

Improvement plan for Craigmore South PS

2019 to 2021

School name

Craigmore South PS

Vision statement

At Craigmore South we strive to create an environment that supports wellbeing and student engagement in learning. We believe in high expectations and Challenge in Literacy and Numeracy for all learners.



Government
of South Australia

Plan summary

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

Goals	Targets	Challenge of Practice
Improve student achievement in numeracy	For the cohort enrolled in year 5 in 2019, at least 60% students will achieve SEA in NAPLAN Numeracy, sustaining or improving on results from 2017 Year 3 NAPLAN Numeracy.	If we design challenging and engaging learning, with emphasis on problem solving and reasoning strategies by providing students opportunities to articulate and document their thinking in familiar and unfamiliar tasks, achievement in numeracy will occur.
	For the cohort enrolled in year 5 in 2020, at least 82% students will achieve SEA in NAPLAN Numeracy, sustaining or improving on results from 2017 Year 3 NAPLAN Numeracy. 4 students will achieve HB.	
	8 year 4 children (23%) will score scale 7 or above in the PAT M assessments. 8 children in year 3 (20%) will achieve High Bands in the NAPLAN. 21 year 5 (66%) children will achieve SEA in the NAPLAN.	
Increase student achievement in reading Foundation to Year 2.	For the cohort enrolled in Foundation in 2018, 18/37 will make DfE SEA in year 1 Running Records.	If we establish a common and consistent approach to phonics and decoding instruction we will increase achievement in reading.
	For the cohort enrolled in Foundation in 2018, at least 60% of students will make DfE SEA in year 2 Running Records.	
	In year 1, 64% of students will reach a level of at least 28 in the Phonics Screening Check. 58% of year 2 children will achieve at least a level of 21 in running records assessments. 75% of year 3 children achieve SEA in the NAPLAN.	

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	Improve student achievement in numeracy	2019	For the cohort enrolled in year 5 in 2019, at least 60% students will achieve SEA in NAPLAN Numeracy, sustaining or improving on results from 2017 Year 3 NAPLAN Numeracy.
		2020	For the cohort enrolled in year 5 in 2020, at least 82% students will achieve SEA in NAPLAN Numeracy, sustaining or improving on results from 2017 Year 3 NAPLAN Numeracy. 4 students will achieve HB.
		2021	8 year 4 children (23%) will score scale 7 or above in the PAT M assessments. 7 children (22%) in year 5 will achieve scale 8 or above in the PAT M assessment. 21 year 5 (66%) children will achieve SEA in the NAPLAN.
Goal 2	Increase student achievement in reading Foundation to year 2	2019	For the cohort enrolled in Foundation in 2018, 18/37 will make DfE SEA in year 1 Running Records.
		2020	For the cohort enrolled in Foundation in 2018, at least 60% of students will make DfE SEA in year 2 Running Records.
		2021	In year 1, 62% of students will reach a level of at least 28 in the Phonics Screening Check. 44% of year 2 children will achieve at least a level of 21 in running records assessments. 83% of year 2 children will achieve level 28 in the phonics screening assessment. 75% of year 3 children achieve SEA in the NAPLAN.

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	Improve student achievement in numeracy		
Challenge of Practice	If we design challenging and engaging learning, with emphasis on problem solving and reasoning strategies by providing students opportunities to articulate and document their thinking in familiar and unfamiliar tasks, achievement in numeracy will occur.		
Actions	Timeline	Roles and Responsibilities	Resources
<p>Teachers will plan and document their teaching program with reference to the Australian curriculum and consistent with the CSPS Numeracy agreement.</p> <p>Teachers will provide students with unfamiliar problem-solving tasks weekly which align with the Australian Curriculum year level, with evidence in books and programming.</p> <p>2 teachers and the curriculum leader will enrol and attend Orbis training in year 3 - 5 problem solving and reasoning.</p>	<p>Term 1 Wk 0-5</p>	<p>Leaders Staff Meeting – revision of numeracy agreement. In particular make reference to what will we be able to see in a classroom and student books. What will we be able to see in a program and what assessments will be collected when.</p> <p>Learning Teams – Consistency. Planning in like groups. Looking for consistent content coverage and expectations across similar age groups. References AC. Document in teaching programs. Identified assessment pieces.</p> <p>Teachers PDP – Provide evidence of teacher planning for leadership reflection and feedback.</p> <p>Teachers will use the Australian Curriculum to provide learning at the appropriate year level.</p> <p>Professional Development – Keith, Justin and Paula – Orbis (Numeracy 3-5)</p>	<p>Teacher Learning Programs CSPS Mathematics Teaching Agreement The Australian Curriculum South Australian developed Curriculum resources (named) ORBIS</p> <p>Money</p>

