

# Improvement plan for Pirie West Primary School

2019 to 2021

School name

**Pirie West Primary School**

Vision statement

A quality learning environment where everyone belongs.

Learning Qualities:

Respect  
Responsibility  
Confidence  
Persistence

11th February 2019



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
MATHS: Increase student achievement in numeracy for students in Year 5-7	Increase the number of students achieving SEA in PATM in Year 5 (16/24), Year 6 (14/26) and Year 7 (16/23) to 46/73 students (63% of students, 53% in 2018). Retain and increase the number of Year 5 students in higher bands in NAPLAN (5/23, 21% in 2017).	If we develop a common understanding of teaching the Big Ideas in Number concepts, specifically place value, and challenge students in Years 5-7 then we will increase the number of students meeting SEA and achieving higher bands for Mathematics in NAPLAN.
	Increase the number of students achieving SEA in PATM in Year 5 (21/28), Year 6 (16/24) and Year 7 (14/26) to 51/78 students (65%). Increase the number of Year 7 students in higher bands in NAPLAN to 30% (21% in 2017).	
	Increase the number of students achieving SEA in PATM in Year 5 (21/28), Year 6 (16/24) and Year 7 (14/26) to 51/78 students (65%). Increase the number of Year 7 students in higher bands in NAPLAN to 30% (21% of Year 5 students in 2017).	
READING: Increase student achievement in reading from Reception to Year 7	Increase the number of Year 3 (12/24), Year 4 (26/34), Year 5 (19/24), Year 6 (16/28) and Year 7 (20/25) students achieving SEA in PATR to 83/135 students (69% students, 70% in 2018). Increase the number of Reception (8/21), Year 1 (8/23) and Year 2 (13/25) achieving school based PM data to 28/68 42% (35% in 2018). Retain and increase the number of Year 5 students in higher bands in NAPLAN (7/23, 30% in 2017).	If we consistently implement a WSA (Whole School Approaches) to the teaching of reading from Reception to Year 7 then we will increase the number of students meeting SEA and achieving higher bands for Reading in NAPLAN.
	Increase the number of Year 3 (13/25), Year 4 (12/24), Year 5 (26/34), Year 6 (19/24) and Year 7 (16/28) students achieving SEA in PATR to 86/135 students (64%).	
	Increase the number of Year 3 (8/23), Year 4 (13/25), Year 5 (12/24), Year 6 (26/34) and Year 7 (16/25) students achieving SEA in PATR to 86/135 students (67%). Retain and increase the number of Year 7 students in higher bands in NAPLAN to 40% (30% of Year 5 students in 2017).	

# Improvement plan for Pirie West Primary School

## 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:

**Andrew Wells**

Review, Improvement and Accountability Manager

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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	MATHS: Increase student achievement in numeracy for students in Year 5-7	2019	Increase the number of students achieving SEA in PATM in Year 5 (16/24), Year 6 (14/26) and Year 7 (16/23) to 46/73 students (63% of students, 53% in 2018). Retain and increase the number of Year 5 students in higher bands in NAPLAN (5/23, 21% in 2017).
		2020	Increase the number of students achieving SEA in PATM in Year 5 (21/28), Year 6 (16/24) and Year 7 (14/26) to 51/78 students (65%). Increase the number of Year 7 students in higher bands in NAPLAN to 30% (21% in 2017).
		2021	Increase the number of students achieving SEA in PATM in Year 5 (21/28), Year 6 (16/24) and Year 7 (14/26) to 51/78 students (65%). Increase the number of Year 7 students in higher bands in NAPLAN to 30% (21% of Year 5 students in 2017).
Goal 2	READING: Increase student achievement in reading from Reception to Year 7	2019	Increase the number of Year 3 (12/24), Year 4 (26/34), Year 5 (19/24), Year 6 (16/28) and Year 7 (20/25) students achieving SEA in PATR to 93/135 students (69% students, 70% in 2018). Increase the number of Reception (8/21), Year 1 (8/23) and Year 2 (13/25) achieving school based PM data to 29/69 42% (35% in 2018). Retain and increase the number of Year 5 students in higher bands in NAPLAN (7/23, 30% in 2017).
		2020	Increase the number of Year 3 (13/25), Year 4 (12/24), Year 5 (26/34), Year 6 (19/24) and Year 7 (16/28) students achieving SEA in PATR to 86/135 students (64%).
		2021	Increase the number of Year 3 (8/23), Year 4 (13/25), Year 5 (12/24), Year 6 (26/34) and Year 7 (16/25) students achieving SEA in PATR to 86/135 students (57%). Retain and increase the number of Year 7 students in higher bands in NAPLAN to 40% (30% of Year 5 students in 2017).
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

