

Improvement plan for Coromandel Valley Primary School 2019 to 2021

School name

Coromandel Valley Primary School

Vision statement

Developing Global learners in a caring community.



Government
of South Australia
Department for Education

Plan summary

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

Goals	Targets	Challenge of practice	Success criteria
Increase student achievement in the high bands in NAPLAN writing: Yr 3: Bands 5-6 Yr 5: Bands 7-8 Yr 7: Bands 8-9	NAPLAN Yr 3 - 35% Yr 5 - 20% Yr 7 - 15%	If we explicitly teach children how to use conscious language choices for specific audiences, with a focus on vocabulary and structure, then we will increase student achievement in writing.	-when we moderate samples of student writing and observe students we will see and hear: subject specific vocabulary broader range and more precise use of vocabulary in context evidence of genre specific structure used with increasing independence student goal setting focusing on year level specific vocabulary and structure tracking of student growth using the literacy progressions transference of language skills for different writing purposes in unfamiliar contexts (paragraphs, high modality words)
	NAPLAN Yr 3 - 35% Yr 5 - 30% Yr 7 - 30%		
	NAPLAN Yr 3 - 40% Yr 5 - 40% Yr 7 40%		
Increase student achievement, including retention in higher bands, in NAPLAN numeracy.	NAPLAN Yr 3 - 54% Yr 5 - 40% Yr 7 30%	If we use a common, evidence based approach to extend number sense through multi-step problem solving we will increase high band achievement and retention in numeracy.	When observing students problem solving and moderating work samples we will see and hear: Students working collaboratively Use of mathematical vocabulary for reasoning transference of mathematical problem solving skills in unfamiliar contexts a range of problem solving skills being applied independently confirming their results When working with students they are able to identify next steps for growth
	NAPLAN Yr 3 - 50% Yr 5 - 50% Yr 7 40%		
	NAPLAN Yr 3 - 55% Yr 5 - 45% Yr 7 30%		
Increase the number of students who demonstrate critical and creative thinking skills at or above their Yr level standard.	Increase the number of students achieving A&B grades in all subjects	If we adopt a common approach to teaching critical and creative thinking skills we will increase the number of students achieving at or above their Yr level standard.	When we moderate samples of student work and observe students we will see and hear: logic and reasoning detailed reflections and consequent next steps problem solving justification of processes consideration of multiple perspectives When reflecting on learning students take into account feedback from several sources and set SMARTA goals
	Increase the number of students achieving A&B grades in all subjects		
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Improvement plan for Coromandel Valley Primary

2019 to 2021

How to complete this template

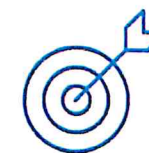
- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.
- Complete steps **1 to 3** during term 4 of 2018 and have it approved by the principal, governing council chairperson, and education director.
- 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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Review, Improvement and Accountability
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Shelley.McInerney@sa.gov.au

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 the high bands in NAPLAN writing: Yr 3: Bands 5-6 Yr 5: Bands 7-8 Yr 7: Bands 8-9	2019	NAPLAN Yr 3 - 35% Yr 5 - 20% Yr 7 - 15%
		2020	NAPLAN Yr 3 - 35% Yr 5 - 30% Yr 7 - 30%
		2021	NAPLAN Yr 3 - 40% Yr 5 - 40% Yr 7 40%
Goal 2	Increase student achievement, including retention in higher bands, in NAPLAN numeracy.	2019	NAPLAN Yr 3 - 54% Yr 5 - 40% Yr 7 30%
		2020	NAPLAN Yr 3 - 50% Yr 5 - 50% Yr 7 40%
		2021	NAPLAN Yr 3 - 55% Yr 5 - 45% Yr 7 30%
Goal 3	Increase the number of students who demonstrate critical and creative thinking skills at or above their Yr level standard.	2019	Increase the number of students achieving A&B grades in all subjects
		2020	Increase the number of students achieving A&B grades in all subjects
		2021	Increase the number of students achieving A&B grades in all subjects

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		Success criteria
Goal 1	If we explicitly teach children how to use conscious language choices for specific audiences, with a focus on vocabulary and structure, then we will increase student achievement in writing.	<ul style="list-style-type: none"> -when we moderate samples of student writing and observe students we will see and hear: <ul style="list-style-type: none"> subject specific vocabulary broader range and more precise use of vocabulary in context evidence of genre specific structure used with increasing independence student goal setting focusing on year level specific vocabulary and structure tracking of student growth using the literacy progressions transference of language skills for different writing purposes in unfamiliar contexts (paragraphs, high modality words)
Goal 2	If we use a common, evidence based approach to extend number sense through multi-step problem solving we will increase high band achievement and retention in numeracy.	<ul style="list-style-type: none"> When observing students problem solving and moderating work samples we will see and hear: <ul style="list-style-type: none"> Students working collaboratively Use of mathematical vocabulary for reasoning transference of mathematical problem solving skills in unfamiliar contexts a range of problem solving skills being applied independently confirming their results When working with students they are able to identify next steps for growth
Goal 3	If we adopt a common approach to teaching critical and creative thinking skills we will increase the number of students achieving at or above their Yr level standard.	<ul style="list-style-type: none"> When we moderate samples of student work and observe students we will see and hear: <ul style="list-style-type: none"> logic and reasoning detailed reflections and consequent next steps problem solving justification of processes consideration of multiple perspectives When reflecting on learning students take into account feedback from several sources and set SMARTA goals