Goal 1 Continued	Improve student achievement in numeracy		
Actions	Timeline	Roles and Responsibilities	Resources
<p>5-7 teachers will trial the use of the DfE Maths units (number and place value)</p> <p>R-4 teachers will use the DfE Scope and Sequence and planning guide to plan sequential learning tasks.</p>	<p>Term 1 Wk 5-10</p>	<p>Leaders Pupil free Day – SA maths resources Learning Walks Book looks</p> <p>Maths Leaders Staff Meeting – Orbis Group. Develop structures and strategies to ensure learning from ORBIS group is shared across the school (as much as possible) Maths agreement updated when necessary.</p> <p>Learning Teams – Examination of student achievement records. Identify low middle upper. Develop strategies to move. Monitor.</p> <p>Teachers Actively participate in the professional learning, apply the learning to classroom practices and provide evidence of improvement through PDP process</p>	<p>SA Maths curriculum Resources</p> <p>Orbis</p>
<p>Teachers will use tracking and monitoring, moderation processes consistent across the school to identify growth and A-E grades</p>	<p>Term 2 Wk 0-5</p>	<p>Leaders Staff Meeting – Orbis Group, How to encourage and develop problem Solving and reasoning strategies.</p> <p>Maths Leaders Explore diagnostic screeners to develop site screeners including BIIN.</p> <p>Learning Teams – Examination of student work. Reflection on the numeracy agreement. Do we identify the things we said we would find in student books according to the revised agreement?</p> <p>Teachers Will use data and evidence to provide intervention in the classroom mathematics lessons and demonstrate growth in understanding of number.</p> <p>PDP / Leadership – Student Records. Examination and discussion around records collected. Reflection in terms of assistance for grades and reports. Relevance to the curriculum and appropriateness for the year level.</p>	<p>Orbis</p> <p>BIIN</p> <p>TK diagnostic Testing</p>

Goal 1 continued	Improve student achievement in numeracy		
Actions	Timeline	Roles and Responsibilities	Resources
Teachers will use the data and evidence to identify learning goals and targets for identified students.	Term 2 Wk5-10	<p>Learning Team - Teams provide feedback and recommendations for improvement.</p> <p>Teachers - Teachers will use the data and evidence to identify learning goals and targets for identified students.</p>	<p>0.5 Learning Team Day</p> <p>Scorelink</p>
Teachers will articulate and document differentiated strategies to assist individual; students make progress towards A-E targets.	Term 3 Wk 0-5	Orbis Group Pupil Free Day support Problem Solving and Reasoning.	<p>Pupil Free Day</p> <p>Back to Front Maths</p> <p>SA Curriculum Resources</p> <p>Australian Curriculum</p> <p>Numeracy Progressions</p> <p>Numeracy</p> <p>Maths Proficiencies</p>
Teachers will implement strategies from CSPS maths agreement and learnings from ORBIS group. Teachers will identify 3 areas for feedback they feel confident and 3 not so confident for feedback purposes.	Term 3 Wk 5-10	<p>Leadership and Learning Teams</p> <p>PDP – Leadership Observation of Maths lesson (with Learning Team identified observer) . Pre meeting reaching agreement of the elements to be observed and feedback. Reference the Numeracy agreement Teacher Program. Feedback provided.</p>	<p>Pupil Free Day</p> <p>Back to Front Maths</p> <p>SA Curriculum Resources</p> <p>Australian Curriculum</p> <p>Numeracy Progressions</p> <p>Numeracy</p> <p>Maths Proficiencies</p>

Goal 1 continued		Improve student achievement in numeracy		
Teachers to organise students for interviews and make student work samples available Teachers can request feedback on particular areas on top of the whole school agreed areas for observation.	Term 4 Wk 0-5	Site Visit - Student Interview process. Review feedback from last year. Agree on observation focus of student work, classrooms and discussion with students.		CSPS Numeracy Agreement Numeracy progressions Australian Curriculum SA maths resources Maths Proficiencies
Teachers will take part in review process evaluating improvement process.	Term 4 Wk 5-10	Annual report and Stage 5 Review		CSPS numeracy Agreement Feedback summary from student interview process Summary of feedback re class walk throughs Score link
Total Financial Resources Allocated				\$5000
Success Criteria		<p>Students can talk confidently about the learning intentions behind their work, find their work challenging and can explain how they did the task well.</p> <p>Students will articulate and document evidence of problem solving and reasoning in their mathematics, in particular unfamiliar contexts.</p> <p>Students will engage in consistent, regular and visible feedback with their work, discussion and classrooms.</p>		



