

VALE PARK PRIMARY SCHOOL SITE IMPROVEMENT PLAN 2021

Goal#1: Increase higher band student achievement in writing.

Actions	Timeline	Roles & Responsibilities	Success criteria
<p>1. Each teacher will analyse student achievement and diagnostic data, moderate work samples and observation notes to inform their teaching practice.</p>	<p>Term 1 to 4</p>	<p>Each classroom teacher will meet in year level teams and/or shared NIT to analyse student writing samples and data</p> <p>Each classroom teacher will provide differentiated success criteria with their students</p> <p>Each classroom teacher will conference with all students to guide student learning and inform their teaching practice</p> <p>Each teacher will track and monitor student progress to inform their teaching</p> <p>Each classroom teacher will work with the Aboriginal Education Teacher (Julie) to track and monitor Aboriginal students' data</p> <p>Each teacher will use data to inform next steps</p>	<p>Each student will use their conferenced writing progress to improve their writing and know their next steps of learning</p>
<p>2. Each teacher will differentiate, consistently using learning intentions, success criteria, timely feedback and will record teaching and planning.</p>	<p>Term 1 to 4</p>	<p>Each teacher will plan using learning intentions</p> <p>Each teacher will plan using success criteria which is differentiate</p> <p>Each year level team will modify success criteria for each text type.</p> <p>Each teacher will have evidence of assessment data gathered from all students and plan for next steps – pre- and post-assessments</p> <p>Each teacher will use bump it up walls for formative assessment and next step teaching</p>	<p>Each student will be able to</p> <ul style="list-style-type: none"> • articulate what they are learning • why they are learning it • how they know they have learnt it • what their next steps are in learning
<p>3. Each teacher will attend whole school PD and engage in PLC to agree with a commitment to action within year level teams.</p>	<p>Term 1 to 3</p> <p>PLC Term 2- 3 sessions Term 3 – 3 sessions PD Term 1-2</p>	<p>Each teacher will attend PD session and set a commitment to actions to discuss in year level meetings</p> <p>Each teacher will meet 3 times per term 2/3 in PLC use data to determine year level commitment to action and monitor 6 students in the higher bands</p> <p>Each teacher will orally teach text types prior to writing</p> <p>Each teacher will have the description bubble and topic vocabulary walls visible in their classroom</p> <p>Each lead classroom teacher will attend the Writing Plus PD and implement writing plus strategies</p> <p>Each lead classroom teacher will inform their co teacher of the Writing Plus strategies</p>	<p>Each nominated accelerated learner will use accurate use of text features including:</p> <p>Structure and paragraphing Grammatical feature Sentence construction Precise vocabulary Authorial choice Description bubble Oral language</p>
<p>4. Each teacher will use pre and posttests, to plan and inform next teaching steps in all literacy activities using differentiation.</p>	<p>Term 1 to 4</p>	<p>Each teacher will use Literacy agreement, progressions & continuum to plan and inform next teaching steps.</p> <p>Literacy SIP committee will review literacy agreement with staff input.</p>	<p>Each student will be able to</p> <ul style="list-style-type: none"> • articulate what they are learning • why they are learning it • how they know they have learnt it • what their next steps are in learning

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Goal#2: Increase the number of students attaining and retaining Higher Band Achievement in NAPLAN

Numeracy

Actions	Timeline	Roles, & Responsibilities	Success Criteria
<p>1. Each teacher will analyse student achievement and diagnostic data, moderate work samples and observation notes to inform their teaching practice.</p>	<p>Term 1 to 4</p>	<p>Each classroom teacher will establish regular time to meet with year level team and Numeracy Coach to analyse student work samples and data</p> <p>Each classroom teacher will provide differentiated success criteria for their students</p> <p>Each classroom teacher will track and monitor student progress to inform their teaching using the whole school approach and standards</p> <p>Each classroom teachers will work with the AET (Julie) to track and monitor Aboriginal students' data</p> <p>Each classroom teacher will use data to inform next steps</p> <p>The Numeracy coach with the classroom teacher will plan together>model lessons>team teach lessons>reflect for improvement</p>	<p>Each student will be able to</p> <ul style="list-style-type: none"> articulate what they are learning why they are learning it how they know they have learnt it what their next steps are in learning
<p>2. Each teacher will differentiate, consistently using learning intentions, success criteria, timely feedback and will record teaching and planning.</p>	<p>Term 1 to 4</p>	<p>Each teacher will plan using learning intentions</p> <p>Each teacher will plan using success criteria which is differentiated</p> <p>Each teacher will have evidence of assessment data gathered from all students and plan for next steps – pre- and post-assessments</p> <p>Each teacher will use formative assessment and next step teaching</p>	<p>Each student will be able to</p> <ul style="list-style-type: none"> articulate what they are learning why they are learning it how they know they have learnt it what their next steps are in learning
<p>3. Each teacher will plan, conduct, moderate and analyse data from regular 5 week learning sprints.</p>	<p>Term 1, Week 5 – Term 4</p>	<p>Each teacher will meet with Numeracy Coach in their NIT or after hours to determine areas of focus, goals and to plan learning sprints</p> <p>Each teacher will meet weekly for 15 minutes to report on the progress of learning sprints and the resources needed to complete them</p> <p>Each teacher will report on progress towards goals at the conclusion of each learning sprint</p> <p>Each teacher will seek Professional Learning about learning sprints</p>	<p>Each student will be able to</p> <ul style="list-style-type: none"> articulate what they are learning why they are learning it how they know they have learnt it what their next steps are in learning
<p>4. Each teacher will use pre and posttests, to plan and inform next teaching steps in all numeracy activities using differentiation.</p>	<p>Term 2 to 4</p>	<p>Each teacher will use Numeracy agreement, progressions & continuum to plan and inform next teaching steps</p>	<p>Each student will be able to</p> <ul style="list-style-type: none"> articulate what they are learning why they are learning it how they know they have learnt it what their next steps are in learning
<p>5. Each teacher will develop their Math pedagogy.</p>		<p>Each teacher will familiarise themselves with the Big Ideas in Number</p> <p>Each teacher will design sequenced lessons to support the conceptual development of Maths concepts.</p>	<p>Each student will be able to</p> <ul style="list-style-type: none"> articulate what they are learning why they are learning it how they know they have learnt it what their next steps are in learning