



IMPROVEMENT PLAN FOR BANKSIA PARK SCHOOL R-7
2019-2021

VISION STATEMENT

To develop students as global citizens who are learning for life and who make valuable contributions to their world in the 21st Century.

GOALS	TARGETS	CHALLENGE OF PRACTICE	SUCCESS CRITERIA
<p>To increase student achievement in high bands numeracy.</p>	<p>2019 Based on the 2018 PAT results 6/20 students enrolled in year 3 will achieve in the high bands for NAPLAN numeracy.</p>	<p><i>If we teach number sense sequentially using the Big Ideas in numbers (R-2 Trust the Count, 3-5 Place Value and 6/7 Multiplicative Thinking) then numeracy outcomes for students will improve with an increase in student achievement in higher bands.</i></p>	<p><i>Students will apply problem solving and reasoning strategies toward learning in maths</i></p> <p><i>Rec:</i></p> <p><i>Year 1:</i></p> <p><i>Year 2:</i></p> <p><i>Year 3 and Year 4:</i></p> <p><i>Year 5:</i></p> <p><i>Year 6 and Year 7:</i></p>
	<p>2020 For those students enrolled in year 4 in 2020 4 students will achieve a scale score of 128.5+ in PAT maths.</p>		
	<p>2021 For those students enrolled in year 5 in 2021 4 students will be retained from and an additional 2 will achieve high bands NAPLAN numeracy.</p>		
<p>To increase student achievement in reading</p>	<p>2019 For the cohort of students enrolled in Year 1 in 2019, 15/32 will achieve a scale score of 84+ in Pat Reading.</p>	<p><i>If we ensure a consistency of practice in teaching phonics (R-2) and the intentional teaching of Guided Reading (3-7) then students' achievement will increase.</i></p>	<p>Years R-7</p> <ul style="list-style-type: none"> • Students will engage in higher order thinking through talking, discussing and responding to texts read • Students will reflect, analyse and respond to texts by making connections and understanding different viewpoints through literal and implied meaning • Students will verbalise the learning intention, how they utilised the learning power muscle to support them and articulate how they have achieved the success criteria
	<p>2020 For the cohort enrolled in year 2 in 2020 10 students will achieve a scale score of 110+ in PAT reading, indicative of High Band achievement.</p>		
	<p>2021 For the cohort of students enrolled in year 3 in 2021, 10 students will achieve high bands in NAPLAN reading.</p>		
	<p>2020 For the cohort enrolled in Year 4 in 2020 12/20 students will achieve SEA 106+ with 7 of these students achieving 113+</p>		
	<p>2021 For the cohort enrolled in Year 5 in 2021 15/20 students will achieve SEA or higher in PAT R and 5 students will achieve NAPLAN HB.</p>		



Goal 1	To increase student achievement in high bands numeracy.		
Challenge of Practice	<i>If we teach number sense sequentially using the Big Ideas in numbers (R-2 Trust the Count, 3-5 Place Value and 6/7 Multiplicative Thinking) then numeracy outcomes for students will improve with an increase in student achievement in higher bands.</i>		
Actions - Teachers will:	Timeline 2021	Roles and Responsibilities	Resources
Design and teach appropriate learning sequences and provide clear learning intentions for students that are aligned with the expected success criteria.		<p>Teachers:</p> <ul style="list-style-type: none"> Plan learning tasks that develop the proficiencies of problem solving and reasoning Focus on High Impact Teaching Strategies- Learning Intentions, Success Criteria and Learning Power Muscles will be referred to throughout lessons and reflected in programs. Use the advice provided in the 'Big ideas in number' to sequence student learning, strengthen trust the count and place value, and focus on multiplicative thinking – evident in program Year 6 teachers to teach and evaluate Unit of Work Staff to undertake program audits with scope and sequence as reference tool to ensure alignment with AC <p>Leadership:</p> <ul style="list-style-type: none"> Development of proforma for consistent programming and planning to occur site wide – reflective of scope and sequence 	<p>Stretch Guidebook PLC Book Looks Dept Best Advice Papers – Trust the Count, Place Value and Multiplicative Thinking Stretch Guide Book Numeracy Numeracy Progressions Van de Walle resource Aboriginal Learners Elements and question prompts</p>
Use pre-test and post testing to engage students in their own learning Collect, analyse, monitor and respond (through intentional planning) to data collected termly in reading. (R-7)		<p>Teachers:</p> <ul style="list-style-type: none"> Pre and Post Maths testing data will be collected and displayed (and analysed) in rooms as a class set (no names) so that student agency can be developed, and students have a clear understanding/involvement of the teaching and learning cycle and where their learning is and where it needs to go next. Allow for Learning Conversations to occur within the classroom setting. Focus on the HITS: Learning Intentions, Success Criteria and Feedback to build student agency into this. (Explore references to Learning Power Muscles) Identify, monitor Wave 1, 2 and 3 students <p>Leadership:</p> <ul style="list-style-type: none"> Support in analysing, monitoring and responding to data to determine impact on identified students 	<p>Waves of intervention Numeracy progressions Jo Boaler website PLC George Booker Building Numeracy</p>

