

Improvement plan for

Flaxmill School P-7

2019 to 2021

School name

Flaxmill School P-7

Vision statement

Flaxmill School P-7 empowers all students to become resilient and powerful learners, achieve their personal best and build their emotional, social and physical wellbeing.



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 mathematics; particularly in the Number Strand, from Reception to Year 7.	65% of students at SEA in PAT M in Year 7.	If we develop a Whole School evidence based approach to teaching Number, using Back to Front Maths as a framework, developing a strong understanding of quantity, partitioning, place value, relative size, multiplicative thinking and proportional reasoning, then we will increase student achievement in mathematics, particularly in the Number strand.	When we review formative and summative assessments, we will see all Reception to Year 7 students increasing their achievements in the Number Strand. When working mathematically, students develop a strong understanding of quantity, partitioning, place value, relative size, multiplicative thinking and proportional reasoning to solve problems.
	70% of students at SEA in PAT M in Year 7.		
	80% of students at SEA in PAT M in Year 7.		
Increase student achievement in reading, with a strong focus on inferential comprehension R-7.	70% of students at SEA in PAT R in Year 7.	If we explicitly teach reorganisational, reaction and inferential types of questioning, using non-fiction texts and a whole site approach, then we will increase student achievement in reading R-7.	When we review individual and whole school reading data, we will see an improvement in inferential questioning scores.
	75% of students at SEA in PAT R in Year 7.		
	80% of students at SEA in PAT R in Year 7.		
Extend all students learning in Reading and Numeracy and enable them to achieve at a higher level.	Increase student achievement in NAPLAN SEA in Reading and Numeracy by 5% on 2018 results.	If we design learning tasks that provide multiple entry and exit points, using formative and summative assessments to extend all students' learning, then all students will achieve at a higher level.	Students achieving at a higher level in Reading and Numeracy NAPLAN SEA. When we talk to students they can identify the learning intention and success criteria aligned to their learning Students set and achieve their personal learning goals.
	Increase student achievement in NAPLAN SEA in Reading and Numeracy by an additional 5% on 2019 results.		
	Increase student achievement in NAPLAN SEA in Reading and Numeracy by an additional 5% on 2020 results.		

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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.

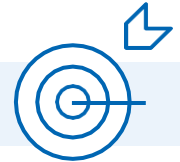
For further information and advice, contact:

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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 mathematics; particularly in the Number Strand, from Reception to Year 7.	2019	65% of students at SEA in PAT M in Year 7.
		2020	70% of students at SEA in PAT M in Year 7.
		2021	80% of students at SEA in PAT M in Year 7.
Goal 2	Increase student achievement in reading, with a strong focus on inferential comprehension R-7.	2019	70% of students at SEA in PAT R in Year 7.
		2020	75% of students at SEA in PAT R in Year 7.
		2021	80% of students at SEA in PAT R in Year 7.
Goal 3	Extend all students learning and enable them to achieve at a higher level.	2019	Increase student achievement in NAPLAN SEA by 5% on 2018 results.
		2020	Increase student achievement in NAPLAN SEA by an additional 5% on 2019 results.
		2021	Increase student achievement in NAPLAN SEA by an additional 5% on 2020 results.

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 develop a Whole School evidence based approach to teaching Number, using Back to Front Maths as a framework, developing a strong understanding of quantity, partitioning, place value, relative size, multiplicative thinking and proportional reasoning, then we will increase student achievement in mathematics, particularly in the Number strand.	<p>When we review formative and summative assessments, we will see all Reception to Year 7 students increasing their achievements in the Number Strand.</p> <p>When working mathematically, students develop a strong understanding of quantity, partitioning, place value, relative size, multiplicative thinking and proportional reasoning to solve problems.</p>
Goal 2	If we explicitly teach reorganisational, reaction and inferential types of questioning, using non-fiction texts and a whole site approach, then we will increase student achievement in reading R-7.	<p>When we review individual and whole school reading data, we will see an improvement in inferential questioning scores.</p>
Goal 3	If we design learning tasks that provide multiple entry and exit points, using formative and summative assessments to extend all students' learning, then all students will achieve at a higher level.	<p>Students achieving at a higher level in Reading and Numeracy NAPLAN SEA.</p> <p>When we talk to students they can identify the learning intention and success criteria aligned to their learning.</p> <p>Students set and achieve their personal learning goals.</p>

