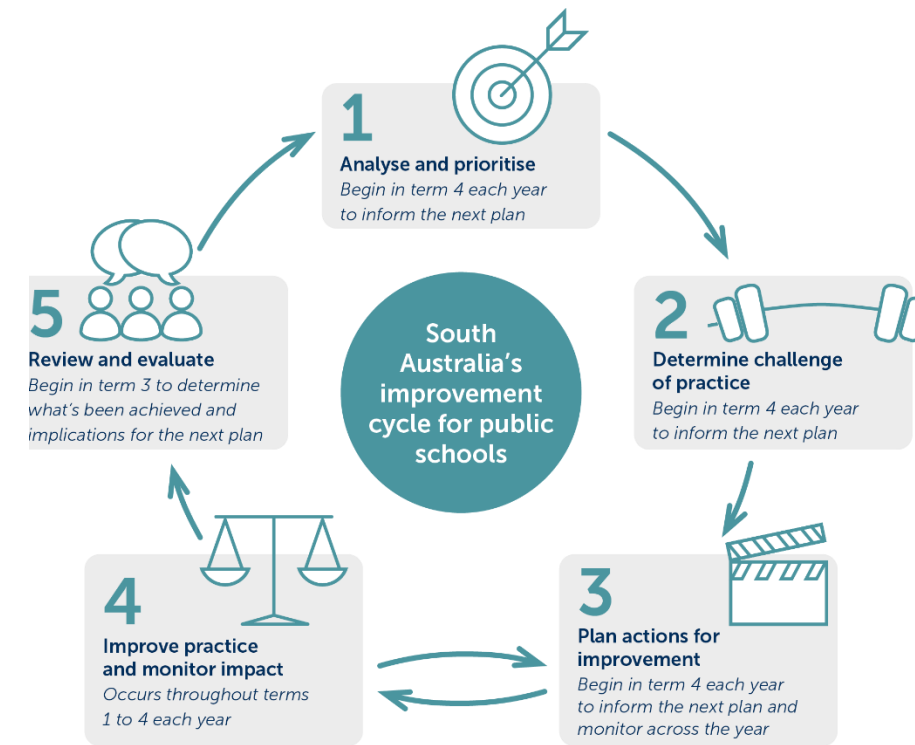


# School Improvement Plan for Whyalla Town Primary School



**Vision Statement:**

Together we will foster a positive caring environment in which all children are encouraged to strive for excellence within their capabilities.



## STEP 1 Analyse and Prioritise

Site name: Whyalla Town Primary School

**Goal 1:** Increase the number of students achieving in the higher bands in writing.

### ESR Directions:

To continue a narrow and deep focus to consolidate and embed school agreements into classroom practice coherently across the school.  
Embed and refine the SIP processes to support learning for all students with a focus on stretch and challenge.  
Build student capacity to use data to develop learning goals and identify the next steps in their learning as a continual process.

<p><b>Target 2022:</b> Increase the number of students enrolled in Year 4 (2022) to exceed year level writing standard (A/B) in their moderated writing pieces by 10%.</p> <p><b>Current (A/B Students): 18/43 Students (41%)</b> <b>Projected (A/B Students): 22/43 (51%)</b></p>	<p><b>2023:</b> Maintain 90% of students enrolled in Year 5 (2022, Year 4s) to achieve in the higher bands in NAPLAN Writing.</p> <p>2021 Year 3 NAPLAN: 31/43 Students (74%)      Projected Year 5 NAPLAN: 27/43</p>	<p><b>2024:</b> Increase the number of students enrolled in Year 6 (2022, Year 4s) to exceed year level writing standard (A/B) in their moderated writing pieces by 10%.</p> <p><b>Current (A/B Students): 22/43 Students (51%)</b> <b>Projected (A/B Students): 26/43 (61%)</b></p>
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## STEP 2 Challenge of practice

### Challenge of Practice:

If we effectively assess, moderate and provide feedback to each learner on their progress, then we will increase student achievement in Writing R – 6.

