

Improvement plan for Brighton Primary School

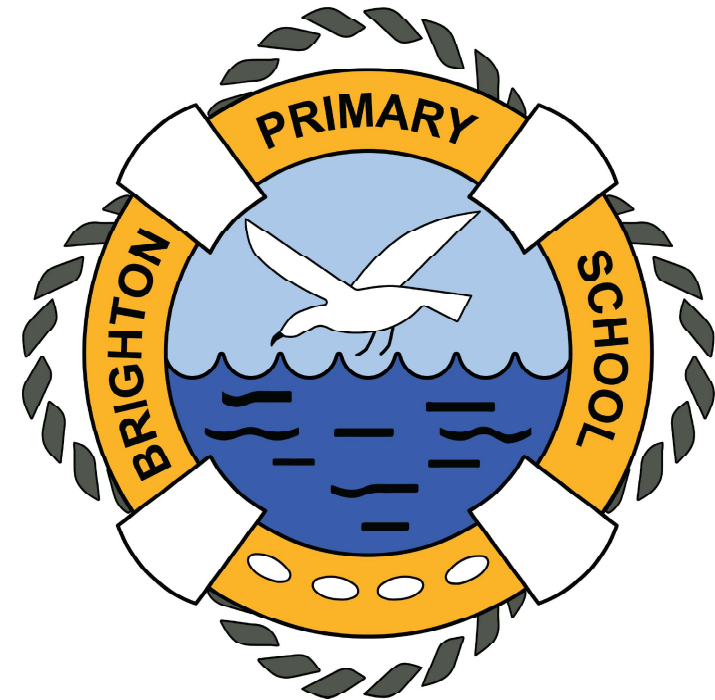
2019 to 2021

School name

Brighton Primary School

Vision statement

Engage, Imagine, Create and Innovate



Plan summary

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

Goals	Targets	Challenge of practice
To increase student achievement in writing F-7	By the end of 2019, the staff at BPS will increase the number of students by 5% (compared against the same cohort from 2017), in every band level of NAPLAN Writing at and above National Minimum Standard. See attached	If we were to adopt and implement a whole school, evidenced based approach to the teaching of writing, we will see an improvement in the quality of outcomes in student writing F-7.
	By the end of 2020, the staff at BPS will increase the number of students by 5% (compared against the same cohort from 2018), in every band level of NAPLAN Writing at and above National Minimum Standard.	
	By the end of 2021, the staff at BPS will increase the number of students by 5% (compared against the same cohort from 2019), in every band level of NAPLAN Writing at and above National Minimum Standard.	
To increase student achievement in reading F-5	By the end of 2019, the staff at BPS will increase the percentage of students meeting SEA benchmarks in Running Records F-2 and in each band above National Minimum Standard in NAPLAN Reading in years 3-5 (compared against the same cohort from 2017) by 10%. See Attached	If we were to adopt and implement a whole school, evidenced based approach to the teaching of reading, based on the Big 6, we will see an improvement in the achievement of student reading across our school.
	By the end of 2020, the staff at BPS will increase the percentage of students meeting SEA benchmarks in Running Records F-2 and in each band above National Minimum Standard in NAPLAN Reading in years 3-5 (compared against the same cohort from 2018) by 10%.	
	By the end of 2021, the staff at BPS will increase the percentage of students meeting SEA benchmarks in Running Records F-2 and in each band above National Minimum Standard in NAPLAN Reading in years 3-5 (compared against the same cohort from 2019) by 10%.	
To retain and improve the number of high achieving students in years 3-7 numeracy	By the end of 2019, the staff at BPS will implement Big Ideas in Number across F-5 and Thinking Maths across year 6 and 7 to retain 100% of the level of high achieving students in NAPLAN numeracy across years 3-5 (compared against the same cohort from 2017). Not achieved. Narrow writing focus implemented. Numeracy focus to be initiated term 3 2020. Gantt chart attached	If we were to adopt and implement a whole school, evidenced based approach to differentiated teaching, and challenging students in numeracy, we will see an increase in the number of students who are recognised as high achievers.
	By the end of 2020, the staff at BPS will increase the levels of high achieving students in NAPLAN numeracy across years 3-5 (compared against the same cohort from 2018) by 10%.	
	By the end of 2021, the staff at BPS will increase the levels of high achieving students in NAPLAN numeracy across years 3-5 (compared against the same cohort from 2019) by 10%.	