Goal 1	If we develop a common understanding of teaching the Big Ideas in Number concepts, specifically place value, and challenge students in Years 5-7 then we will increase the number of students meeting SEA and achieving higher bands for Mathematics in NAPLAN.
Goal 2	If we consistently implement a WSA (Whole School Approaches) to the teaching of reading from Reception to Year 7 then we will increase the number of students meeting SEA and achieving higher bands for Reading in NAPLAN.
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		MATHS: Increase student achievement in numeracy for students in Year 5-7		
Challenge of practice	If we develop a common understanding of teaching the Big Ideas in Number concepts, specifically place value, and challenge students in Years 5-7 then we will increase the number of students meeting SEA and achieving higher bands for Mathematics in NAPLAN.			
Actions	Timeline	Roles and responsibilities	Resources	
Appoint a Numeracy Coordinator.	2019	<ol style="list-style-type: none"><li>1. Leadership to complete a needs analysis of Year 5-7 teaching staff</li><li>2. Lead teacher works with Year 5-7 teachers to build capacity and consistency in their pedagogy.</li><li>3. Lead teacher to run targeted whole staff and Learning Team PD sessions. Teachers to implement strategies and receive feedback for improvement.</li><li>4. Lead teacher to work with leadership to establish WSA for Year 5-7 teachers (based on Back to Front Maths and Blin) in Term 1. Staff to discuss WSA in Staff Meetings and implement during 2019.</li><li>5. Lead teacher to oversee the collection of Place Value data in Term 1 and analyse with staff so Sprint goals are set, monitored and reviewed to measure impact in Term 1 (Weeks 1, 6 &amp; 10).</li></ol>	Coordinator release (0.2) (\$25000)	
Allocate 450 minutes of SSO hours per week (3 classes).	Week 0, 2019 - ongoing	<ol style="list-style-type: none"><li>1. Principal to allocate SSO hours with Admin Officer for Year 5-7 Maths classes.</li><li>2. SSOs to have clear expectations of their role in class (as per school guideline). Meet with Class Teachers once each week (15 mins) to discuss student progress and review strategies.</li><li>3. Teacher to work collaboratively with SSOs to support student learning.</li><li>4. Teachers to allocate 3 lessons a week teaching Blin concepts as per WSA &amp; Numeracy Action Plan (NAP).</li><li>5. Numeracy Action Team (NAT) meets 2 times a term to discuss and review data, plan objectives and school PD.</li></ol>	SSO hours 3 x 50 minute lessons per week 150 minutes per week across the 5-7 classes (\$2500)	
Every Year 5-7 teacher to provide students with a challenging maths task each week (50 minute lesson) using common language.	Week 1, 2019 - ongoing	<ol style="list-style-type: none"><li>1. Year 5-7 teachers to implement WSA in regards to challenging maths problems.</li><li>2. Line Managers observe and follow up in Line Management meetings (each term).</li><li>3. Discussions/reflections in 3 staff meetings a term and in Learning Teams (3 per term).</li></ol>	Back to Front Maths resources Australian Curriculum NAPLAN test booklets Helen Skinner (Kadina Memorial)	