**Student Success Criteria** (what students know, do, and understand):

When we talk with identified high achieving students and review their work we will see that:

- Students create literary texts that explore students' own experiences, developing storylines, characters and settings (ACELT1794) (ACELT1607)
- Students plan, draft and publish imaginative, informative and persuasive texts (ACELY1694) that exceeds year level standards (A & B Level).
- Students can thoroughly articulate their current level and their next steps for writing.

## STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Leadership to review existing narrative writing criteria and align with Australian Curriculum and year level writing exemplars.	Term 1 Weeks 0-3	<ul style="list-style-type: none"> <li>• Literacy Senior Leader to re-write existing narrative criteria to align with NAPLAN writing criteria and Australian Curriculum.</li> <li>• Teachers to provide writing exemplars for each year level and for each A-E grade.</li> </ul>	<ul style="list-style-type: none"> <li>• Nelson Cengage Writing Criteria</li> <li>• Australian Curriculum Writing</li> </ul>
Teachers to familiarise themselves with reviewed narrative writing criteria.	Term 1 Weeks 3-6	<ul style="list-style-type: none"> <li>• Teachers to familiarise themselves with narrative writing criteria in Data Team meetings with support from Data Team Leaders.</li> <li>• Teachers to collaboratively plan to facilitate integration of narrative criteria into year level learning design during time allocated by Leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Design and Planning Documents</li> <li>• Allocated staff meeting time</li> </ul>
Teachers and Leadership to develop a site wide writing agreement.	Term 2	<ul style="list-style-type: none"> <li>• Teachers will review current genre map and how it links to Australian Curriculum and how it links to other curriculum areas facilitated by the Literacy Senior Leader.</li> <li>• Teachers to work with leadership to develop a site writing cycle process (scope and sequence) that incorporates current site priorities.</li> <li>• Literacy Senior Leader to investigate best practice/pedagogy in relation to writing and integrate into agreement.</li> <li>• Teachers to review planning expectations for writing (checklist) provided by the Literacy Senior Leader.</li> </ul>	<ul style="list-style-type: none"> <li>• WTPS Genre map</li> <li>• Nelson Cengage Writing Criteria</li> <li>• Allocated Staff Meeting time</li> <li>• Australian Curriculum</li> <li>• Dfe English Units of Work (Yr 3-6)</li> <li>• Essential Assessment</li> </ul>

		<ul style="list-style-type: none"> <li>Teachers to authentically participate in writing moderation process devised by the Literacy Senior Leader.</li> </ul>	
<b>Teachers to implement site wide writing agreement into learning designs.</b>	Term 3 Weeks 1-6	<ul style="list-style-type: none"> <li>Teachers to intentionally plan and integrate aspects of writing agreement into genre writing unit planning facilitated by Literacy Senior Leader.</li> <li>Teachers will follow site wide genre map and scope and sequence.</li> </ul>	<ul style="list-style-type: none"> <li>AITSL Teacher Standards</li> <li>Site wide writing agreement</li> <li>Writing Genre Map</li> <li>Writing Scope and Sequence</li> </ul>
<p><b>Each teacher will build their capacity to use formative assessment and provide quality feedback to each student on their writing progress e.g.</b></p> <ul style="list-style-type: none"> <li><b>Structures feedback to support further learning</b></li> <li><b>Uses student assessment data as a source of feedback on the effectiveness of their teaching practice</b></li> <li><b>Supports students to develop personal learning goals and identify the next steps in their learning.</b></li> </ul>	Term 3 Weeks 6-10 On-going	<ul style="list-style-type: none"> <li>Data Team Leaders and Literacy Senior Leader to lead review current pre and post assessment processes and moderation and collaborate with staff to define existing good practice.</li> <li>Leadership to discuss distributive leadership across the site with identified teachers seeking opportunities.</li> <li>Identified teachers (distributive leadership) to research best practice for formative assessments facilitated by Literacy Senior Leader.</li> <li>Identified teachers (distributive leadership) to research best practice for providing effective feedback facilitated by Literacy Senior Leader.</li> <li>Literacy Senior Leader to collate research, best practice and create an assessment agreement that includes a process for feedback, assessment and goal setting.</li> <li>All teachers to apply assessment processes at a classroom level.</li> <li>All teachers to actively provide feedback to students that enables them to identify next steps in learning and personal goals for writing.</li> </ul>	<ul style="list-style-type: none"> <li>Dylan William's Formative Assessment Book</li> <li>Literacy Guide Book</li> <li>Literacy Progressions</li> <li>AC Leaders Resource (Formative Assessment)</li> <li>LDAM</li> </ul>
<b>Teachers will receive targeted observations with a clear purpose on increasing teacher capacity to explicitly teach writing.</b>	Term 2, 3, 4 Weeks 5-7	<ul style="list-style-type: none"> <li>Leaders schedule and conduct a minimum of 1 observation per term.</li> <li>Teachers will receive a minimum of 1 observations per term.</li> <li>Timetable observations with teachers prior to observation date (Weeks 4 and 8)</li> <li>Leaders to develop process for peer observations.</li> <li>Literacy Senior Leader to distribute what is expected in lessons to support implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Allocate time for teacher release for peer observations.</li> </ul>