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 mathematics; particularly in the Number Strand, from Reception to Year 7.		
Challenge of practice	If we develop a Whole School evidence based approach to teaching Number, using Back to Front Maths as a framework, developing a strong understanding of quantity, partitioning, place value, relative size, multiplicative thinking and proportional reasoning, then we will increase student achievement in mathematics, particularly in the Number strand.			
Actions	Timeline	Roles and responsibilities	Resources	
Explicitly teach Growth Mindset to enact positive beliefs and attitudes towards mathematics and have a Week of Inspirational Maths.	Terms 1 - 4	Leadership team to share 7 Positive Norms to Encourage in the Maths Class, with the School Community. Teachers: Every class participate in a Week of Inspirational Maths.	<ul style="list-style-type: none"> • T Drive: Growth Mindset resources and 7 Positive Classroom Norms • Week of Inspirational Maths booked for Week 9 term 1 • World of Maths R-7 22nd-24th March 2021 • Mathematical Mindsets book. 	
Implementation of Back to Front Maths (BTF) Program for Whole School.	Terms 1 - 4	Leadership team: Provide information about BTF Maths Program to School Community. New or returning staff to participate in the BTF Improvement Project. 6 days of learning each during 2021. PLC meetings to focus of sharing of practice with BTFM learning. Leadership team and teachers: Mentoring and peer observations of practice.	<ul style="list-style-type: none"> • Back to Front Maths: Webinar and website access, teacher resources and mentoring • BTF Scope and Sequence Documents for planning. • Staff meeting PD BTFM 30/3/21 • BTFM PD for untrained staff 30/3/21 	
Form a new 2021 Numeracy Committee and refine the Whole School Numeracy Agreement with a strong focus towards BTFM implementation R-7.	Terms 1 - 4	STEM Coordinator and a teacher from each Professional Learning Community (PLC) form Numeracy Committee for 2021.	<ul style="list-style-type: none"> • Whole School Numeracy Agreement Learning • Improvement Division Guidebooks in Numeracy • Numeracy Progressions • Numeracy Guidebooks • BTFM resources/website. 	



Goal 1 continued		Increase student achievement in mathematics; particularly in the Number Strand, from Reception to Year 7.		
Actions	Timeline	Roles and responsibilities	Resources	
Refine whole school agreement to emphasize structured dedicated maths time with focus in the Number strand	Terms 1 - 4	STEM Coordinator: facilitate, monitor and provide feedback Peer observation and sharing of practice in staff meetings and PLCs.	<ul style="list-style-type: none"> Numeracy Agreement Back to Front Maths resources Numeracy Progressions Guidebooks in Numeracy Scope and sequence documents 	
Use a range of formative and summative assessments to design learning tasks and programs that provide multiple entry and exit points with opportunities for stretch and challenge	Terms 1 – 4	Teachers analyse PAT, NAPLAN, PASA and Back to Front Maths assessment data. Teachers share practice and resources including open ended problems. Leaders to discuss and provide feedback through PDP conversations.	<ul style="list-style-type: none"> Back to Front Maths: Misconceptions assessments PAT and NAPLAN PAT Resource Centre Ron Ritchhart – Cultures of Thinking Education Dashboard PASA. Numeracy progressions Scope and sequence documents 	
Develop consistent understandings and practice in Moderation to ensure consistency of teacher judgment regarding assessment and quality assurance of grades for reporting	Terms 1 – 4	Leadership: Organise a Student Free Day: Moderation with Maths focus. Teachers use student samples from BTF Maths moderation exemplars and assessment rubrics to create portfolios containing evidence of learning against the achievement standard and work with other staff to moderate in PLCs.	<ul style="list-style-type: none"> Department for Education LDAM resources BTF: Maths moderation exemplars and assessment rubrics Numeracy Progressions TfEL resources. PLC release time Flaxmill School Aboriginal Learner Achievement Plan 2020-21 	
Total financial resources allocated			BTF PD \$ 2600 - WOIM - \$2000 – TRT Release \$5000	
Success criteria	<p>When we review formative and summative assessments, we will see all Reception to Year 7 students increasing their achievements in the Number Strand.</p> <p>When working mathematically, students develop a strong understanding of quantity, partitioning, place value, relative size, multiplicative thinking and proportional reasoning to solve problems.</p>			