## Step 3 continued

### Plan actions for improvement



MATHS: Increase student achievement in numeracy for students in Year 5-7				
Goal 1 continued				
Actions	Timeline	Roles and responsibilities	Resources	
<b>Timetable staff meetings to allow for Maths PD.</b>	<b>3 Staff Meetings per term in 2019</b>	<ol style="list-style-type: none"> <li>1. Leadership to timetable 3 staff meetings per term for Maths PD.</li> <li>2. Leadership and Lead Teachers to deliver targeted Professional Development for Back to Front Maths and BfM for all staff.</li> <li>3. Teachers build capacity and use skills in the class.</li> <li>4. Teachers observe each other to continue to build capacity and offer feedback to other colleagues once per term.</li> <li>4. Line Managers observe teachers and provide feedback to continue to build capacity once per term.</li> <li>5. Teachers measure impact of their teaching using summative and formative assessments agreed on in Learning Team meetings each term.</li> </ol>	<b>Back to Front Maths Website (\$500)</b> <b>SLLIP coordinator</b> <b>PD via Plink with Di Siemon</b> <b>School Numeracy Action Plan</b>	
<b>Year 5-7 Teachers Set Sprint Goals to challenge high achieving students.</b>	<b>Every 5 weeks (twice per Term) in 2019</b>	<ol style="list-style-type: none"> <li>1. Leadership to provide Sprint Goal time during Staff Meetings, twice per term.</li> <li>2. Year 5-7 Teachers to work in Learning Teams to collaborate and create targeted, purposeful and measurable goals based on data.</li> <li>3. Year 5-7 Teachers share effective strategies during Learning Teams.</li> <li>4. Staff share results at the Sprint Review staff meetings, Week 6 and Week 10/11.</li> </ol>	Simon Breakspear Website Training and Development as needed (\$1000 TRT)	
Register two Year 5-7 teachers for the Back to Front Maths Numeracy Projects in 2019.	2019	<ol style="list-style-type: none"> <li>1. Leadership to organise PD days.</li> <li>2. Identified teachers to attend all sessions and implement theories and processes in class.</li> <li>3. Teachers to feedback to staff at Staff meetings after Back to Front PD days.</li> <li>4. Teachers use knowledge to guide planning in the Middle Years Learning Team in LT meetings.</li> <li>5. Leadership to observe Maths teaching in class after PD sessions.</li> <li>6. Staff analyse Year 5-7 student PATM results using effect size tool in Term 3.</li> </ol>	Back to Front Numeracy Project training days for Year 5-9 teachers - 6 days total per teacher (\$1500 per teacher for course plus 6 TRT days - \$10000) Back to Front website	
Total financial resources allocated				\$39000
Success criteria	Year 5 to 7 students are more resilient and confident when faced with challenging maths tasks, so are able to problem solve and answer more complex problems accurately (measured by ongoing school based data and PATM data at the end of Term 3, using effect size tool).			