## STEP 1 Analyse and Prioritise

<b>Goal 2: To maintain and increase the number of students achieving within the higher bands in Reading.</b>		<b>ESR Directions:</b> To continue a narrow and deep focus to consolidate and embed school agreements into classroom practice coherently across the school. Embed and refine the SIP processes to support learning for all students with a focus on stretch and challenge. Build student capacity to use data to develop learning goals and identify the next steps in their learning as a continual process.
<b>Target 2022:</b> 75% of students enrolled in Year 3 (2022) will achieve in the higher bands in NAPLAN.  <b>Current H.B Students (Based on Year 2 Running Record) - 32/47</b> <b>Projected H.B Students in NAPLAN: 36/47 students</b>	<b>2023:</b> 80% of students enrolled in Year 4 (2023) will achieve in the higher bands in PAT R.  Current H.B Students in Year 3 PAT-R: 36/47 students Projected H.B Students in PAT-R: 38/47	<b>2024:</b> 85% of students enrolled in Year 5 (2024) will achieve in the higher bands in NAPLAN.  Current H.B Students from Year 3 NAPLAN: 36/47 students Projected H.B Students in Year 5 NAPLAN: 40/47

## STEP 2 Challenge of practice

### Challenge of Practice:

If we build teacher capacity by adopting a common pedagogical approach to explicitly teach reading with a particular focus on whole class instruction, we will increase student achievement in reading.

**Student Success Criteria** (what students know, do, and understand):

**When we review the 2022 year 3 students' data we will see:**

- Students understanding how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read multisyllabic words with more complex letter patterns (ACELA1826) as per SEA expectations.
- Students reading an increasing range of different types of texts, using text processing strategies: monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)
- Students' answering both literal and inferred questions through current Running Record assessment data.

## STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Teachers to participate in training lead by the Literacy Leader.	Week Zero	<ul style="list-style-type: none"> <li>• Teachers to participate in training in line with Sheena Cameron: Teaching Reading Comprehension strategies lead by the Literacy Senior Leader.</li> <li>• All teachers (and SSOs) to authentically participate in training.</li> <li>• Teachers to participate in training regarding Classroom Learning Talk lead by the Literacy Senior Leader.</li> <li>• Teachers will analyse existing reading model to modify and adapt supported by leadership.</li> <li>• Teachers to participate in training on planning for whole class instruction lead by the Literacy Leader.</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Funds for leader training.</li> <li>• Allocate time in Week Zero for training.</li> </ul>
Teachers will adopt a reading model that includes explicit whole class instruction (modelled/shared reading), small group work (guided reading) and independent reading.	Term 1 Week 6-8 Ongoing	<ul style="list-style-type: none"> <li>• Literacy leader to incorporate teacher feedback and research (including Sheena Cameron: Guided Reading) to create a reading model that includes explicit whole class instructions and guided reading.</li> <li>• Teachers to participate in training on setting up guided reading lead by the Literacy Senior Leader.</li> <li>• Teachers to commit to adopting common guided reading model that includes comprehension strategies and classroom learning talk, with the understanding that this will be revised and modified through staff feedback</li> <li>• Leadership to work with staff to determine data team 'experts'</li> </ul>	<ul style="list-style-type: none"> <li>• Sheena Cameron reading and oral language materials.</li> <li>• Literacy Guide Book</li> <li>• PAT-R, NAPLAN and Running Record data.</li> <li>• Big 6 Reading Framework Guide Book (best advice papers)</li> <li>• Allocated time for staff meetings.</li> <li>• Literacy Senior Leader</li> </ul>

