

Pennington School R-7 improvement plan

2019 to 2021

School name

Pennington School R-7 (2021)

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

This table will be automatically populated to provide a summary of your plan.

Goals	Targets	Challenge of practice
<p>WRITING:</p> <p>To improve students' writing with a focus on grammar, sentence structure and vocabulary R-7</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 assigned LEAP Levels.	<p>We will explicitly teach writing as part of a teaching and learning cycle, which includes, learning intentions, success criteria, formative assessment, differentiation and 'timely' feedback to students and intentionally design tasks that reflect the application of knowledge from How Language Works.</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 assigned LEAP Levels	
	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 assigned LEAP levels	
<p>READING:</p> <p>To improve student achievement in Reading with a focus on explicitly teaching identified Language Comprehension and Word Recognition subskills.</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>We will implement a consistent approach to the explicit teaching of reading evidenced by research from the Simple View of Reading and the Big 6 specifically:</p> <p>Years R-2 Word recognition: (Learning to Read) Phonological Awareness/Decoding/Automaticity Development of Oral Language Vocabulary – Tier 1, 2, 3 words (including morphology)</p> <p>Years 3-7 Language Comprehension: (Reading to Learn) Language Structures – syntax and semantics etc. Vocabulary – Tier 1, 2 and 3 words (including morphology)</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.	
	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.	

Pennington School R-7 improvement plan

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



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 grammar, sentence structure 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 assigned LEAP 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 assigned LEAP 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 assigned LEAP Levels.
Goal 2	READING: To improve student achievement in Reading with a focus on explicitly teaching identified Word Recognition and Language Comprehension 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 as part of a teaching and learning cycle, which includes, learning intentions, success criteria, formative assessment, differentiation and 'timely' feedback to students and intentionally design tasks that reflect the application of knowledge from How Language Works.
Goal 2	We will implement a consistent approach to the explicit teaching of reading evidenced by research from the Simple View of Reading and the Big 6 specifically: Years R-2 Word recognition: (Learning to Read) Phonological Awareness/Decoding/Automaticity Development of Oral Language/Vocabulary – Tier 1, 2, 3 words (including morphology) Years 3-7 Language Comprehension: (Reading to Learn) Language Structures – syntax and semantics etc. Vocabulary – Tier 1, 2 and 3 words (including morphology)
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 grammar, sentence structure and vocabulary R-7		
Challenge of practice		We will explicitly teach writing as part of a teaching and learning cycle, which includes, learning intentions, success criteria, formative assessment, differentiation and ‘timely’ feedback to students and intentionally design tasks that reflect the application of knowledge from How Language Works.		
Actions	Timeline	Roles and responsibilities	Resources	
<p>Review and implement the shared pedagogical agreement for the design and explicit teaching of writing which will:</p> <ul style="list-style-type: none"> Identify a systematic literacy approach whereby teachers make connections between the components of writing and reading Consistently use the model of Gradual Release of Responsibility (Teaching and Learning Cycle) as the agreed process for teaching and learning Embed HLW as the shared model for explicitly teaching language and genre conventions Consistently implement learning intentions, success criteria, formative assessment, differentiation and feedback as essential elements of an explicit writing lesson Use a planning proforma to achieve consistency of design at all levels Undertake moderation of students’ writing samples for each year level 	<p>Implement the consistent use of Formative Assessment practices to track & monitor student learning in order to plan for differentiated support for all learners</p> <p>Ongoing: 2021 End Term 4</p> <p>Ongoing: 2021 Term 2 and 4: weeks 6/7</p>	<ul style="list-style-type: none"> Leadership to provide Training and Development to identified staff All teachers to work collaboratively to review the shared pedagogical agreement to re-establish understanding of the beliefs and teaching expectations Teachers will work collaboratively to update the Genre/Text Map for 2021 and beyond All teachers to implement the agreement as part of their PLT/Learning Sprints and classroom practices EALD teachers to support class teachers to set goals for targeted EALD students AET/ACEO to support class teachers to set goals for targeted ATSI students All teachers to collect data using the Sentence Structure assigned LEAP levels to monitor student writing progress 	<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 days Evidence based research made available to teachers in Formative Assessment and Differentiation e.g. Dylan Williams T&D resources LEAP Levels , Australian Curriculum, Genre/Text map, How Language Works Resources, Writing Agreement Weekly PLT to support Learning Sprints and classroom practices Agreed planning proforma to be used by all teachers ACEO – resource/connections to community IELC staff to be part of whole school resourcing as above 	

