

Improvement plan for Bute Early Learning and Primary School 2019 to 2021

School name

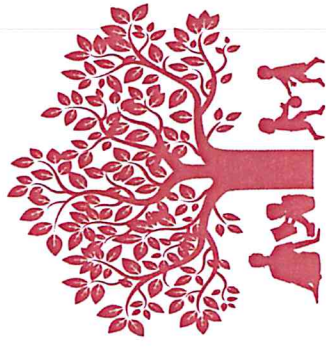
Bute Early Learning and Primary School

Vision statement

At Bute Early Learning and Primary School, we are committed to providing a rigorous and diverse education experience underpinned by a vision for engagement, high achievement, growth, challenge, community connectedness and equity for all students.

Our school values are **GROWTH, RESPECT, INTEGRITY AND TEAMWORK.**

Our school motto is: **Be Kind. Believe in yourself. Accept Challenges. No Excuses.**



BUTE

Early Learning & Primary School



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
<p>All students at Bute Early Learning and Primary School will develop their oral language and vocabulary knowledge, skills and abilities, through the context of improved reading skills.</p>	<p>All students (Yr 3-7) will achieve the SEA for the PAT R test. All student (Rec-Yr 2) will achieve the SEA for Running Records. All Year 1 students will achieve the benchmark for the Phonics Screening Check.</p> <p>All students (Yr 3-7) will achieve the SEA for the PAT R test. All student (Rec-Yr 2) will achieve the SEA for Running Records. All Year 1 students will achieve the benchmark for the Phonics Screening Check.</p> <p>All students (Yr 3-7) will achieve the SEA for the PAT R test. All student (Rec-Yr 2) will achieve the SEA for Running Records. All Year 1 students will achieve the benchmark for the Phonics Screening Check.</p>	<p>If all teachers design learning of oral language and vocabulary at an appropriate level of the curriculum, through teaching the Big Six Components of Reading, then all students at Bute Early Learning & Primary School will develop their knowledge, skills and abilities in oral language and vocabulary.</p>	<p>When learning to read and reading to learn, students will demonstrate the appropriate application of the big 6 skills of reading, as evidenced through student work samples and Collaborative Moderation processes. When educators talk to students about what they are reading, students will demonstrate an understanding of how the choice of language features, images and vocabulary affects meaning.</p>
<p>All students at Bute Early Learning & Primary School will develop their knowledge, skills and abilities in Number and Place Value in relation to the proficiency strands.</p>	<p>All students (Yr 1-7) at Bute Early Learning & Primary School will demonstrate a 30% improvement or higher in all Number and Place Value questions in PAT-M.</p> <p>All students (Yr 1-7) at Bute Early Learning & Primary School will demonstrate a 30% improvement or higher in all Number and Place Value questions in PAT-M.</p> <p>All students (Yr 1-7) at Bute Early Learning & Primary School will demonstrate a 30% improvement or higher in all Number and Place Value questions in PAT-M.</p>	<p>If all teachers design learning of Number and Place Value at the appropriate level of the curriculum, through the proficiencies, then all students at Bute Early Learning & Primary School will develop their knowledge, skills and abilities in Number and Place value.</p>	<p>When working Mathematically, students will demonstrate the appropriate application of Number and Place Value within all four proficiency strands (Understanding, Fluency, Problem Solving and Reasoning), as evidenced through student work samples and Collaborative Moderation processes.</p>

Improvement plan for Bute Early Learning and Priory 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:

Shelley McInerney
Review, Improvement and Accountability
Phone: 8226 4297
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 All students at Bute Early Learning and Primary School will develop their oral language and vocabulary knowledge, skills and abilities, through the context of improved reading skills.	2019 All students (Yr 3-7) will achieve the SEA for the PAT R test. All student (Rec-Yr 2) will achieve the SEA for Running Records. All Year 1 students will achieve the benchmark for the Phonics Screening Check.
	2020 All students (Yr 3-7) will achieve the SEA for the PAT R test. All student (Rec-Yr 2) will achieve the SEA for Running Records. All Year 1 students will achieve the benchmark for the Phonics Screening Check.
	2021 All students (Yr 3-7) will achieve the SEA for the PAT R test. All student (Rec-Yr 2) will achieve the SEA for Running Records. All Year 1 students will achieve the benchmark for the Phonics Screening Check.
Goal 2 All students at Bute Early Learning & Primary School will develop their knowledge, skills and abilities in Number and Place Value in relation to the proficiency strands.	2019 All students (Yr 1-7) at Bute Early Learning & Primary School will demonstrate a 30% improvement or higher in all Number and Place Value questions in PAT-M.
	2020 All students (Yr 1-7) at Bute Early Learning & Primary School will demonstrate a 30% improvement or higher in all Number and Place Value questions in PAT-M.
	2021 All students (Yr 1-7) at Bute Early Learning & Primary School will demonstrate a 30% improvement or higher in all Number and Place Value questions in PAT-M.
Goal 3	2019
	2020
	2021

