

# Improvement plan for Woodcroft Primary School

2019 to 2021

School name

Woodcroft Primary School

Vision statement

At Woodcroft Primary School we inspire engaged, resilient and creative learners. We are driven by students and community for lifelong learning and 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
Increase the number of students achieving and being retained in the higher bands Numeracy	Year 3 30% of students in higher bands Year 5 20% of students in higher bands 100% retained higher bands Year 7 20% of students in higher bands 100% retained higher bands	If we implement a whole school approach to teaching number sense sequentially with a focus on multiplicative thinking and partitioning, more students will achieve and be retained in the higher bands in Numeracy.
	Year 3 35% of students in higher bands Year 5 25% of students in higher bands 100% retained higher bands Year 7 25% of students in higher bands 100% retained higher bands	
	Year 3 40% of students in higher bands Year 5 35% of students in higher bands 100% retained higher bands Year 7 25% of students in higher bands 100% retained higher bands	
Increase the number of students achieving and being retained in the higher bands Reading	Year 3 45% of students in higher bands Year 5 35% of students in higher bands 100% retained higher bands Year 7 25% of students in higher bands 100% retained in higher bands	If we implement a whole school approach R-7 to designing reading instruction that explicitly teaches all elements of reading comprehension, more students will achieve and be retained in the higher bands in Reading.
	Year 3 50% of students in higher bands Year 5 40% of students in higher bands 100% retained higher bands Year 7 30% of students in higher bands 100% retained higher bands	
	Year 3 55% of students in higher bands Year 5 50% of students in higher bands 100% retained higher bands Year 7 40% of students in higher bands 100% retained higher bands	
Increase the number of students achieving SEA in Reading	70% of Foundation students reading at level 5 or higher 75% of Year 1 students at level 15 or higher 80% of Year 2 students at level 21 or higher	If we implement a whole school approach R-7 to designing reading instruction that explicitly teaches all elements of reading comprehension, more students will achieve Running Record SEA or higher in Foundation to year 2.
	70% of Foundation students reading at level 5 or higher 75% of Year 1 students at level 15 or higher 80% of Year 2 students at level 21 or higher	
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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:

### **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	Increase the number of students achieving and being retained in the higher bands Numeracy	2019	Year 3 30% of students in higher bands Year 5 20% of students in higher bands 100% retained higher bands Year 7 20% of students in higher bands 100% retained higher bands
		2020	Year 3 35% of students in higher bands Year 5 25% of students in higher bands 100% retained higher bands Year 7 25% of students in higher bands 100% retained higher bands
		2021	Year 3 40% of students in higher bands Year 5 35% of students in higher bands 100% retained higher bands Year 7 25% of students in higher bands 100% retained higher bands
Goal 2	Increase the number of students achieving and being retained in the higher bands Reading	2019	Year 3 45% of students in higher bands Year 5 35% of students in higher bands 100% retained higher bands Year 7 25% of students in higher bands 100% retained in higher bands
		2020	Year 3 50% of students in higher bands Year 5 40% of students in higher bands 100% retained higher bands Year 7 30% of students in higher bands 100% retained higher bands
		2021	Year 3 55% of students in higher bands Year 5 50% of students in higher bands 100% retained higher bands Year 7 40% of students in higher bands 100% retained higher bands
Goal 3	Increase the number of students achieving SEA in Reading	2019	70% of Foundation students reading at level 5 or higher 75% of Year 1 students at level 15 or higher 80% of Year 2 students at level 21 or higher
		2020	70% of Foundation students reading at level 5 or higher 75% of Year 1 students at level 15 or higher 80% of Year 2 students at level 21 or higher
		2021	70% of Foundation students reading at level 5 or higher 75% of Year 1 students at level 15 or higher 80% of Year 2 students at level 21 or higher

# Step 2

## Determine challenge of practice



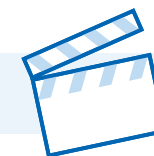
Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

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

Challenge of practice	
Goal 1	If we implement a whole school approach to teaching number sense sequentially with a focus on multiplicative thinking and partitioning, more students will achieve and be retained in the higher bands in Numeracy.
Goal 2	If we implement a whole school approach R-7 to designing reading instruction that explicitly teaches all elements of reading comprehension, more students will achieve and be retained in the higher bands in Reading.
Goal 3	If we implement a whole school approach R-7 to designing reading instruction that explicitly teaches all elements of reading comprehension, more students will achieve Running Record SEA or higher in Foundation to year 2.