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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



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	To increase student achievement in writing F-7	2019	By the end of 2019, the staff at BPS will increase the number of students by 5% (compared against the same cohort from 2017), in every band level of NAPLAN Writing at and above National Minimum Standard. See attached
		2020	By the end of 2020, the staff at BPS will increase the number of students by 5% (compared against the same cohort from 2018), in every band level of NAPLAN Writing at and above National Minimum Standard.
		2021	By the end of 2021, the staff at BPS will increase the number of students by 5% (compared against the same cohort from 2019), in every band level of NAPLAN Writing at and above National Minimum Standard.
Goal 2	To increase student achievement in reading F-5	2019	By the end of 2019, the staff at BPS will increase the percentage of students meeting SEA benchmarks in Running Records F-2 and in each band above National Minimum Standard in NAPLAN Reading in years 3-5 (compared against the same cohort from 2017) by 10%. See Attached
		2020	By the end of 2020, the staff at BPS will increase the percentage of students meeting SEA benchmarks in Running Records F-2 and in each band above National Minimum Standard in NAPLAN Reading in years 3-5 (compared against the same cohort from 2018) by 10%.
		2021	By the end of 2021, the staff at BPS will increase the percentage of students meeting SEA benchmarks in Running Records F-2 and in each band above National Minimum Standard in NAPLAN Reading in years 3-5 (compared against the same cohort from 2019) by 10%.
Goal 3	To retain and improve the number of high achieving students in years 3-7 numeracy	2019	By the end of 2019, the staff at BPS will implement Big Ideas in Number across F-5 and Thinking Maths across year 6 and 7 to retain 100% of the level of high achieving students in NAPLAN numeracy across years 3-5 (compared against the same cohort from 2017). Not achieved. Narrow writing focus implemented. Numearcy focus to be initiated term 3 2020. Gantt chart attached
		2020	By the end of 2020, the staff at BPS will increase the levels of high achieving students in NAPLAN numeracy across years 3-5 (compared against the same cohort from 2018) by 10%.
		2021	By the end of 2021, the staff at BPS will increase the levels of high achieving students in NAPLAN numeracy across years 3-5 (compared against the same cohort from 2019) by 10%.

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 were to adopt and implement a whole school, evidenced based approach to the teaching of writing, we will see an improvement in the quality of outcomes in student writing F-7.
Goal 2	If we were to adopt and implement a whole school, evidenced based approach to the teaching of reading, based on the Big 6, we will see an improvement in the achievement of student reading across our school.
Goal 3	If we were to adopt and implement a whole school, evidenced based approach to differentiated teaching, and challenging students in numeracy, we will see an increase in the number of students who are recognised as high achievers.

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		To increase student achievement in writing F-7		
Challenge of practice	If we were to adopt and implement a whole school, evidenced based approach to the teaching of writing, we will see an improvement in the quality of outcomes in student writing F-7.			
Actions	Timeline	Roles and responsibilities	Resources	
Develop and implement a whole school approach to Writing based on 7 steps. Develop and implement a whole school evidence based approach to the teaching of writing,	T1-ongoing 2019	The Leadership team will facilitate the provision of Seven Steps to the school. All educators will introduce and use Seven Steps in their classrooms. All teachers will indicate a writing goal in their PDP's. Achieved	25th March 7 Steps training. \$22,000 Literacy progressions EALD scales Bookmaking Literacy guide books. Literacy coach release for 2 teachers. \$5500 Coaching of 7 Steps by trained Literacy Coaches	
PLTs meet every term to plan writing, including a collaborated PLT writing focus and to moderate a piece of writing against AC examples, with annotations. leading to using Bright Path as an assessment tool in 2020.	T1-ongoing 2019	The writing PLT group will facilitate a program which mentors and reviews the writing program, The SLIIP will lead a program of moderation of writing. Achieved and ongoing	Timetable meetings into staff term planner Naplan writing marking rubric ACARA Literacy Progressions-to be investigated further SLIIP	
Writing samples are collected for every student which includes writing goals (which are reviewed 2 times a term and moderated for A-E across the year level.	T1-ongoing 2019	SLIIP will set criteria for collecting a Writing Portfolio across the Partnership All educators will actively participate in collecting and moderating writing samples. Achieved-to continue in 2020. BPS to focus on school based moderation using A-E rubrics and Literacy Progressions. Every student has a sample of writing and 2020 writing goal to be passed onto next year's teacher Band 1 Writing leader provided exceptional support for all staff-to continue in 2020	Allocated Teacher time, PLT release \$38,500 I can writing statements Combined staff meetings in Partnership Partnership days PLID Zoe Farquhar. Kim Martin terms 3 and 4 SLIIP - Charlene Band 1 Writing Leader appointed-Vanessa	