Step 2

Determine challenge of practice



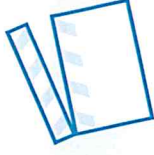
Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Challenge of practice		Success criteria	
Goal 1	If all teachers design learning of oral language and vocabulary at an appropriate level of the curriculum, through teaching the Big Six Components of Reading, then all students at Bute Early Learning & Primary School will develop their knowledge, skills and abilities in oral language and vocabulary.	When learning to read and reading to learn, students will demonstrate the appropriate application of the big 6 skills of reading, as evidenced through student work samples and Collaborative Moderation processes. When educators talk to students about what they are reading, students will: demonstrate an understanding of how the choice of language features, images and vocabulary affects meaning.	
Goal 2	If all teachers design learning of Number and Place Value at the appropriate level of the curriculum, through the proficiencies, then all students at Bute Early Learning & Primary School will develop their knowledge, skills and abilities in Number and Place value.	When working Mathematically, students will demonstrate the appropriate application of Number and Place Value within all four proficiency strands (Understanding, Fluency, Problem Solving and Reasoning), as evidenced through student work samples and Collaborative Moderation processes.	
Goal 3			

Step 3

Plan actions for improvement



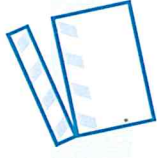
Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1	All students at Bute Early Learning and Primary School will develop their oral language and vocabulary knowledge, skills and abilities, through the context of improved reading skills.	
Challenge of practice	If all teachers design learning of oral language and vocabulary at an appropriate level of the curriculum, through teaching the Big Six Components of Reading, then all students at Bute Early Learning & Primary School will develop their knowledge, skills and abilities in oral language and vocabulary.	
Actions	Timeline	Roles and responsibilities
All teachers will explicitly teach the Big Six components of Reading, including a strong program of Oral Language and Vocabulary development.	Ongoing	Principal - To facilitate professional development in relation to evidence-based approaches (Big Six in Reading). Provide ongoing feedback to teachers with regards to their practice and implementation of this learning, through Performance Development conversations. Teachers - Engage with the training and implement strategies and advice. Teachers develop a commitment to action to ensure a consistent approach to implementation. Teachers will connect and reflect this learning in their Performance Development Plan and through Performance Development conversations.
All teachers use Learning Intentions and Success Criteria to make it explicit to students what and why they are learning key skills, knowledge and concepts. Teachers provide ongoing feedback and formative assessment against the success criteria to further promote student learning.	Ongoing	Principal - Provide Professional Development and modelling in the use of meaningful Learning Intentions, success criteria, feedback and formative assessment. Teachers - Provide meaningful Learning Intentions and success criteria to their students. Provide ongoing and meaningful feedback and formative assessment to their students. Staff provide examples and evidence of this work through sharing at staff meetings and by deprivatising their practice through classroom observations.
All staff will familiarise themselves with the 3 Tiers of Vocabulary and develop learning experiences which supports the vocabulary development of all learners.	Commence Term 1, 2020, ongoing	Principal - Guide staff through the process of developing shared and consistent understandings and approached to teaching the 3 tiers of vocabulary. Teachers - Collaborate to develop shared and consistent expectations pertaining to the teaching and learning of the 3 tiers of vocabulary. Implement and critically reflect on these practices, modifying as needed to ensure it translates into effective practice.
		Resources
		Best Advice Papers (DfE) Big Six in Reading - Video series
		Assessment for Learning - Professional Development modules The Teacher Clarity Playbook - Douglas Fisher
		Best Advice Papers (DfE) The Oral Language Book - Sheena Cameron