Goal 2		Increase student achievement in reading, with a strong focus on inferential comprehension R-7.		
Challenge of practice		If we explicitly teach reorganisational, reaction and inferential types of questioning, using non-fiction texts and a whole site approach, then we will increase student achievement in reading R-7.		
Actions	Timeline	Roles and responsibilities	Resources	
Data Analysis PAT R / RR / PROBE NAPLAN– Staff to identify students who are in, just in and just below for Higher Band, SEA and below SEA	Term 1	Leadership team to organise data handouts PLC groups to look at cohort data. Staff to map student reading achievement. Teachers to supply data analysis and feedback to Leadership team. Review ATSI data each term to inform teacher practice/ monitor growth.	<ul style="list-style-type: none"> • PAT R Data • Running Record Data • NAPLAN Reading • Data Literacy Pro • Data Scorelink • PROBE. • Flaxmill School Aboriginal Learner Action Plan 2020-21 	
To implement usage of Learning Improvement Division Guidebooks in Literacy and Numeracy	Terms 1 - 4	Leadership team to organise Improvement Division Literacy and Numeracy Guidebooks for new staff. PLC groups to work collaboratively.	<ul style="list-style-type: none"> • Allocated time in staff meeting • Improvement Division Guidebooks. • PLC release time 	
Form a new 2021 Literacy Committee and refine the Flaxmill P-7 Literacy Agreement	Term 1	Leadership and Literacy Committee to refine and further develop Literacy Agreement. Support new staff to become familiar with the agreement.	<ul style="list-style-type: none"> • Current Flaxmill P-7 Literacy Agreement • Whole School Assessment Schedule • Release time for Literacy Committee members. 	



Goal 2 continued		Increase student achievement in reading, with a strong focus on inferential comprehension R-7.		
Actions	Timeline	Roles and responsibilities	Resources	
Implement reorganisation/ reaction and inferential questioning whole school focus.	Term 1- 4	Leadership team to plan the intended learning for staff – Anne Bayetto and Probe Allocated PLC time in staff meetings.	<ul style="list-style-type: none"> • Best Advice Paper - Reading Comprehension • Reading: from beginnings to proficient resource • Sheena Cameron & Louise Dempsey resources • Australian Curriculum • PROBE. • Scope and sequence documents 	
Staff peer observations/ sharing/ collaborating in reading comprehension strategies through PLC process.	Term 1 - 4	PLCs to design an intensive reading comprehension unit focussing on stretching and upskilling our high achieving readers. One teacher per PLC to be nominated as the lead in delivering the teaching and learning to the identified high achieving readers.	<ul style="list-style-type: none"> • Sheena Cameron & Louise Dempsey Resources Oral Language/ Reading Comprehension/ Reading Book • Ron Ritchhart - Cultures of Thinking • PROBE. • Short Reads • PAT resource website 	
Year 3-7 teachers to embed PROBE as an assessment tool for targeted, defined comprehension questions with a focus on reorganisation, inference and reaction type questions.	Term 1 - 4	Year 3-7 teachers using PROBE Assessment tool for all students reading above Level 30	<ul style="list-style-type: none"> • PROBE Assessment tool • Literacy Committee Meetings. 	
Total financial resources allocated			\$5000	
Success criteria	When we review individual and whole school reading data, we will see an improvement in inferential questioning scores.			