		<ul style="list-style-type: none"> <li>Literacy leader to provide training with data team 'experts' on how to use running records, NAPLAN and PAT-R data to effectively group students</li> <li>Data team 'experts' to work with data teams to assist with student grouping</li> </ul>	<ul style="list-style-type: none"> <li>Australian Curriculum</li> </ul>
<b>Teachers will familiarise themselves with the Big Six Reading document and build understanding of implementation into teacher practice.</b>	Term 1 Weeks 8-10	<ul style="list-style-type: none"> <li>Teachers will develop their understanding of comprehension through the components of the Big 6 with the support of the Literacy Leader.</li> <li>Teachers will familiarise themselves with 'Scarborough's Reading Rope' and how this links to the Big 6 and comprehension lead by the Literacy Senior Leader.</li> <li>Teachers will model and/or find examples of practice.</li> </ul>	<ul style="list-style-type: none"> <li>Big 6 Reading Framework Guide Book (best advice papers)</li> <li>Scarborough's Reading Rope information.</li> </ul>
<b>Teachers will integrate Big Six aspects (Phonics and Phonological Awareness) into whole class explicit reading instruction with a focus on Orthographic mapping.</b>	Term 2 Weeks 1-4	<ul style="list-style-type: none"> <li>Junior Primary teachers (or outside expert) to provide training on phonics and phonological awareness for whole school, including orthographic mapping</li> <li>Teachers will participate in peer observations of Junior Primary Teachers for examples of practice allocated by Leadership.</li> <li>Data team experts to guide data teams to create shared orthographic mapping resources and teachers to share resources on common drive</li> <li>Teachers to use orthographic mapping across the curriculum</li> <li>Literacy leader to provide training and guidance for data team experts in using the DIBELS Intervention documents</li> <li>Teachers will use DIBELS to analyse data for planning intervention lead by the Literacy Senior Leader.</li> </ul>	<ul style="list-style-type: none"> <li>Big 6 Reading Framework Guide Book (best advice papers)</li> <li>DIBELS Interventions Documents</li> <li>Teacher Release Time</li> <li>Staff Meeting time allocation</li> <li>Running Record Data</li> <li>Phonics Screening Check (Year 1)</li> <li>Synthetic Phonics Screeners (R-2)</li> <li>Heggerty</li> <li>Jolly Phonics</li> <li>Initialit</li> </ul>
<b>Teachers will integrate Big 6 aspects (oral language and vocabulary) into whole class explicit reading instruction.</b>	Term 2 Weeks 5-7	<ul style="list-style-type: none"> <li>Staff to make links between current practice around oral language and vocabulary with the Big 6 supported by the Literacy Senior Leader.</li> <li>Teachers will receive observations with targeted goals for implementation of the Big 6 reading strategies facilitated by Leadership.</li> <li>Teachers to participate in additional trainings on classroom learning talk, oral language and vocabulary lead by the literacy leader.</li> </ul>	<ul style="list-style-type: none"> <li>Big 6 Reading Framework Guide Book (best advice papers)</li> <li>Existing documents on Oral Language</li> <li>Literacy Guide Book</li> <li>Sheena Cameron Oral Language Book</li> </ul>
<b>Teachers will integrate Big 6 aspects (Fluency and Comprehension) into whole class explicit reading instruction.</b>	Term 3	<ul style="list-style-type: none"> <li>Teachers to participate in additional trainings on how to teach and assess fluency (DIBELS), linking specifically to comprehension lead by the literacy leader.</li> <li>Teachers to participate in additional trainings on how to link comprehension strategies with complex texts lead by the literacy leader.</li> <li>Data team leaders to work with data team on developing activities for comprehension strategies linked to texts</li> <li>Teachers will receive observations of guided reading lessons with targeted teacher goals and feedback facilitated by Leadership.</li> </ul>	<ul style="list-style-type: none"> <li>Big 6 Reading Framework Guide Book (best advice papers)</li> <li>DIBELS Framework</li> <li>Guided Reading Books LLI (Complex Texts)</li> <li>Sheena Cameron Reading Comprehension Strategies.</li> <li>Plink Training – Literacy Summit -</li> </ul>