<p>Apply formative assessment processes to provide timely written/verbal feedback to students, seek feedback from students verbally and via bookwork (R-7)</p>		<p>Teachers:</p> <ul style="list-style-type: none"> Implement, embed and evaluate the impact of 2 formative assessment strategies (no hands up and one of their choice) on teaching and learning and share this at staff meetings and PLCs Develop and implement feedback schedule ensuring all students are receiving feedback <p>Leadership:</p> <ul style="list-style-type: none"> Support teachers to develop a sustainable feedback model within their classrooms Opportunities to reflect on FA processes to inform next teaching steps 	<p>Book Looks Use of Dylan Wiliam's 10 Feedback Techniques That Make Students Think</p>
Total financial resources allocated			
<p>Success Criteria (say, do, make, write)</p>	<p>Reception:</p> <ul style="list-style-type: none"> When we listen to students discuss 'Big Ideas in Number' we will hear/see them make connections between number names, numerals and quantities up to 20 and beyond. <p>Year One:</p> <ul style="list-style-type: none"> When we observe students in maths investigations we will see/hear students make strong connections between number names, numerals and quantities up to 100 by demonstrating knowledge in partitioning, patterning and simple addition and subtraction strategies. <p>Year Two:</p> <ul style="list-style-type: none"> When we provide problematised situations to our students we will see them utilise a variety of strategies to calculate sequences of numbers up to 1000, whilst using place value thinking skills. <p>Year Three:</p> <ul style="list-style-type: none"> When we look at student work, we will notice that students will be able to count to and from, recognise, model, order and represent numbers from 0-10,000. <p>Year Four:</p> <ul style="list-style-type: none"> When we look at student work, we will notice that students will be able to apply place value to partition, rearrange and regroup numbers to at least 10,000 to assist calculations and solve problems. <p>Year Five:</p> <ul style="list-style-type: none"> When we look at student work, we will notice that students can recognise that the place value system can be extended beyond hundredths. <p>Year Six/Seven:</p> <ul style="list-style-type: none"> When we look at student work together in our PLC, we will see students make connections between multiplication and division recognising they are inverse operations. When we ask students about their mathematical thinking/working out they will be able to verbally explain strategies used and the reasons for these. 		