## Step 3 continued

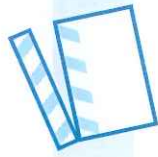
## Plan actions for improvement



READING: Increase student achievement in reading from Reception to Year 7				
Goal 2				
Challenge of practice				
If we consistently implement a WSA (Whole School Approaches) to the teaching of reading from Reception to Year 7 then we will increase the number of students meeting SEA and achieving higher bands for Reading in NAPLAN.				
Actions	Timeline	Roles and responsibilities	Resources	
Allocate SSO hours to support the teaching of Phonological Awareness (R/1, R/1 and 1/2 classes) and Reading Intervention Program (Year 3/4).	2019 - 2021	<ol style="list-style-type: none"> <li>1. Leadership to allocate 90 minutes of SSO support to classes weekly</li> <li>2. Teachers to timetable three 30 minute sessions to ensure every identified student participates in the program.</li> <li>3. Teachers to administer pre-testing and ongoing testing for PA grouping and reading intervention.</li> <li>4. Leadership to up-skill 3 new SSOs in PA.</li> <li>5. Teachers to implement WSA for PA in collaboration with SSOs.</li> </ol>	SSO hours (three 25 minute sessions every week for the 3 EY classes (3.75 hours per week)) (\$7500) Readers PA resources Rainbow Reading program (audio books)	
Implement WSA for reading	Daily 2019 - 2021	<ol style="list-style-type: none"> <li>1. All R-7 staff aware of WSA for reading in Week 0 and staff applying the WSA in class. Check ins during Line Management meetings and staff meetings every 2 weeks.</li> <li>2. Teachers provide students with time to read for 2x30 minutes sessions per day (individual with an at level text). STAR</li> <li>3. Teachers plan and program Guided Reading resources.</li> <li>4. Teachers read to students (picture book/novel) daily.</li> <li>5. Staff listen to students read during independent reading time.</li> <li>6. AET listens to Aboriginal students read in the classroom.</li> <li>7. Staff ask one to two comprehension questions after 5 minutes of reading.</li> <li>8. Leadership to follow up WSA in LT meetings.</li> <li>9. Leadership to monitor and graph reading improvement each term in LT meetings.</li> <li>10. Staff analyse Year 3-7 student PATM results using effect size tool in Term 3.</li> <li>11. Students know reading levels via Learning Passports and teacher-student conferences. SMART Goals set together.</li> </ol>	Leveled readers Phonic Screening Resources Running Records Decodable readers SSO hours 2 x 50 minute lessons per week (\$16700)	
Implement WSA for vocab (Word of the Week).	Weekly 2019 - 2021	<ol style="list-style-type: none"> <li>1. Year 3-7 teachers using Traffic Light resource.</li> <li>2. Year R-2 teachers display and discuss in Word Knowledge daily.</li> <li>3. Teachers explicitly teaching using and referring to the Word of the Week.</li> <li>4. SSOs to refer to Word of the Week.</li> <li>5. R-Year 2 teachers read to the class at least 3 times a day (at start of day, after Recess and after Lunch).</li> <li>6. Year 3-7 teachers read a class novel each term (discussing the vocabulary, teaching visualisation strategies, talking about making connections with the book and checking for understanding).</li> </ol>	PD Stephen Graham WSA rubric	

## Step 3 continued

### Plan actions for improvement



READING: Increase student achievement in reading from Reception to Year 7			
Goal 2 continued			
Actions	Timeline	Roles and responsibilities	Resources
Build teacher capacity the Big 6 in the R/1, R/1 and 1/2 classes.	2019	<ol style="list-style-type: none"> <li>1. Leadership to complete a needs analysis to identify staff needs.</li> <li>2. EY Line Manager to provide targeted PD to EY staff.</li> <li>3. EY Line Manager to follow up the implementation of the Big 6 pedagogy in Line Management meetings (each term), observations (each term) and Learning Team meetings (2 per term).</li> </ol>	The Big 6 resources PD via Plink with Deslea Konza SLLIP Literacy Coach
PD with Stephen Graham in reading and comprehension	2019	<ol style="list-style-type: none"> <li>1. Leadership budget and book Stephen Graham.</li> <li>2. Teachers and leadership identify greatest area of need in reading.</li> <li>3. Timetable teachers to work with and watch SG teach</li> <li>4. Teachers share learning with staff at a staff meeting and in Learning Team time during Term 2 (fortnightly).</li> </ol>	6 TRT days Stephen Graham costs (includes booklets) (\$8000)
Implement Reading Intervention program for 3 classes in the Middle Years (Years 5-7)	2019 - end of Term 1	<ol style="list-style-type: none"> <li>1. Leadership budget for program.</li> <li>2. PD for teachers, leader and Library Manager.</li> <li>3. Teachers use STAR Assessment to gain baseline information and reading range.</li> <li>4. Library books coded/leveled.</li> <li>5. Goals are set with students each term.</li> <li>6. Teachers monitor the use of AR reading log and goal progress daily.</li> <li>7. Results emailed to parents to track progress and class teachers to display data to celebrate success.</li> </ol>	\$2000 Accelerated Reader starter kit (including PD)
Total financial resources allocated			\$34200
Success criteria	Reception to Year 7 students will be able to read for longer (stamina) and answer more direct and indirect questions from a text confidently (as measured by ongoing school based PM/comprehension data and PATR, using effect size tool).		



## 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

Fiona Perry

Date 11th February, 2019

Approved by governing council chairperson

Matt Giles

Date 11th February, 2019

Approved by education director

Dean Angus

Date