## STEP 1 Analyse and Prioritise

<p><b>Goal 3: To increase student achievement in Mathematics (R-6), with a particular focus on the number strand.</b></p>	<p><b>ESR Directions:</b> To continue a narrow and deep focus to consolidate and embed school agreements into classroom practice coherently across the school. Embed and refine the SIP processes to support learning for all students with a focus on stretch and challenge. Build student capacity to use data to develop learning goals and identify the next steps in their learning as a continual process.</p>	
<p><b>Target 2022:</b> 70% (50/72 students) of students enrolled in Year 1 (2022) will answer 70% of the number questions correctly in PAT-M.</p>	<p><b>2023:</b> 75% (54/72) of students enrolled in Year 2 (2022, Year 1s) will answer 70% of the number questions correctly in PAT-M.</p>	<p><b>2024:</b> 80% (60/72) of students enrolled in Year 3 (2022, Year 1s) will answer 70% of the number questions correctly in PAT-M.</p>

## STEP 2 Challenge of practice

<p><b>Challenge of Practice:</b> If we consolidate and embed a common and coherent pedagogy to explicitly teach the Number Strand, through a focus on differentiation and feedback we will see an increase in the conceptual understanding of number across all year levels.</p>
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<p><b>Student Success Criteria</b> (what students know, do, and understand): When we review student work / conference students / moderate assessments we will see that:</p> <ul style="list-style-type: none"> <li>• Students can convey a strong understanding of trusting the count and basic place value through Big Ideas in Number Assessment tools.</li> <li>• Students can confidently count to and from 100 and locate these numbers on a number line.</li> <li>• Students can confidently partition numbers using place value.</li> <li>• Students can transfer knowledge of number concepts and successfully apply understandings across all strands of the mathematics curriculum.</li> </ul>
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## STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p>Each teacher to integrate new curriculum units of work into site planning expectations (collaborative planning document) and learning design.</p>	<p>Weeks 0 and 2 (of every term)</p>	<ul style="list-style-type: none"> <li>• Teachers will review current collaborative planning process and integrate expectations of including DfE curriculum units of work facilitated by leadership.</li> <li>• Teachers will receive Maths Planning process distributed by the senior leader.</li> <li>• Teachers will receive inductions about maths planning expectations and learning design expectations supported by Leadership.</li> <li>• Teachers to utilise planning process to plan maths units that include site priorities and DfE units of work.</li> <li>• Teachers of like year levels plan collaborative supported by Data Team Leaders.</li> <li>• Teachers to utilise similar planning/learning design across like year level classrooms.</li> <li>• Teachers to develop learning design that integrates current site priorities and new curriculum documents.</li> <li>• Teachers to provide learning designs with evidence of DfE units of work (term overviews) Week 2 of every term.</li> </ul>	<ul style="list-style-type: none"> <li>- DfE Units of work</li> <li>- Numeracy Guide Book</li> <li>- Allocated staff meeting time</li> <li>- Numeracy Progressions</li> <li>- AC Leaders Resource (Activating students in learning improvement)</li> </ul>
<p>Teachers will embed Big Ideas in Number framework into learning design to support the conceptual development of the number strand.</p>	<p>Week 0 – S&amp;S Review Term 1 (Ongoing) Warm Ups – Every Lesson</p>	<ul style="list-style-type: none"> <li>• Teachers will review scope and sequence with Big Ideas in Number embedded where possible supported by the senior leader.</li> <li>• Teachers will embed daily warmups with focus on aspects form Big Ideas in Number.</li> <li>• Maths Senior Leader to investigate Big Ideas in Number assessment tools.</li> <li>• Teachers to plan units that involve the develop Big Idea in Number activities and assessment tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Big Ideas in Number Framework</li> <li>• Learning Design Framework</li> <li>• Numeracy Guide Book</li> <li>• Numeracy Progressions</li> </ul>