Step 3

Plan actions for improvement



<p>(summative assessments) IELC: Develop and implement a shared pedagogical agreement:</p> <ul style="list-style-type: none"> • Embed HLW as a shared model for explicit teaching and support • Use common understandings about the patterned way meaning is made within and across genres • Use a Teaching and Learning Cycle with explicit focus on teaching language features 	<p>Ongoing: Terms 1-4 2021</p>	<ul style="list-style-type: none"> • IELC teachers to create a genre plan for their year levels • IELC teachers to work collaboratively to implement the 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 vocabulary rich literacy environment in their classrooms • IELC teachers to plan for writing using explicit instructional processes with a focus on formative assessment and differentiation 	
<p>Use and embed a shared understanding of explicit teaching processes</p>	<p>Ongoing – to be embedded by end of 2021</p>	<ul style="list-style-type: none"> • Teachers engaging in T&D and PLT's and Learning Sprints during 2021 • Teachers intentionally planning for writing using the explicit teaching model with a focus on differentiation and formative assessment for 2021 	<ul style="list-style-type: none"> • Evidence based research will be used to provide training and development for staff in explicit teaching of formative assessment and differentiation • Weekly PLT groups in staff meeting time.
<p>We will track and monitor student progress in writing against the IELP progress report</p>	<p>Each term writing samples will be moderated using the Progress Report and Success Criteria</p> <p>Each term student data will be evaluated 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 • Teachers will assess/moderate student writing samples against the Progress Report • Teachers will provide student data for tracking and monitoring as part of termly review meetings with leadership, for the purpose of planning for Wave 1, 2 and 3 students and identifying students needing intervention • Leadership will continue to review/update data collection processes and tools 	<ul style="list-style-type: none"> • ACARA portfolios/writing examples (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) • Termly review meetings to monitor student progress

Step 3

Plan actions for improvement



<p>We will <u>measure and evaluate the impact of</u> Learning Sprints to identify effective practices in writing</p>	<p>At the end of each learning sprint – twice 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 with use of videos to capture the impact • PLT Pillars to attend Partnership PD's 	<ul style="list-style-type: none"> • Staff meeting time allocated for Learning Sprints • Partnership tools to measure effectiveness • Support from Principal Consultant 2021 • Support for PLT Pillars by Leadership and Partnership LET
<p>We will <u>provide targeted mentoring support</u> 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 R-7 • Mentor to meet with R-7 teaching teams to develop writing programs and support planning 	<ul style="list-style-type: none"> • 0.3 FTE Literacy Mentor/Coach • Literacy Mentor to provide staff workshop opportunities to provide further instruction in How Language Works • Literacy Mentor to induct new staff in explicit teaching and How Language Works • Release time for teachers to meet with Mentor to plan and review teaching practices
<p>We will <u>provide targeted Professional Development in the teaching of Vocabulary</u> to develop teacher capacity</p>		<ul style="list-style-type: none"> • Teachers will intentionally plan using the agreed Scope and Sequence to teach morphology and using the Instructional Routine to teach Vocabulary • Teachers will continue to teach vocabulary as part of 'building the field' in the Teaching and Learning Cycle • IELC teachers will focus on the teaching and development of Tier 1 & 2 words • Mainstream teachers will continue to focus on the teaching and development of Tier 2 & 3 words • NIT/Subject teachers will focus on the teaching and development of T3 subject specific technical words 	<ul style="list-style-type: none"> • Staff meetings – PLT's and Learning Sprints • Bringing Words to Life – Isabel L. Beck