Step 3 continued

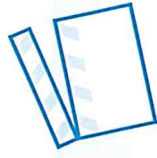
Plan actions for improvement



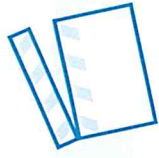
Goal 1 continued		All students at Bute Early Learning and Primary School will develop their oral language and vocabulary knowledge, skills and abilities, through the context of improved reading skills.		
Actions	Timeline	Roles and responsibilities	Resources	
Students will have Reading targets set each term, by teachers. Teachers will use one of two key reading assessment practices to determine and track student progress – Running Records and/or Literacy Pro. Teachers will use this information to plan targeted teaching and learning experiences for students.	Week 1 of Each Term	Principal - Guide staff through the process of developing Student Reading Targets. Develop Parent Information Brochure. Update the Data/Learning Plan spreadsheets. Teachers - Collaborate to develop Student Reading Targets each term, using either Running Record or Lexile measures. Create and maintain Target desk mats outlining the student targets. Develop learning support plans to support students to reach their targets. Work in partnerships with families to communicate the student targets and student progress.	Literacy Pro Student Target Parent Information Brochure Student Target desk mats	
All teachers will use the Phonics Screening Check to determine how students are progressing with their phonics knowledge and skills, and use this information to develop targeted teaching and learning experiences for students.	Commence Term 1, ongoing	Principal - Guide staff through the process of administering the Phonics Screening Check and associated resources (analysing results, responding to results etc.) Teachers - Administer the Phonics Screening Check. Use the supporting resources to analyse and plan teaching and learning experience to respond to the data collected. Use decodable readers to support the development of phonics knowledge and skills.	Phonics Screening Check and associated resources Decodable Readers - Jolly Phonics, Decodable Readers for struggling older readers	
All staff to collaborate on the development and implementation of a whole-school Teaching and Learning Agreements, with a focus on Literacy expectations and agreements.	End of Term 4 leading into 2020.	Principal - Guide staff through the process of developing shared and consistent expectations and agreements which incorporates the Big Six components of Reading, including a strong program of Oral Language and Vocabulary development. Teachers - Collaborate to develop shared and consistent expectations and agreements pertaining to the teaching and learning of Literacy. Implement and critically reflect on these expectations and agreements, modifying as needed to ensure it translates into effective practice.	Best Advice Papers (DfE)	\$1000
Success criteria	Total financial resources allocated			
	When learning to read and reading to learn, students will demonstrate the appropriate application of the big 6 skills of reading, as evidenced through student work samples and Collaborative Moderation processes. When educators talk to students about what they are reading, students will: demonstrate an understanding of how the choice of language features, images and vocabulary affects meaning.			

Step 3 continued

Plan actions for improvement



Goal 2	All students at Bute Early Learning & Primary School will develop their knowledge, skills and abilities in Number and Place Value in relation to the proficiency strands.	If all teachers design learning of Number and Place Value at the appropriate level of the curriculum, through the proficiencies, then all students at Bute Early Learning & Primary School will develop their knowledge, skills and abilities in Number and Place value.	Challenge of practice
Actions	Timeline	Roles and responsibilities	Resources
All teachers will implement and monitor evidence-based approaches to teaching Number and Place Value (Big Ideas in Number).	Throughout all terms	<p>Principal - To facilitate professional development in relation to evidence-based approaches (BIN etc.), Provide ongoing feedback to teachers with regards to their practice and implementation of this learning, through Performance Development conversations.</p> <p>Teachers - Engage with the training and implement strategies and advice. Teachers develop a commitment to action to ensure a consistent approach to implementation. Teachers will connect and reflect this learning in their Performance Development Plan and through Performance Development conversations.</p>	Department for Education Numeracy Guidebook: Building Foundations
Students will have Number / Place Value targets set each term, by teachers. Teachers will use a concept linked to developing fluency, to help develop the targets. Teachers will use this information to plan targeted teaching and learning experiences for students.	Week 1 of Each Term	<p>Principal - Guide staff through the process of developing Student Targets in relation to either Number or Place Value. Develop Parent Information Brochure. Update the Data/Learning Plan spreadsheets.</p> <p>Teachers - Collaborate to develop Student Numeracy Targets each term. Create and maintain Target desk mats outlining the student targets. Develop learning support plans to support students to reach their targets. Work in partnerships with families to communicate the student targets and student progress.</p>	Student Target Parent Information Brochure Student Target desk mats
All teachers will administer the diagnostic assessments within the Big Ideas in Number; and use this information to plan targeted teaching and learning experiences.	Ongoing	<p>Principal - Provide PD in relation to conducting the diagnostic assessments. SSO (Deb) - Support staff PD</p> <p>Teachers - Administer diagnostic assessments on a regular basis, and use this information to develop targeted teaching and learning experiences. Teachers will capture this targeted teaching/learning through their Teaching and Learning program documents.</p>	Diagnostic Testing kits - Each classroom has their own