Goal 2		Increase student achievement in reading, foundation to year 2	
Challenge of Practice		If we establish a common and consistent approach to phonics and decoding instruction we will increase achievement in reading.	
Actions	Timeline	Roles and Responsibilities	Resources
F-3 teachers will explicitly teach phonics appropriate to year level and with fidelity to the Jolly Phonics program consistently across the site.	Term 1 Wk 0-5	<p>Teaching Staff Literacy agreement commitment / audit (what is expected in a phonics lesson for each grade R – 1 – 2 – 3)</p> <p>Literacy Statement of Practice will be reviewed to include commitments to action.</p> <p>Literacy Coach (Christie Bewley) Meet with teachers and leadership during Learning Team meetings to monitor and develop consistency of practice in phonics instruction.</p> <p>Leadership Jolly Phonics training F-3. Leadership to attend (Consistency). Seek Christie input into suggested training options. Commitments to action</p> <p>Program Review (PDP) focus on the literacy program /block. Feedback (baseline collection to determine impact of future training on planning practices and documents)</p> <p>In particular monitor timetables looking for consistency around R-3 phonics and literacy elements.</p>	<p>SPELD (\$2400)</p> <p>Jolly Phonics</p> <p>Literacy Coach Christie Bewley LGU</p>
Goal 2 Continued		Increase student achievement in reading, foundation to year 2	

<p>F-3 Teachers monitor that students use decoding as their prime reading strategy.</p> <p>All teaching staff to set accountability targets for identified students and list strategies for achieving improvements</p> <p>Teachers will implement a quality literacy block that reflects the structure of the English Curriculum</p> <p>Teachers will track and monitor growth in phonics and reading using screeners and RR.</p>	<p>Term 1 Wk 5-11</p>	<p>Literacy Coach T and D shared sessions (Christie Bewley) staff meeting Wk 2 tm2 3:30 – 4:30pm.</p> <p>Christie Bewley support during pupil free day. Christie to liaise with Jolly Phonics presenter from SPELD. Christie to provide phonics development content specific for Upper Primary (How does a phonics approach support spelling development) to compliment SPELD work.</p> <p>Teachers Monitoring, running records. Fontas and Pinnell. Enter into Scorelink</p> <p>Monitor Jolly Phonics initial 43 sounds. Enter into Scorelink.</p> <p>Monitor screening test for all children who have not reached level 33 (apart from reception)</p> <p>Learning Team and Leadership Conduct observations/audit (Focus Phonics and consistency, particular focus to be determined.) Feedback provided from observations.</p> <p>Leadership Review intervention processes. Explore what intervention is available. Who is being entered into an intervention program? What is the aim of the intervention and how long will they stay with intervention. (focus on phonics achievement)</p> <p>Pupil Free Day Jolly Phonics training module 1 and 2. All teachers to attend module 1 and then training to be targeted JP / UP.</p> <p>Literacy Coach Christie Bewley supporting teaching staff during Learning Team structures. Follow work from Pupil Free day and commitments to action. Support sharing of practice elements developed through training.</p>	<p>Christie Bewley LGU</p> <p>Scorelink</p> <p>Fontas and Pinnell</p> <p>Phonics Screening Check</p> <p>Jolly Phonics</p> <p>SPELD</p> <p>3 x TRT support for observational audits.</p>
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Goal 2 Continued	Increase student achievement in reading, foundation to year 2		
<p>Teachers will have identifiable elements of quality and consistent phonics teaching and learning their teaching programs, student products and classroom environment.</p>	<p>Term 2 Wk 0-5</p>	<p>Teachers Teaching staff not training in Phonics Screening Check methodology to access training via plink online units. Investigate training 4-7. Target teachers of younger age group teachers before older.</p> <p>Literacy Coach Christie Bewley support Shared reading. How is it best done. Resources to be used. How fits into quality literacy program.</p> <p>SPELD Jolly Phonics Staff meeting module 3 Jolly Grammar. Whole school focus</p>	<p>Christie Bewley LGU</p> <p>Scorelink</p> <p>Fontas and Pinnell</p> <p>Phonics Screening Check</p> <p>Jolly Phonics</p> <p>SPELD</p>
<p>Teachers monitor identified student targets. Report on progress to line managers. Adjust strategies as necessary.</p> <p>Teachers will engage in observation audits review feedback and identify commitment to action.</p> <p>Teachers will have records, notes and anecdotes relating to student achievement and use these to appropriately consider grades.</p>	<p>Term 2 Wk 5-10</p>	<p>Teachers Foundation focus - Monitor Jolly Phonics initial 43 sounds</p> <p>Monitor, running records. Fontas and Pernell. Enter into scorelink.</p> <p>Monitor – Phonics screening test all students not at level 33</p> <p>SPELD Jolly Phonics Staff meeting session 4 Jolly Grammar. Whole school focus</p> <p>Literacy Coach Invite Christie to work with R-3 (similar to 2020) analyse phonics screening test outcomes so far. Look for opportunities in teaching program and focus on activities to support students not achieving level 33. Learning Team Development Grouping for Intentional Teaching / code for Guided Reading.</p> <p>Staff meeting Tuesday Wk 6. Shared reading. Follow up from initial staff meeting</p> <p>Learning Teams and Leadership Learning teams accountability Book Monitoring (searching for evidence of the implementation of quality literature and feedback to students. Leadership involved. Feedback provided.</p> <p>Leadership / teachers / Intervention staff Review Intervention support for students. Are we delivering intervention to the right students? Are they making appropriate progress?</p>	<p>Christie Bewley LGU</p> <p>Scorelink</p> <p>Fontas and Pinnell</p> <p>Phonics Screening Check</p> <p>Jolly Phonics</p> <p>SPELD</p> <p>3 x TRT support for observational audits.</p>