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			
Increase student achievement in the high bands in NAPLAN writing: Yr 3: Bands 5-6 Yr 5: Bands 7-8 Yr 7: Bands 8-9			
Challenge of practice	If we explicitly teach children how to use conscious language choices for specific audiences, with a focus on vocabulary and structure, then we will increase student achievement in writing.		
Actions	Timeline	Roles and responsibilities	Resources
Complete and implement 7 steps to writing success training.	Term 1 February 13th	All teachers with Edwardstown primary school staff. Identify 3 staff members to attend a further workshop to go deeper with strategies 1JP, 1MP, 1UP	\$6,000 - payment for PD \$1,500 - Release for additional training Pupil free day
Structure the school day so that collaborative literacy blocks occur four mornings a week with SSO support	Term 1	Mike and Liz to look at careful timetabling Minilit outside of collaborative literacy block Align SSO support to Yr levels working within classrooms Teachers to plan and implement collaborative approaches	\$28,800 SSO support Minilit - \$12,000
Allow time for staff to better familiarise themselves with the Brightpath exemplars	Term 1	Liz, Eve and Chris to facilitate staff meeting sessions for this process to occur. Unpack components match to descriptors.	Staff meeting time \$100 Folder for each staff member with all Brightpath documents

Step 3 continued

Plan actions for improvement



Goal 1 continued		Increase student achievement in the high bands in NAPLAN writing: Yr 3: Bands 5-6 Yr 5: Bands 7-8 Yr 7: Bands 8-9	
Actions	Timeline	Roles and responsibilities	Resources
Use the Brightpath descriptors as guides for students to reflect on writing, set writing goals and deliver feedback	Term 2 & 3	Chris, Eve and Liz to work with teams to develop strategies to support reflection, learning intentions, goals setting and feedback. Kylie to support ATSI students to develop personal learning goals for writing. Check in termly.	Staff meeting time
Establish a protocol for moderation and structure collaborative opportunities to moderate student writing and observations in classroom. Collaborate with partner schools to further develop moderation skills	Term 1	Termly opportunities to have professional dialogue about writing samples - Led by Literacy group leaders. Pupil free day with Belair Primary School and Bellevue Heights.	Staff meetings and release time 2 half days to moderate writing samples \$11,000
Focus on developing agreements in literacy teaching across the school.	Term 2 & 3	Literacy team to lead a discussion around literacy common practice across school. Reception to Yr 2 staff continue to work with Alixe Boardman to improve JP phonological awareness and reading. Consider how we can best support ATSI students to engage with writing and narrative. Kat and Anna to complete Orbis training	Release time to work with Alixe Boardman 9 days \$4,500 Orbis release \$4000
Total financial resources allocated			67,900
Success criteria	-when we moderate samples of student writing and observe students we will see and hear: subject specific vocabulary broader range and more precise use of vocabulary in context evidence of genre specific structure used with increasing independence student goal setting focusing on year level specific vocabulary and structure tracking of student growth using the literacy progressions transference of language skills for different writing purposes in unfamiliar contexts (paragraphs, high modality words)		

Step 3 continued

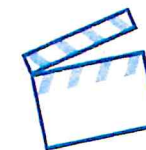
Plan actions for improvement



Goal 2		Increase student achievement, including retention in higher bands, in NAPLAN numeracy.		
Challenge of practice		If we use a common, evidence based approach to extend number sense through multi-step problem solving we will increase high band achievement and retention in numeracy.		
Actions	Timeline	Roles and responsibilities	Resources	
All staff are using the Back to Front Mathematics processes to identify misconceptions and track student growth.	Feb 2019	Ensure all staff are trained - Mike to organise Numeracy PLC with Mike to ensure resources are available Revisit diagnostic testing and tracking mechanisms	Training + TRT days - \$8,000 Website \$4350	
Ensure staff know student level of achievement - High Band, Just Below High Band. Track ATSI students using BTF diagnostic	Term 1	Intentional planning in Yr levels for collaboration, differentiation and student needs - Staff meeting Structure of grouping Resources Check in at performance meetings. Kylie to check in with ATSI students each term	Staff meeting discussion Performance discussions to check in Tm 1, 3 and 4	
Structure the school day so that collaborative numeracy blocks occur four mornings a week with SSO support	Term 1	Mike and Liz to look at careful timetabling Align SSO support to Yr levels working within classrooms - Yr level teams to develop approaches and implement then review	SSO support \$28,000	