<p><b>All teachers will implement and embed site wide differentiation model to support the progress and achievement of all students.</b></p>	<p>T&amp;D – Term 2 Week 1 Data Term Meeting Planning support - On-going</p>	<ul style="list-style-type: none"> <li>Teachers will participate in additional training and development around the adopted model from differentiation lead by Leadership.</li> <li>Teachers to revise expectations for planning and structuring differentiation facilitated by Maths Senior Leader.</li> <li>Senior leader to provide examples of what/how differentiation will look like in planning and within classroom setting.</li> <li>All teacher programmes to included clear and documented differentiation processes.</li> </ul>	<ul style="list-style-type: none"> <li>WTPS Differentiation Agreement</li> <li>Learning Design and Maths planning process</li> </ul>
<p><b>All staff will develop and refine assessment processes with a particular focus feedback and formative assessment.</b></p>	<p>Staff Meeting – Term 2 Week 6 and 7 Moderation – Weeks 5 and 9 (Every term)</p>	<ul style="list-style-type: none"> <li>Teachers will review current pre and post assessment processes and moderation and collaborate with staff and leadership to define existing good practice.</li> <li>Leadership to discuss distributive leadership across the site with identified teachers seeking opportunities.</li> <li>Identified teachers (distributive leadership) to review Big Idea’s in Number assessments and see how they align with our site current assessment processes facilitated by Maths Senior Leader.</li> <li>Identified teachers (distributive leadership) to research best practice for formative assessments facilitated by Maths Senior Leader.</li> <li>Identified teachers (distributive leadership) to research best practice for providing effective feedback, facilitated by Maths Senior Leader.</li> <li>Maths Senior Leader to collate research, best practice and create an assessment agreement that includes a process for feedback, assessment, and moderation.</li> <li>All teachers to apply assessment processes at a classroom level.</li> <li>All teachers to actively participate in moderating student work samples and assessments within the agreed scope and sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Moderation Process</li> <li>Allocated Staff Meeting time</li> <li>Dylan William’s Formative Assessment Book</li> <li>Numeracy Guide Book</li> <li>Numeracy Progressions</li> <li>AC Leaders Resource (Formative Assessment)</li> <li>LDAM</li> <li>Jo Boaler’s Mathematical Mindsets Book</li> </ul>
<p><b>All teachers will implement student progress tracking document to assist students in developing learning goals and identify the next steps in their learning.</b></p>	<p>Staff Meeting – Term 3 Week 2-4 Student Review – after every assessment (both formative and summative)</p>	<ul style="list-style-type: none"> <li>Maths Senior Leader to review and distribute school wide visual tracking processes.</li> <li>Teachers in collaboration with leadership will develop a process in providing students with formative assessment and feedback to assist students in developing learning goals.</li> <li>Leadership to investigate AC Leaders Resource (Co-Designing Improvement with Students).</li> <li>All teachers to implement visual tracking process with students allowing them to track their progress and achievement.</li> <li>All teachers to assist students in analysing next steps and creating challenging year achievable goals.</li> <li>Teachers will monitor and track goals for Aboriginal students with the support of the AET.</li> </ul>	<ul style="list-style-type: none"> <li>AC Leaders Resource (Co-Designing Improvement with Students)</li> <li>Visual Tracking Document for every year level.</li> <li>Allocated Staff Meeting time</li> <li>Dylan William’s Formative Assessment Book</li> <li>Numeracy Guide Book</li> <li>Numeracy Progressions</li> <li>AC Leaders Resource (Formative Assessment)</li> <li>LDAM</li> <li>Jo Boaler’s Mathematical Mindsets Book</li> </ul>
<p><b>Teachers will receive targeted observations with a clear purpose on increasing teacher capacity to explicitly teach the number strand.</b></p>	<p>Terms 2, 3, 4 Weeks 4 and 8 (of every term)</p>	<ul style="list-style-type: none"> <li>Leaders schedule and conduct a minimum of 1 observation per term.</li> <li>Teachers will receive a minimum of 1 observations per term.</li> <li>Timetable observations with teachers prior to observation date (Weeks 4 and 8)</li> <li>Leaders to develop process for peer observations.</li> </ul>	<ul style="list-style-type: none"> <li>Observation Checklist</li> <li>Leadership Team.</li> <li>Release time for peer observations.</li> </ul>