

Pennington School R-7 improvement plan

2019 to 2021

School name

Pennington School R-7

Vision statement

VISION STATEMENT

We develop resilient, literate and numerate learners who are emotionally strong, socially competent and engaged with their learning.

MISSION STATEMENT

To educate our community of diverse learners using collaborative, evidence-based effective practices that build success at each stage of their learning.

VALUES

Respect, Responsibility, Courage, Persistence



Government
of South Australia
Department for Education

Plan summary

Goals	Targets	Challenge of practice
<p>WRITING: To improve students' writing with a focus on sentence structure, punctuation and vocabulary R-7</p>	<p>By the end of 2019 we will increase the number of students at or above SEA in Year 2 (i.e. + 4 students 63%) measured by year level appropriate Language and Literacy Levels.</p> <p>By the end of 2020 we will increase the number of students at or above SEA in Year 3 (i.e. + 2 students 68%) as measured by year level appropriate Language and Literacy Levels.</p> <p>By the end of 2021 we will increase the number of students at or above SEA in Year 4 (i.e. + 1 students 71%) as measured by year level appropriate Language and Literacy Levels.</p>	<p>We will explicitly teach writing using intentionally designed tasks that reflect the application of knowledge from How Language Works and include learning intentions, success criteria, formative assessment and feedback.</p>
<p>READING: To improve student achievement in Reading with a focus on explicitly teaching identified Language Comprehension and Word Recognition subskills.</p>	<p>At the end of 2019, <i>increase</i> the number of students in Year 4 that are achieving at or above SEA (i.e. 84%) as measured by PAT R relative gain score.</p> <p>By the end of 2020, <i>maintain and increase</i> students in Year 5 achieving at or above SEA (i.e. 87%) measured by the PAT R relative gain score.</p> <p>By the end of 2021, we will <i>increase and maintain</i> the number of students in Year 6 achieving at or above SEA (i.e. 90%) as measured by the PAT R relative gain score.</p>	<p>We will implement a consistent approach to the explicit teaching of reading evidenced by research of the Big 6 specifically:</p> <p>Years R-2 Word recognition: Phonological Awareness/Decoding/Automaticity</p> <p>Years 3-7 Language/Reading Skills and Strategies: Vocabulary/Language Structures/Verbal Reasoning</p>

Step 1

Analyse and prioritise



Analyze 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	WRITING: To improve students' writing with a focus on sentence structure, punctuation and vocabulary R-7	2019	By the end of 2019 we will increase the number of students at or above SEA in Year 2 (i.e. + 4 students, 63%) as measured by year level appropriate Language and Literacy Levels.
		2020	By the end of 2020 we will increase the number of students at or above SEA in Year 3 (i.e. + 2 students, 68 %) as measured by year level appropriate Language and Literacy Levels.
		2021	By the end of 2019 we will increase the number of students at or above SEA in Year 4 (i.e. + 1 student, 71%) as measured by year level appropriate Language and Literacy Levels.
Goal 2	READING: To improve student achievement in Reading with a focus on explicitly teaching identified Language Comprehension and Word Recognition subskills.	2019	At the end of 2019, <i>increase</i> the number of students in Year 4 that are achieving at or above SEA (i.e. 84% as measured by PAT R relative gain score)
		2020	By the end of 2020, <i>maintain and increase</i> the number of students in Year 5 that are achieving at or above SEA (i.e. 87% as measured by the PAT R relative gain score).
		2021	By the end of 2021, <i>maintain and increase</i> the number of students in Year 6 that are achieving at or above the SEA (i.e. 90% as measured by the PAT R relative gain score).
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	We will explicitly teach writing using intentionally designed tasks that reflect the application of knowledge from How Language Works and include learning intentions, success criteria, formative assessment and feedback.
Goal 2	We will implement a consistent approach to the explicit teaching of reading evidenced by research of the Big 6 specifically: Years R-2 Word recognition: Phonological Awareness/Decoding/Automaticity Years 3-7 Language/Reading Skills and Strategies: Vocabulary/Language Structures/Verbal Reasoning
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		WRITING: To improve students' writing with a focus on sentence structure, punctuation and vocabulary R-7		
Challenge of practice		We will explicitly teach writing using intentionally designed tasks that reflect the application of knowledge from How Language Works and include learning intentions, success criteria, formative assessment and feedback.		
Actions	Timeline	Roles and responsibilities	Resources	
Develop and implement a shared pedagogical agreement for the design and explicit teaching of writing which will: <ul style="list-style-type: none"> Identify a systematic literacy approach with an identified and expected organizational structure whereby teachers make connections between the components of writing and reading Identify the model of Gradual Release of Responsibility (Teaching and Learning Cycle) as the agreed process for teaching and learning Identify HLW as the shared model of for explicitly teaching language and genre conventions Identify learning intentions, success criteria, formative assessment and feedback as essential elements of an explicit writing lesson Identify a consistent planning document/proforma for use by all teachers Identify summative assessment tasks for the purpose of moderation 	End of Week 6, Term 1 2019 Learning Intentions - Teachers to have incorporated this into every lesson by the End of Term 1 Formative assessment practices to be embedded in teacher practice by End of Term 2 Success Criteria- Students to be able to articulate by End of Term 4	<ul style="list-style-type: none"> Leadership to provide Training and Development to staff (teachers, SSO's & BSSO's) Teachers to work collaboratively to develop a shared pedagogical agreement All teachers to implement the agreement as part of their PLT/ Learning Sprints and classroom practices 	<ul style="list-style-type: none"> Evidence based research will be used to provide training and development for staff as part of a Pupil Free day Evidence based research made available to teachers about cognitive load theory to understand explicit teaching Dylan Williams T&D resources Language and Literacy Levels , Australian Curriculum, Genre map Weekly PLT to support Learning Sprints and classroom practices Agreed planning proforma to be used by all teachers 	