Goal 2 Continued	Increase student achievement in reading, foundation to year 2		
Teachers will engage with and utilise the SA curriculum resources.	Term 2 Wk 5-10	<p>Curriculum Support Officer? Pupil Free Day – SA Curriculum Resources (Focus on literacy units and resources available for JP staff to support reading development, shared reading, guided reading and the use of quality literature embedded into all teaching programs.</p> <p>Leadership PDP review of teacher records. What records are teachers using to base judgements about grades. How are they stored? How are they accessed? Literacy focus.</p>	
Teachers will have identifiable elements of quality literature learning in their teaching programs, student products and classroom environment	Term 3 Wk 0-5	<p>Literacy Coach Christie Bewley support- demonstration of a shared reading session, targeted for grades across the school. Release for r- 3 teachers to observe and make reflection. (Release 2 TRT)</p>	3 X TRT
Teachers will engage in observation audits review feedback and identify commitment to action.	Term 3 Wk5-10	<p>Teachers Monitor running records. Fontas and Pinnell. Enter into Scorelink. Monitor Jolly Phonics initial 43 sounds. Monitor – Phonics screening test all students not at level 33.</p> <p>Leadership and Learning Teams Learning to provide focus area for leadership observation walk throughs. Learning appoint team member to be part of walk through and feedback to teachers. Walk though. Feedback (focus to be decided)</p> <p>Leadership Review Intervention support for students. Are we delivering intervention to the right students? Are they making appropriate progress? Pupil Free Day (To be decided)</p>	<p>Scorelink</p> <p>Fontas and Pinnell</p> <p>Phonics Screening Check</p> <p>3 x TRT support for observational audits.</p>

Goal 2 Continued	Increase student achievement in reading, foundation to year 2		
Teachers will have identifiable elements of quality literature learning and phonics teaching and learning in their programs, student products and classroom environment.	Term 4 Wk0-5	<p>Teachers Monitor - running records, Fontas and Pinnell. Enter into Scorelink</p> <p>Monitor - Jolly Phonics initial 43 sounds</p> <p>Monitor – Phonics screening test all students not at level 33</p> <p>Leadership Student Interview process and work review. Set similar process to last year in the first few weeks of Term 4. Invite off site assistance and assistance from Partnership leadership. Request feedback on with regard to evidence of quality literature in classrooms, consistent phonics instruction across the school.</p> <p>Teaching staff and Leadership Pupil Free Day (review, target setting and planning for 2022)</p>	<p>Scorelink</p> <p>Fontas and Pinnell</p> <p>Phonics Screening Check</p> <p>Partnership observation audits.</p> <p>3 x TRT support for observational audits.</p>
	Term 4 Wk5-10	Annual Report and Stage 5 Review	
Total Financial Resources Allocated			\$5000
Success Criteria	<p>Students will engage in targeted consistent and monitored approaches to phonics instruction.</p> <p>Students will engage with and demonstrate guided and shared reading strategies in a quality literacy block.</p> <p>Students engage with discuss and respond to a diverse range of quality literature in a variety of settings for different purposes.</p>		

Approvals



Approved by principal

Name

Mike Walsh

Date

Approved by governing council chairperson

Name

Date

Approved by education director

Name

Tim Wilson

Date