Step 3

Plan actions for improvement



<p>As part of the <u>process of measuring and monitoring students' writing</u> teachers will use the Student Heat Map to identify and monitor students' progress using the LEAP levels</p>	<p>Term 1 Term 4 - 2021</p>	<ul style="list-style-type: none"> Teachers to identify students at Wave 1, 2 and 3 levels (those above, at and below year level) according to LEAP criteria Teachers will set goals and measure using pre/post-tests to gather baseline data and assess progress twice a year Class Teachers will review student progress using Formative and Summative evidence EALD/Special Ed. teachers to support classroom teachers to set goals for identified students and to monitor progress toward the goals AET/ACEO set goals for identified students and monitor progress toward the targets 	<ul style="list-style-type: none"> PLT's and Learning Sprints Review meetings with Leadership – re student data and progress Provide Release for EALD/AET teaches to meet with staff DP to meet with AET/ACEO termly to review progress of identified ATSI students Staff meetings – allocated for review and moderation purposes
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<p>Total financial resources allocated</p>	<p>\$11,900 (TRT release & T&D days) + \$ 43,000 (0.3 FTE literacy mentor) = \$54,900</p>
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<p>Success criteria</p>	<p>In the analysis of writing tasks and samples, we will see growth in all students' writing skills, with a focus on identified Aboriginal and Torres Strait Islander students, as measured by students' progress against the LEAP Levels twice yearly to monitor Grammar, Sentence Structure and Vocabulary:</p> <ul style="list-style-type: none"> Use of a variety of sentence types and appropriate use of simple, compound and complex sentences: - measured by the 'Grammar' - Sentence Level criteria –Years: R-2 (Levels 3-6) and Year 3-7 (Levels 7-10) Students' ability to use more technical and complex vocabulary in their writing - Tier 1, 2 and 3 measured by the 'Grammar' – Vocabulary criteria – Years: R-2 (Levels 3-6) and Years 3-7 (Levels 7 – 10) Teachers and students using the meta-language of How Language Works to discuss and understand the function of the grammar being taught measured by Leadership's observations of teacher practice, discussions in planning/review meetings and Teacher PLT collaboration and evaluations
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Goal 2			
Challenge of practice	<p>READING: To improve student achievement in Reading with a focus on explicitly teaching identified Word Recognition and Language Comprehension subskills.</p> <p>We will implement a consistent approach to the explicit teaching of reading evidenced by research from the Simple View of Reading and the Big 6 specifically:</p> <p>Years R-2 Word recognition: (Learning to Read) Phonological Awareness/Decoding/Automaticity Development of Oral Language/Vocabulary – Tier 1, 2, 3 words (including morphology)</p> <p>Years 3-7 Language Comprehension: (Reading to Learn) Language Structures – syntax and semantics etc. Vocabulary – Tier 1, 2 and 3 words (including morphology)</p>		
Actions	Timeline	Roles and responsibilities	Resources
<p>We will <u>implement our pedagogical reading agreement</u> that reflects teacher knowledge and capacity and continue to:</p> <ul style="list-style-type: none"> • Implement and embed the Read Write Inc. synthetic phonics program R-2 that builds children’s orthographic map • Develop listening/oral language vocabulary R-2 with a focus on Tier 2 & 3 words • Identify ‘building the field’ as a process for developing Tier 2 and 3 vocabulary and background knowledge and make connections between reading and writing • Identify and use morphology as a word knowledge strategy to build 	<p>Ongoing - Terms 1-4 2021</p>	<ul style="list-style-type: none"> • Leadership to provide Training and Development to staff • Teachers to continue to work collaboratively to review the pedagogical agreement • All teachers to implement the Simple View of Reading approach/pedagogy as part of their daily classroom practice • EALD teachers to support class teachers to set goals for targeted EALD students • AET/ACEO to support class teachers to set goals for targeted ATSI students • Explicitly teach vocabulary as an essential subskill in the acquisition of reading/language comprehension skills 	<ul style="list-style-type: none"> • Ongoing T&D for staff from leaders in Vocabulary • Ongoing T&D in Differentiation and Formative Assessment • Evidence based resources provided to teachers, including the DfE Guidebooks and ACARA Units of Work • Staff meeting time allocated for PLT’s and Learning Sprints • Support from leaders, mentor and colleagues as part of the PLT and Learning Sprint processes • ACEO – resource/connection to community