Step 3

Plan actions for improvement



<ul style="list-style-type: none"> Provide guidelines for creating Literacy rich classrooms to build teacher's capacity to teach writing as part of a systematic approach <p>IELC: Develop and implement a shared pedagogical agreement:</p> <ul style="list-style-type: none"> Identify HLW as a shared model for explicit teaching and support Identify common understandings about the patterned way meaning is made within and across genres Identify/use a Teaching and Learning Cycle with explicit focus on teaching language features 	<p>Term 1 2019 Ongoing terms 1-4</p>	<ul style="list-style-type: none"> IELC teachers to create a genre plan for their year levels IELC teachers to work collaboratively to develop a shared pedagogical agreement IELC Teachers to provide students with language resources across all learning areas based on HLW knowledge application IELC Teachers to provide a rich literacy environment in their classrooms IELC teachers to plan for writing using explicit instructional procedures with a focus on learning intentions and success criteria 	<ul style="list-style-type: none"> IELC staff to be part of whole school resources as above
<p>Develop a shared understanding of explicit teaching strategies</p>	<p>Ongoing – to be embedded by end of 2019</p>	<ul style="list-style-type: none"> Staff (teachers) engaging in T&D and PLT's during 2019 Teachers planning for writing using the strategy of explicit teaching and common planning tool EALD support teachers – attend meetings and jointly plan with class teachers 	<ul style="list-style-type: none"> Evidence based research will be used to provide training and development for staff in explicit teaching 0.5FTE Release to be given to classroom teachers working in year level teams to plan the learning sprints. Week 2 of Terms 2-4 Weekly PLT groups in staff meeting time. 0.5 FTE release day per term Week 7/8
<p>We will track and monitor student progress in writing</p>	<p>Each term writing samples will be moderated using the L&LL</p> <p>Each term student data will be reviewed as part of review meetings</p>	<ul style="list-style-type: none"> Teachers to collect pre and post work samples for all genres that are taught R-2 teachers will use site identified tracking monitoring tools for phonemic awareness and phonics Teachers will provide data as part of termly review meetings with leadership 	<ul style="list-style-type: none"> T&D for teachers in the use of L&LL Language and Literacy Levels rubrics ACARA portfolios (at satisfactory, above satisfactory and below satisfactory) Staff meeting time allocated Provide teachers with time to analyze individual student data (during 2 days in Week 0 and then each term Termly review meetings to monitor student progress

Step 3

Plan actions for improvement



<p>We will share and evaluate the impact of Learning Sprints to identify effective practices in writing</p>	<p>At the end of each learning sprints – once per term</p>	<ul style="list-style-type: none"> • Teachers to analyze data from learning sprints • Teachers to present findings back to whole staff • Leaders to support teachers in the Learning Sprint process 	<ul style="list-style-type: none"> • Staff meeting time allocated • PFD with partnership schools with Simon Breakspear
<p>We will provide targeted mentoring support for individual teachers to develop teacher capacity</p>		<ul style="list-style-type: none"> • Identified teachers to engage with the Literacy mentor • Literacy mentor to schedule mentoring meetings • Mentor to assist with planning and implementation of explicit teaching • Mentor to model effective practices to teachers 3-7 • EALD support teachers – participate and set goals connected to PDPs • D.P. to support R-2 teachers with the implementation of new synthetics program 	<ul style="list-style-type: none"> • 0.4 FTE literacy mentor • Mentor to provide staff workshop opportunities to provide further instruction in How Language Works