Goal 2	To increase student achievement in reading		
Challenge of Practice	<i>If we ensure a consistency of practice in teaching phonics (R-2) and the intentional teaching of Guided Reading (3-7) then students achievement will increase.</i>		
Actions – Teachers will:	Timeline	Roles and Responsibilities	Resources/Evidence
Plan and implement Guided Reading lessons that develop oral language and reading comprehension strategies of students. (3-7)		<p>Teachers:</p> <ul style="list-style-type: none"> • Guided Reading lessons will have a clear learning intention focussing upon oral language/vocab/reading comprehension strategy – • Focus on High Impact Teaching Strategies, Learning Intentions, Success Criteria and Learning Power Muscle will be referred to throughout session. • Plan learning tasks that develop the proficiencies of literal and implied meaning • Undertake program audits against the scope and sequence to ensure <p>Leadership:</p> <ul style="list-style-type: none"> • Facilitate PLC / Staff Meetings to develop a consistent whole school approach to the planning & teaching of Guided Reading • 	<ul style="list-style-type: none"> • Instructional Leadership Walks • Formal Observations • Evidence of Intentional Planning and Reflection within teacher programs
Collect, analyse, monitor and respond (through intentional planning) to data collected termly in relation to reading. (R-7)		<p>Teachers:</p> <ul style="list-style-type: none"> • Identify and monitor Wave 1, 2 and 3 students • Regularly analyse InitialLit, Lexile and RR data as part of PLCs and formulate action plans/responses to target identified students as per Lexile Proposal 2020 • Embed a consistent approach to home reading based upon school expectations • Develop consistent approaches around reading and reading levels, readers sent home to ensure students are reading at the correct level. We aim for students to read widely and deeply at each level. Moderation of RR data to ensure consistency amongst JP teachers. • Staff to undertake program audits with scope and sequence as reference tool <p>Leadership:</p> <ul style="list-style-type: none"> • Facilitate PLC/Staff Meeting to develop a school wide consistent approach to home reading and to reading levels • Develop awareness of what constitutes evidence and the forms it can take 	<ul style="list-style-type: none"> • Lexile Proposal 2020 • Whole School Agreement – Home Reading • Data sets, PAT R, RR, Anecdotal notes, Guided Reading notes, • 1:1 Reading Conferences during Independent Reading time (<i>Refer to Guidebooks for how to conduct these Shift Gear Guidebook has a good example</i>) • Learning Walks / Instructional Rounds • Aboriginal Learners Elements and question prompts

<p>Apply formative assessment processes to provide timely written/verbal feedback to students, seek feedback from students verbally and via bookwork (R-7)</p>		<p>Teachers:</p> <ul style="list-style-type: none"> • Will implement, embed and evaluate the impact of 2 formative assessment strategies (no hands up and one of their choice) on teaching and learning and share this at staff meetings and PLCs • Develop and implement feedback schedule ensuring all students are receiving feedback <p>Leadership:</p> <ul style="list-style-type: none"> • Support teachers to develop a sustainable feedback model within their classrooms 	<p>Book Looks Use of Dylan Wiliam's 10 Feedback Techniques That Make Students Think</p>
<p>Teachers will use data gained via InitialLit/ Heggerty screening to inform planning and teaching.</p>		<p>Teachers:</p> <ul style="list-style-type: none"> • Undertake program audits against the scope and sequence to ensure consistency at site level and alignment to AC • Implement InitialLit/Heggerty with fidelity, ensuring all aspects are covered and assessment • Screen students using Heggerty R-3 • Identify and monitor Wave 1, 2 and 3 students • 	
<p>Design and teach appropriate learning sequences and provide clear learning intentions for students that are aligned with the expected success criteria.</p>		<p>Teachers:</p> <ul style="list-style-type: none"> • Plan learning tasks that develop the proficiencies of problem solving and reasoning • Focus on High Impact Teaching Strategies- Learning Intentions, Success Criteria and Learning Power Muscles will be referred to throughout lessons and reflected in programs. • Year 6 teachers to teach and evaluate Unit of Work • Staff to undertake program audits with scope and sequence as reference tool to ensure alignment with AC <p>Leadership:</p> <ul style="list-style-type: none"> • Development of proforma for consistent programming and planning to occur site wide – reflective of scope and sequence 	
<p>Total financial resources allocated</p>			

Success Criteria	<p>Reception:</p> <ul style="list-style-type: none">• When we listen to students read, we will hear/see them using decodable strategies. <p>Year One:</p> <ul style="list-style-type: none">• When we read with students, they use decodable strategies, recognise alternate sounds, rules and tricky words. <p>Year Two:</p> <ul style="list-style-type: none">• When we read with students, they will successfully comprehend the text. We will see students use comprehension strategies such as predicting, self-correcting, establishing connections and reading accurately with expression and fluency. <p>Year Three - Five:</p> <ul style="list-style-type: none">• When we talk to students about what they are doing and reading they will be able to retrieve, interpret and infer information from texts and we can record this information on checklists. <p>Year Three - Five:</p> <ul style="list-style-type: none">• When we engage student responses to texts in guided reading, we will see evidence of comprehension through the three levels of questioning as seen in PAT data. <p>Year Three - Five:</p> <ul style="list-style-type: none">• When we review student reading data, we will use the Lexile score guide to establish if students are below, at or above their year level <p>Year Six/Seven:</p> <ul style="list-style-type: none">• When we discuss texts read with students they will draw inferences and verify these using textual evidence.
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