# Step 3

## Plan actions for improvement



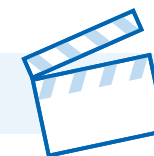
Consider evidence of best practice to answer the question ‘What actions should we take to improve our practice and reach our goals?’ Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

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

Goal 1		Increase the number of students achieving and being retained in the higher bands Numeracy		
Challenge of practice	If we implement a whole school approach to teaching number sense sequentially with a focus on multiplicative thinking and partitioning, more students will achieve and be retained in the higher bands in Numeracy.			
Actions	Timeline	Roles and responsibilities	Resources	
Professional conversations and observations are focused on whole school approaches and targeted students	Once a term	Principal/Deputy Principal walk-through focusing on group problem solving. Leaders ensure professional conversation, observations and PDP processes are focused on whole school approach to teaching Numeracy.	Australian Curriculum Whole school agreements Whole school self-review cycle Whole school Numeracy resource support pack Numeracy, School Improvement Guidebook (Stretch)	
Targeted students are tracked, monitored and set individual goals	Bi-termly review	Teachers use SMARTAR process to develop short and long term learning goals with students at or near higher bands achievement.	Improvement dashboard Data wall (higher bands / near higher bands achievement) Leader and key teacher support for teachers in developing and monitoring of SMARTAR targets (B2 leader + 0.2 - 40 weeks)	
Teachers enact positive beliefs and attitudes towards mathematics	End of 2019	Senior leader - Curriculum to lead PLC key teachers in planning for: - PLC new learning in 2019 - Opportunities for teachers to enact positive beliefs and attitudes towards mathematics and effective pedagogies.	SLLIP Teacher release	

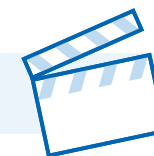


Goal 1 continued		Increase the number of students achieving and being retained in the higher bands Numeracy		
Actions	Timeline	Roles and responsibilities	Resources	
Teachers Implement a whole school approach to teaching number sense sequentially with a focus on multiplicative thinking and partitioning	End of 2019	Teachers use Teaching Mathematics (Siemon et al.) to identify and use visual tools and techniques to support student development and learning of key concepts.	Di Siemon PDF's for new learning in content knowledge, effective/consistent pedagogies and learning design (LDAM).	
Teachers Implement a whole school approach to teaching key numeracy concepts developmentally using visual tools and techniques	End of 2020	Curriculum leader Curriculum advisory group PLC, Walk through, PDP, regular check in	Visual tools	
Teachers implement a guided inquiry approach to teaching numeracy that supports students to think and act like mathematicians (and use the language of mathematics) to solve numeracy problems	End of 2021	Teachers to focus on purposeful questioning to assess and advance student reasoning and sense making about key number ideas and relationships. Teachers work collaboratively to design learning to deepen understanding through a structured approach that supports students working together.	LDAM PD SLLIP Partnership PLC Tri-schol partnership moderartion activities	
<b>Total</b> financial resources allocated				
Success criteria	<p>Students will be learning more in groups, discussing and posing problems.</p> <p>Students can use the language of mathematics and their fluency/understanding to reason and problem solve, using appropriate tools, in individual and group context.</p> <p>Students will be displaying a growth mindset and positive attitude towards mathematics.</p> <p>Students achieving at a higher level.</p>			



Goal 2		Increase the number of students achieving and being retained in the higher bands Reading	
Challenge of practice	If we implement a whole school approach R-7 to designing reading instruction that explicitly teaches all elements of reading comprehension, more students will achieve and be retained in the higher bands in Reading.		
Actions	Timeline	Roles and responsibilities	Resources
Professional conversations and observations are focused on whole school approaches and targeted students	Once a term	Deputy Principal to lead annual self-review cycle development, including observations, professional development planning, professional conversations. Teaching and learning reference group to ensure collaborative and evidence based action.	Australian Curriculum Whole school agreements Whole school self-review cycle Whole school Numeracy resource support pack Numeracy, School Improvement Guidebook (Stretch)
Targeted students are tracked, monitored and set individual goals.	Bi-termly review	Teachers use SMARTAR process to develop short and long term learning goals with students at or near higher band achievement.	Improvement dashboard Data wall (higher bands / near higher bands achievement) Leader and key teacher support for teachers in developing and monitoring of SMARTAR targets (B2 leader + 0.2 - 40 weeks)
Teachers and leaders explicitly teach students how to apply the high impact strategies of questioning and feedback	End of 2019	Sharing of effective strategies and practice in PLC's Peer observations ** PDP conversations focused on evidence of high impact strategy (focussed on sharing examples of evidence) planning and implementation	TfEL framework Cultures of Thinking Teacher release