<p>Total financial resources allocated</p>	<p>\$24 640 (TRT release days) + \$ 36 268.20 (0.4 FTE literacy mentor)</p>
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<p>Success criteria</p>	<p>In the termly analysis of writing tasks and samples, we will see growth in students writing skills as measured by progress against Language and Literacy Levels:</p> <ul style="list-style-type: none"> • Consistent use of correct punctuation and grammar • Greater use of a variety of sentence types and appropriate use of simple, compound and complex sentences • Improved use of correct verb tense • Shift in student ability to use more technical and sophisticated vocabulary in their writing - Tier 1 to Tier 2 and 3 • Teachers and students using the meta-language of How Language Works so that students can articulate this accurately
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Goal 2

READING: To improve student achievement in Reading with a focus on explicitly teaching identified Language Comprehension and Word Recognition subskills.

<p>Challenge of practice</p>	<p>We will implement a consistent approach to the explicit teaching of reading evidenced by research of the Big 6 specifically:</p> <p>Years R-2 Word recognition: Phonological Awareness/Decoding/Automaticity – “Learning to Read”</p> <p>Years 3-7 Language Comprehension: Vocabulary/Language Structures/Verbal Reasoning – “Reading to Learn”</p>		
<p>Actions</p>	<p>Timeline</p>	<p>Roles and responsibilities</p>	<p>Resources</p>
<p>We will develop and implement a pedagogical reading agreement that will build teacher knowledge and capacity and:</p> <ul style="list-style-type: none"> Identify the implementation of a strong program of synthetic phonics R-2 that builds children’s orthographic map Identify strategies to develop listening/oral language comprehension R-2 Identify language comprehension knowledge and skills that will be explicitly taught 3-7 Identify the use of non-negotiable elements of a reading program e.g. the ‘close’ reading process (before, during and after reading) Identify language structures & literacy knowledge that will develop students’ understanding of the 	<p>Completed Week 7 Term 4, 2019</p>	<ul style="list-style-type: none"> Leadership to provide Training and Development to staff (teachers, SSO’s and BSSO’s) Teachers to work collaboratively to develop a shared pedagogical agreement All teachers to implement the agreement as part of their daily classroom practice 	<ul style="list-style-type: none"> T&D for staff from leaders in comprehension strategies and how to teach them Evidence based resources provided to teachers Staff meeting time allocated Support from leaders, mentor and colleagues as part of the PLT and Learning Sprint processes Synthetic phonics program resources Decodable readers