<p>students' vocabulary Years 1-7</p> <ul style="list-style-type: none"> • Build teacher knowledge and understanding of the levels of Phonological Awareness for the purpose of assessing students R-7 • Identify and use strategies that will develop students' reading fluency i.e. decoding + automaticity + prosodic reading = accuracy and fluency <p><u>IELC:</u> We will <u>implement our pedagogical agreement</u> for Reading and continue to:</p> <ul style="list-style-type: none"> • Use Letters & Sounds instruction R-7 for beginners of English • Use our agreed PA assessment tools Kilpatrick 2-7 & Spat-R R-1 to identify those who need intervention • Embed 'building the field' as a process for developing Tier 1 and 2 vocabulary and background knowledge to make connections between reading and writing 	<p>Ongoing: Terms 1-4 2021</p> <p>Ongoing: Terms 1 - 4 2021</p> <p>Ongoing: Terms 1-4 2021</p>	<ul style="list-style-type: none"> • All teachers to identify students 'at risk' and assess using a Phonological Awareness diagnostic tool R-7 • Teachers will provide PA data to Intervention group for student support • All teachers will have access to T&D in understanding fluency, its relationship to comprehension and how to develop this skill in students • 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 using PA assessment • IELC teachers to provide progress data to leadership as part of termly review meetings • IELC leader in collaboration with teachers will identify high quality texts • IELC teachers to implement agreed actions regarding vocabulary development 	<ul style="list-style-type: none"> • Read Write Inc. and Fresh Start program resources and decodable readers • Ongoing T & D in Phonological Awareness • PA – PASM, SPAT R, Phonics Screening Tool • Mentor/Coach 0.3 • T&D Bronwyn Custance – Text Cohesion 2021 (Comprehension) • Ongoing T&D in Phonological Awareness and Assessments • Continue to resource classrooms with quality decodable readers • Ongoing - T&D on robust vocabulary instruction based on evidence – Source: Isabel L. Beck
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Step 3 continued

Plan actions for improvement



<p>We will <u>provide ongoing professional development/mentoring</u> for new and trained JP teachers and SSOs in <u>Read, Write Inc. and Fresh Start Phonics Programs</u></p>	<p>When available in 2021</p>	<ul style="list-style-type: none"> • JP Teachers and SSOs will attend outsourced T&D in Read, Write Inc and Fresh Start • Teachers and SSO's will continue to implement the Read Write Inc. Phonic Program R-2 and Fresh Start Programs 3-7 	<ul style="list-style-type: none"> • Professional development costs paid by site • Support and ongoing training provided by DP to R-2 teachers and SSO's to implement the R.W. Inc. Phonics Program
<p>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</p>	<p>Week 2 Term 1 and end of Terms 1, 2 and 3- 2021</p>	<ul style="list-style-type: none"> • DP will assess all students R-2 to obtain base line data and track and monitor student progress 	<ul style="list-style-type: none"> • Use of DP administrative time
<p>All Year 1 students will be <u>assessed using the Phonics Screening Test</u></p> <p>All students who sat the PST in Year 1 will be <u>assessed in Year 2</u> to track and monitor phonic knowledge and progress</p> <p>All Year 3-7 students will be <u>assessed with the LETRS Reading/Spelling Tool</u> to identify students needing intervention and to track and monitor student knowledge and progress</p>	<p>Term 3 2021</p> <p>Term 3 2021</p> <p>Term 1 and ongoing 2021</p>	<ul style="list-style-type: none"> • All Year 1 and 2 teachers to administer the Phonics Screening test • All Year 3-7 teachers to administer the LETRS test 	<ul style="list-style-type: none"> • Ongoing training for Year 1/2 teachers in PST administration and analysis of the data (DfE) • Ongoing training and support of 3-7 teachers in administering the test and analyzing the data – Literacy Mentor • Support provided by Literacy Mentor and DP to Intervention team and SSO's to implement the Fresh Start Program
<p>Develop teacher's knowledge and understanding of <u>Comprehension as language and cognitive processes rather than a product</u></p>	<p>Ongoing: Term 1 – 4 2021</p>	<ul style="list-style-type: none"> • All teachers will continue to have access to T&D in the development of language comprehension • Teachers to develop their understanding of the processes required to develop student' comprehension and apply this knowledge to their teaching (to enable students to recall facts, infer, conclude, predict and find the main idea in complex texts) • All teachers will have access to T&D in the use of the Close Reading Model i.e. the process of interactive reading R-7 	<ul style="list-style-type: none"> • PLT's and Learning Sprints • Staff meeting time allocated • Pupil Free Days • Pat R and NAPLAN resources • Nancy Lewis Hennessy – Book and T&D 'The Reading Comprehension Blueprint' • 'Reading in Science' – list of high quality texts