Goal 3		Extend all students learning and enable them to achieve at a higher level.		
Challenge of practice		If we design learning tasks that provide multiple entry and exit points, using formative and summative assessments to extend all students' learning, then all students will achieve at a higher level.		
Actions	Timeline	Roles and responsibilities	Resources	
Analyse data and identify student achievement cohorts -Years 3-7 Below/Just Below / At Standard of Educational Achievement (SEA) Below/Just Below / At Higher Bands. Tracking and monitoring for all students.	Week 0 Term 1 - 4	Leadership to facilitate data analysis Years 3-7. Years 3-7 teachers to map cohorts and individual student data, share findings with leadership team PLC meeting focus - tracking and monitoring all students. Review ATSI data each term to inform teacher practice and updated One Plan goals – stated in Aboriginal Learner Action Plan 2020-2021.	<ul style="list-style-type: none"> PAT R / PAT M ACER Website NAPLAN Education Dashboard BI Dashboard Scorelink PROBE Flaxmill School Aboriginal Learner Achievement Plan 2020-21 	
Provide greater opportunities for personalised stretch and challenge, particularly for the higher level students.	Term 1 -Term 4	Ongoing discussions of student learning and sharing of best practice (recognition and reward) in PLC meetings/ PDP conversations / staff meetings.	<ul style="list-style-type: none"> Ron Ritchhart - Cultures of Thinking Back to Front Maths Resources Peter Sullivan / youcubed (Jo Boaler) Sheena Cameron and Louise Dempsey Resources Scope and sequence documents New units of work – Department for Education 	
Identify students achieving below SEA for Flaxmill P-7 2021 Intervention Programs.	Term 1 - 4	Intervention Coordinators allocate students to <ul style="list-style-type: none"> Reading Doctor Heggerty/ David Kilpatrick MiniLit / Multilit Too Smart, QuickSmart and Advanced QuickSmart 	<ul style="list-style-type: none"> PAT R / PAT M ACER Website- Resource Centre NAPLAN Education Dashboard BI Dashboard / Scorelink Intervention Programs/ SSOs 	



Goal 3 continued		Extend all students learning and enable them to achieve at a higher level.		
Actions	Timeline	Roles and responsibilities	Resources	
<p>All students to write, revise and regularly update Literacy and Numeracy SMARTAR goals.</p> <p>Staff to share successful classroom methods/approaches in student goal setting.</p>	Term 1 -Term 4	<p>Leadership to organise further T&D for staff.</p> <p>Teachers to work with students to develop personal learning goals. Leadership to organise teacher release time</p> <p>Staff to monitor goal achievement. Staff and student feedback/ communicate to families.</p>	<ul style="list-style-type: none"> SMARTAR goal resources Formative and Summative Assessments Whole School Data/ Scorelink BI Dashboard. Student files/ assessment reports 	
<p>Teachers share their teaching pedagogical practices through collaborative planning, teaching, assessing and analysing student work samples and data.</p>	Term 1 -Term 4	<p>PLCs to organise regular sharing of practice with peers.</p> <p>Teachers to share PLC discussions, focus and plans with leadership.</p>	<ul style="list-style-type: none"> Swivl Cameras PLC allocated time in staff meetings. 	
<p>Moderation –</p> <p>Develop/design lessons to support</p> <ul style="list-style-type: none"> -Differentiation -Learning Design -Learning Intent -Success Criteria 	Term 1 -Term 4	<p>Leadership to organise Professional Development.</p> <p>Teachers plan together to design tasks that provide multiple entry points and exit points.</p> <p>PLC meetings. Teachers to share tasks/plans with leadership</p>	<ul style="list-style-type: none"> Numeracy and Literacy Progressions Australian Curriculum Learning Design TfEL Resources LDAM Strategy 2017- 2020. PLC release time Scope and sequence documents New units of work – Department of Education 	
Total financial resources allocated			\$10000	
Success criteria	<p>Students achieving at a higher level in Reading and Numeracy NAPLAN SEA.</p> <p>When we talk to students they can identify the learning intention and success criteria aligned to their learning.</p> <p>Students set and achieve their personal learning goals.</p>			



Approved by principal

Peter Cobb

Date 17/02/2021

Approved by governing council chairperson

Sharni Evans

Date 17/02/2021

Approved by education director

Linda Olifent

Date 17/02/2021