<p>connection/s between reading, spelling and writing</p> <ul style="list-style-type: none"> Identify morphology as a word knowledge strategy to build students' vocabulary Years 3-7 Identify strategies that will develop students' reading fluency i.e. decoding + automaticity = accuracy and fluency <p><u>IELC:</u> We will <u>develop and implement a pedagogical agreement</u> for Reading which will:</p> <ul style="list-style-type: none"> Identify an effective program of synthetic phonics instruction R-7 for beginners of English Identify an agreed Phonics assessment tool Develop and implement an agreement with all IELC teachers that they will all use decodable texts Identify as a team quality model texts that support the genres of 	<p>End Term 3 2019</p> <p>End Term 1 2019</p> <p>End of week 7 Term 1</p> <p>Ongoing terms 1-4 2019</p>	<ul style="list-style-type: none"> IELC leader to work with teachers to develop agreement and identify program IELC leader to provide T&D in synthetic phonics instruction IELC leader to create a data collection tool to measure phonics development IELC teachers to screen, diagnose and analyze students' data in phonics to group students for direct instruction IELC teachers to monitor student knowledge and ability to segment and blend IELC teachers to provide progress data to leadership as part of termly review meetings IELC leader and team will collaborate to develop agreement IELC leader in collaboration with teachers will identify/create model texts IELC teachers to implement agreed actions regarding vocabulary and comprehension skills 	<ul style="list-style-type: none"> T&D in Synthetic Phonics Instruction based on evidence – Source: Louisa Moates and Pamela Snow Continue to resource classrooms with quality decodable readers Resources to be created by teachers or identified from available texts T&D on robust vocabulary instruction based on evidence – Source: Isabel L Beck
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<ul style="list-style-type: none"> writing at different year levels Identify effective actions for building of student vocabulary to improve comprehension 	End Term 4 2019		
We will <u>provide professional development</u> for all JP teachers and SSOs in <u>Read, Write Inc. Phonics Program</u>	R/1 teachers in T1 Year 2 teachers in T2	<ul style="list-style-type: none"> DP, JP Teachers and SSOs will attend outsourced T&D in Read, Write Inc, 	<ul style="list-style-type: none"> Professional development costs paid by site
We will <u>provide teachers with professional development</u> in the use of the <u>Close Reading process</u>	Term 3	<ul style="list-style-type: none"> Leadership to provide Training and Development to staff (teachers, SSO's & BSSO's) All teachers to implement the Close Reading process as part of their PLT/ Learning Sprints and classroom practices 	<ul style="list-style-type: none"> Training provided by school leaders
All R-2 students will be <u>assessed prior to commencing</u> the Read, Write Inc. program to establish base line data using RWI Diagnostic assessment tool	By Week 2 Term 2	<ul style="list-style-type: none"> DP will assess all students R-2 to obtain base line data 	<ul style="list-style-type: none"> Use of DP administrative time
All R-2 students will be <u>assessed each term to track and monitor</u> individual growth	Ongoing each term	<ul style="list-style-type: none"> R-2 teachers will use site identified tracking monitoring tools for phonemic awareness and phonics Teachers will provide data as part of termly review meetings with leadership 	<ul style="list-style-type: none"> Use of class teacher NIT
Develop teacher's <u>understanding of the identified language comprehension strategies</u> and how to teach them	Term 2 , 2019	<ul style="list-style-type: none"> Training provided by leaders Implementation of Synthetic Phonics Program (RWI) Teachers to explicitly teach word recognition and use the process of 'close reading' and the Gradual Release of Responsibility model for developing language comprehension 	<ul style="list-style-type: none"> PLT time allocated Staff meeting time allocated Pupil Free Day
We will <u>develop a reading comprehension developmental continuum</u> which identifies comprehension strategies to be taught in each year level	During Term 4	<ul style="list-style-type: none"> Teachers will work collaboratively within and across Year levels during staff meetings 	<ul style="list-style-type: none"> Staff meeting time allocated PLT time allocated
We will conduct a <u>review of how Words Their Way</u> is being used by classroom teachers to effectively teach morphology	Term 3	<ul style="list-style-type: none"> Teachers will work collaboratively within and across Year levels during staff meetings 	<ul style="list-style-type: none"> Staff meeting time allocated PLT time allocated



Goal 2 continued

Total financial resources allocated Estimate: \$25,000

Success criteria

In the analysis of classroom observation, walk throughs and teachers making their learning intentions and success criteria clear to students in each lesson we will see a shift in more students demonstrating the evaluation criteria:

Years R-2:

- Students are able to articulate their understanding of “What it is they are learning and why they are learning it.”
- Students by the end of Year 2 are able to decode, blend and segment words using 44 phonemes and 72 graphemes
- Students are able to read decodable readers and progress to non-decodable readers

Achievement will be measured by an agreed Phonemic Awareness test, Phonics Program Assessment Tool (RWI) and DfE Year 1 Phonics Screening Tool, Running Records

In the analysis of classroom observation, walk throughs and teachers making their learning intentions and success criteria clear to students in each lesson we will see a shift in more students demonstrating the evaluation criteria:

Years 3-7:

- Students are able to articulate their understanding of “What it is they are learning and why they are learning it.”
- Students are able to demonstrate their knowledge of language structures (grammar/language features) in texts
- Students are able to demonstrate their knowledge of metacognitive strategies e.g. self-questioning, summarizing and clarifying
- Students are able to apply their knowledge of comprehension strategies to make meaning of texts i.e. demonstrating their ability to compare and contrast, infer, analyze, synthesize
- Students are able to interpret meaning across broad text types (fiction, nonfiction and digital)

Achievement will be measured by agreed assessments in Words Their Way (Word Level) and examples of students’ work which demonstrates their understanding of language comprehension strategies (Sentence/Paragraph/Text Level) identified in a Developmental Continuum R-7 as part of Site Reading Data Collection process using year level texts.



Approved by principal

Georgina Grinsted

7/12/2018

Approved by governing council chairperson

Kylie West

13/5/2019

Approved by education director

Paul Newman

30/5/2019