		<ul style="list-style-type: none"> • All teachers will use the Close Reading Model to scaffold and analyze complex texts in reading lessons to develop students' understanding of texts at a deeper level and build Tier 2 and 3 vocabulary • Teachers will use the 'Reading in Science' List of High Quality Texts to select complex texts above year level that stretch students' cognitive processing and language 	
<p>As part of the <u>process of measuring students' knowledge, understanding</u> and <u>progress in reading</u> teachers will use a 'Heat Map' to identify where students are at in terms of their progress</p>	<p>Ongoing: Terms 1-4</p>	<ul style="list-style-type: none"> • Teachers to identify students in Higher Bands, just below SEA and below SEA • Teachers will set goals and use formative and summative assessments against the SIP success criteria and review student progress • Teachers will differentiate their teaching to accommodate for Wave 1, 2 and 3 students • EALD/Special Education/AET teachers will support class teachers to set goals for identified students and to monitor progress 	<ul style="list-style-type: none"> • PAT Reading/NAPLAN - Data • PLT's and Learning Sprints • Review meetings with Leadership – termly re student data and progress • Provide Release for EALD/AET teachers to meet with staff • DP to meet with AET/ACEO termly to review progress of identified ATSI student



Goal 2 continued

Total financial resources allocated

TRT Days: (\$5560) Read Write Inc: (\$6,000) Early Years (\$4,000) Decodable Readers: (\$6,000) = \$21,560

Success criteria

Achievement will be measured by a Phonemic Awareness test, (PASM/PAST/Kilpatrick) Phonics Program Assessment Tools (Read Write Inc./Fresh Start) LETRS Reading and Spelling Tool, DfE Year 1 Phonics Screening Tool, Oral Language/Vocabulary LEAP Levels, Ehri's Reading Phases, PAT R and NAPLAN

Years R-2:

- Students are able to demonstrate the integration of Tier 2 & 3 words in their Oral Language as measured by the 'Oral Language' LEAP Levels (3 to 6)
- 75% of students by end of Year 2, are able to decode, blend and segment words using 44 phonemes and 72 graphemes as measured by the Phonics Screening Test in Year 1 and repeated in Year 2 – S.A. DfE
- By end of Year 2, students are at Consolidated Level on Ehri's 'Phases' Framework and moving from reading decodables to fluently reading non-decodable readers
- By end of Year 2 students are able to accurately retrieve directly stated information as measured by PAT R

Years 3-7: Language Comprehension:

- Students are able to demonstrate their ability to recall facts, infer, conclude, predict and locate the main idea in texts as measured by PAT R specifically in the following areas:
 - Year 3: Interpreting by making Inferences
 - Year 4: Interpreting by making Inferences
 - Year 5: Interpreting Explicit information and Reflecting on Texts
 - Year 6: Interpreting by making Inferences
 - Year 7: Interpreting by making Inferences and Reflecting on Texts



Goal 3			
Actions	Timeline	Roles and responsibilities	Resources



Goal 3 continued			
Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated			\$70,672.30
Success criteria			



Approved by principal

Georgina Grinsted

Approved by governing council chairperson

Kylie West

Approved by education director

Paul Newman