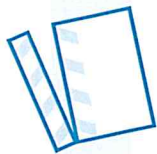
Plan actions for improvement

Step 3 continued

Goal 2 continued		All students at Bute Early Learning & Primary School will develop their knowledge, skills and abilities in Number and Place Value in relation to the proficiency strands.		
Actions	Timeline	Roles and responsibilities	Resources	
All teachers will use Learning Intentions and Success Criteria to make explicit to students, what and why they are learning key skills, concepts and knowledge. Teachers provide ongoing feedback and formative assessment against the success criteria to further promote student learning.	Ongoing	Principal - Provide Professional Development and modelling in the use of meaningful Learning Intentions, success criteria, feedback and formative assessment. Conduct classroom walkthroughs to determine the intentionality of teaching and learning happening in classrooms. Teachers - Provide meaningful Learning Intentions and success criteria to their students. Provide ongoing and meaningful feedback and formative assessment to their students. Staff provide examples and evidence of this work through sharing at staff meetings and by deprivatising their practice through classroom observations.	Assessment for Learning - Professional Development modules The Teacher Clarity Playbook - Douglas Fisher	
Identified students (Years 4-7) participate in the QuickSmart Numeracy intervention program. Teachers and QuickSmart instructors will collaborate to ensure a transference of skills between the classroom and QS sessions.	Term 1 - Term 4	Principal - Analyse data to determine participants. QS Facilitators - Organise and facilitate the QuickSmart program and collaborate and discuss student learning with classroom teachers. This will include developing processes such as 'exit-slips' to pass on relevant and meaningful information to classroom teachers. Teachers - Collaborate and discuss student learning with QS instructors to ensure their is a transference of the skills and knowledge students develop between the QS sessions and the Mathematics learning happening within the classroom.	SSO Time = \$4500 (approx.) QuickSmart Kits (School has these) 'Exit-slip' templates for the sharing of relevant and meaningful information between facilitators and classroom teachers.	
All staff to collaborate on the development and implementation of a whole-school Teaching and Learning Agreements, with a focus on Numeracy expectations and agreements.	End of Term 4 leading into 2020.	Principal - Guide staff through the process of developing shared and consistent expectations and agreements which incorporates the Big Ideas in Number, including a strong teaching and learning program which highlights the Mathematics Proficiencies. Teachers - Collaborate to develop shared and consistent expectations and agreements pertaining to the teaching and learning of Numeracy. Implement and critically reflect on these expectations and agreements, modifying as needed to ensure it translates into effective practice.	Best Advice Papers (DfE)	
		Total financial resources allocated		\$4500
Success criteria	When working Mathematically, students will demonstrate the appropriate application of Number and Place Value within all four proficiency strands (Understanding, Fluency, Problem Solving and Reasoning), as evidenced through student work samples and Collaborative Moderation processes.			

Step 3 continued

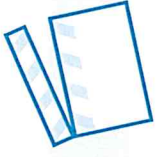
Plan actions for improvement



Goal 3			
Challenge of practice			
Actions	Timeline	Roles and responsibilities	Resources

Step 3 continued

Plan actions for improvement



Goal 3 continued				
Actions	Timeline	Roles and responsibilities	Resources	
			Total financial resources allocated	
Success criteria				

School improvement plan

Approvals



Approved by principal

Richard Hall
17/02/2020

Approved by governing council chairperson

<i>McKiey</i>
17/02/2020

Approved by education director

Joann Weckert