMS and sight words, for instructional and take-home readers.	SFD 2018	JP, MP and UP teams to collate resources and collaboratively determine best use. Identify gaps in resources and purchase more led by Guided Reading leaders	



Goal 3 continued			
Increase student achievement in reading R-3.			
Actions	Timeline	Roles and responsibilities	Resources
Letter formation will be explicitly taught in conjunction with Jolly Phonics / Grammar.		All teachers	SA Handwriting resources.
Small group / 1:1 intervention programs will support students to decode.		Targeted students in LLI. Small group / 1:1 intervention by classroom SSOs.	LLI
Total financial resources allocated			
Success criteria	<p>Students will be able to recognise the letters of the alphabet, high frequency words, phonemes and apply phonic principles to unknown or nonsense words. Students will form all of their letters correctly. Students with learning difficulties will be provided with precise scaffolded support.</p>		

# School improvement plan

Approvals



Approved by principal

Name

Date

Approved by governing council chairperson

Name

Date

Approved by education director

Name

Date