Step 3 continued

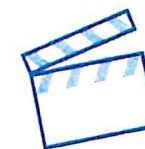
Plan actions for improvement



Goal 2 continued		Increase student achievement, including retention in higher bands, in NAPLAN numeracy.	
Actions	Timeline	Roles and responsibilities	Resources
Provide staff with feedback about numeracy teaching twice per year. Focus on Yr 2-4 maths	Throughout year	Krystal SLLIP and leadership to observe lessons to provide feedback based on Numeracy agreement. All staff involved in a SNAPSHOT observation focusing on numeracy teaching	Release time for Yr 2-4 teachers to plan with Krystal \$3,000
Provide opportunities for collaborative moderation of numeracy tasks with a focus on stretch for high band and just below high band	Term 1, 2 and 3	Numeracy PLC - identify a protocol for effective moderation. Use the areas of challenge as determined on pupil free day from NAPLAN data as basis for future planning and targetted teaching	Staff meeting time Team meeting time
Shared language and understanding is developed through staff exploration of the Mathematics text		Leadership to provide resource Numeracy PLC to devise strategies for exploration of text Staff meeting time to explore resource Yr level time to explore text	Seek relevant resource School Numeracy agreement
Total financial resources allocated			\$43,350
Success criteria	When observing students problem solving and moderating work samples we will see and hear: Students working collaboratively Use of mathematical vocabulary for reasoning transference of mathematical problem solving skills in unfamiliar contexts a range of problem solving skills being applied independently confirming their results When working with students they are able to identify next steps for growth		

Step 3 continued

Plan actions for improvement



Goal 3		Increase the number of students who demonstrate critical and creative thinking skills at or above their Yr level standard.		
Challenge of practice		If we adopt a common approach to teaching critical and creative thinking skills we will increase the number of students achieving at or above their Yr level standard.		
Actions	Timeline	Roles and responsibilities	Resources	
Explore strategies to support student metacognition and reflection and implement in all classrooms	Term 2	Thinking PLC to explore in staff meeting with staff. Simon to run a staff meeting focus on reflection/metacognition Develop Yr level specific approaches. Compile, implement and review.	Staff meeting time Resources Simon Brooks	
Explore strategies to develop teacher and student goal setting based on learning intentions and implement in all classrooms.	Term 1	Krystal and Thinking PLC in staff meeting Develop Yr level specific approaches. Compile implement and review. Kylie to support ATSI students to develop goals and success criteria. Check in 5 x a term + liaise with classroom teacher	Staff Meeting time Aboriginal student support time	
Continue to explore "Thinking for Learning" and connect ATL's to thinking strategies All staff to develop a puzzle of practice connected to SIP	Term 1	Simon Brooks - new teachers to attend a combined partnership training over two days Simon to work in school to support teams with puzzle of practice over two days. (Term 1 and Term 3) Record Puzzle of Practice in PD plan	Simon Brooks \$8,000 2 days coaching @ \$3000 Thinking for Learning \$2000 Release \$3000 Michelle in library	

Step 3 continued

Plan actions for improvement



Goal 3 continued		Increase the number of students who demonstrate critical and creative thinking skills at or above their Yr level standard.	
Actions	Timeline	Roles and responsibilities	Resources
Explore different ways for staff and students to give feedback.	Term 2	Thinking PLC to explore in staff meeting work in Yr level teams to explore feedback strategies. Compile, implement and review. Revisit Dylan Willam Strategies	Dylan Willam formative assessment kit Krystal to support with resources
Snapshot observations and ladder of feedback	Throughout year	Thinking PLC organise opportunities throughout the year for teachers to observe each other with a focus on feedback/reflection/metacognition Leadership team to complete ladder of feedback for all staff.	\$8,000 release time for snapshot observations
Understand A & B requirements Compare student achievement A & B grades with 2019 grades from Mid year assessment. Compare to NAPLAN results and PAT	term 2 Pupil free day term 4	Thinking PLC, unpack what it means to achieve an A & B in different subject areas with staff and students. Collaborate and share with students Leadership to lead staff in analysing student data mid year and end of year.	Staff meeting time Pupil free day
Total financial resources allocated			\$24,000
Success criteria	When we moderate samples of student work and observe students we will see and hear: logic and reasoning detailed reflections and consequent next steps problem solving justification of processes consideration of multiple perspectives When reflecting on learning students take into account feedback from several sources and set SMARTA goals		

School improvement plan

Approvals



Approved by principal

Name Liz Pelling

Handwritten signature of Liz Pelling in blue ink.

Date 9/12/2019.

Approved by governing council chairperson

Name Daniel Zervaas

Handwritten signature of Daniel Zervaas in blue ink.

Date 9/12/2019

Approved by education director

Name

Handwritten signature of Richard Costi in blue ink.

Date

10.12.19.

Handwritten signature of Richard Costi in blue ink.
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RICHARD COSTI
EDUCATION DIRECTOR
MOUNT BARKER OFFICE