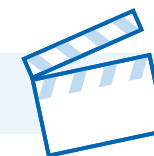




Goal 2 continued		Increase the number of students achieving and being retained in the higher bands Reading		
Actions	Timeline	Roles and responsibilities	Resources	
Teachers implement a whole school approach to designing reading instruction that explicitly teaches all elements of reading comprehension	End of 2021	Junior primary teachers focus on phonics and reading fluency. Develop opportunities to improve whole school approach to using high impact teaching strategies - questioning - explicit teaching - worked examples	Decodable readers	
Teachers develop opportunities to extend student learning talk and thinking	End of 2019	Leader observations, modelling and coaching focus on classroom learning conversations and increased dialogic talk. Deputy Principal and Senior Leader - Curriculum to support student voice in learning ambassadors to develop skills and tools to conduct action research into types of talk in reading lessons.	Partnership SLLIP Project Officer Primary Learners ( re work with Marion Coast on SV in learning) Morphett Vale East PS Student Voice data collection proformas/process Teacher release	
Teachers engage in new learning in using the 'Big 6' to sequence student learning that explicitly teaches all elements of reading comprehension for effective reading.	End of 2020	Leaders ensure professional conversations, observations and PDP processes are focused on whole school approach to teaching reading.		
Total financial resources allocated				
Success criteria	Students learning in groups, discussing problems Students will be participating in increased learning talk and thinking opportunities in order increase comprehension, vocabulary and inferencing in order to discuss and solve problems with each other. Students read for pleasure and purpose (as evidenced by RC borrowing data) Students make explicit connections between what they are reading and their personal lives and interests. Students achieving at higher level:: - improved progression rates through reading levels - increased higher band achievement in NAPLAN			



<b>Goal 3</b>		Increase the number of students achieving SEA in Reading	
Challenge of practice	If we implement a whole school approach R-7 to designing reading instruction that explicitly teaches all elements of reading comprehension, more students will achieve Running Record SEA or higher in Foundation to year 2.		
Actions	Timeline	Roles and responsibilities	Resources
Professional conversations and observations are focused on whole school approaches and targeted students	End of 2021	Deputy Principal to lead annual self-review cycle development, including observations, professional development planning, professional conversations. Teaching and learning reference group to ensure collaborative and evidence based action.	Australian Curriculum Whole school agreements Whole school self-review cycle Whole school Numeracy resource support pack Numeracy, School Improvement Guidebook (Stretch)
Targeted students are tracked, monitored and set individual goals.		Teachers use SMARTAR process to develop short and long term learning goals with students at or near higher band achievement.	Improvement dashboard Data wall (higher bands / near higher bands achievement) Leader and key teacher support for teachers in developing and monitoring of SMARTAR targets (B2 leader + 0.2 - 40 weeks)
Teachers and leaders explicitly teach students how to apply the high impact strategies of questioning and feedback			TfEL framework Cultures of Thinking Teacher release



Goal 3 continued		Increase the number of students achieving SEA in Reading		
Actions	Timeline	Roles and responsibilities	Resources	
Teachers implement a whole school approach to designing reading instruction that explicitly teaches all elements of reading comprehension	End of 2021	Junior primary teachers focus on phonics and reading fluency. Develop opportunities to improve whole school approach to using high impact teaching strategies - questioning - explicit teaching - worked examples	Decodable readers	
Teachers develop opportunities to extend student learning talk and thinking	End of 2019	Leader observations, modelling and coaching focus on classroom learning conversations and increased dialogic talk. Deputy Principal and Senior Leader - Curriculum to support student voice in learning ambassadors to develop skills and tools to conduct action research into types of talk in reading lessons.	Partnership SLLIP Project Officer Primary Learners ( re work with Marion Coast on SV in learning) Morphett Vale East PS Student Voice data collection proformas/process Teacher release	
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Approved by principal

Kristian Mundy

15/2/2018

Approved by governing council chairperson

Kathy Sutton

15/2/2018

Approved by education director

Christine Hatzi

15/2/2018