Goal 1 continued	To increase student achievement in writing F-7		
Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated			\$66,000
Success criteria	<p>Students can articulate the Seven Steps to writing. Every student will have writing goals and at least one example of a narrative, persuasive and informative text. Students can use teacher's feedback effectively to add value to their writing. There is evidence of student growth in their moderated writing samples. Continuing to be achieved</p>		



Goal 2		To increase student achievement in reading F-5	
Challenge of practice		If we were to adopt and implement a whole school, evidenced based approach to the teaching of reading, based on the Big 6, we will see an improvement in the achievement of student reading across our school.	
Actions	Timeline	Roles and responsibilities	Resources
A deep analysis of reading data is completed and students requiring differentiated support are identified.	Intro Terms 1- 4 2019 Implement T1 -4 2020	All educators are competent and confident in using and assessing with Running Records to improve student reading. DP to create and monitor Reading data. All educators access training need to make them confident and competent in RR. All educators to complete RR re: data collection map All educators are competent in the use of Pat R as a diagnostic tool. Achieved	Training of all staff in Running Records F-7 To happen Use of Wave of intervention recording. sheet in conjunction with PAT R ,RR- Charlene to interpret with students Literacy guidebooks New curriculum guide lines Watching others work and mentoring. TRT release as necessary.
Develop teachers skills in comprehension in Big 6, with a focus of comprehension	Intro Terms 1- 4 2019 Implement T1 -4 2020	Leadership to negotiate a training program in comprehension in The Big Six for new staff All educators to do training in comprehension-did not occur All educators to monitor student growth in comprehension in Pat-R Kim Martin undertook very comprehensive audit of Reading at BPS and developed a 'road map' forward. Achieved-continued focus in 2020	Training of staff in Big 6 - Comprehension with Debbie Draper/leonie Shelley \$2000 Pat R yr 2-Yr 7 Early Year literacy (ACER) F-1 \$600 Literacy Guidebook Release days TRT Reading coach release for 2 teachers. \$5500
Intervention program are developed for students not achieving SEA.	Intro Terms 1- 4 2019 Implement T1 -4 2020	Assistant Principal will facilitate intervention programs for students at risk. Training for staff to deliver the intervention programs. To be reviewed term 4 2019. New intervention model to be considered in 2020	Development of Mini Lit, Pre Lit and MacquLit. \$52209 Volunteer training to assist with Listening to students read-2020 focus



Goal 2 continued		To increase student achievement in reading F-5		
Actions	Timeline	Roles and responsibilities	Resources	
To implement a consistent approach to phonics and grammar across the whole school.	2020	Leadership in conjunction with PLT will develop a Literacy commitment for the Foundation to year 2-week 9 term 4. Arrange appropriate training and up-skilling of all staff-to take place term 1 2020 with Jolly Phonics training for all R-year 2 staff . Jolly Grammar Year 3-6 2022 Jan to send out survey to find out what pedagogies are being used in Literacy. Renee to find out about "Writing approach to Reading " pedagogy-did not occur.	EALD training Literacy continuum and progressions I can statements Upskilling in the teaching of phonics and grammar \$5000 for new staff	
			Total financial resources allocated	\$65309
Success criteria	The reading capability of every student (Wave 1, 2, and 3) is identified and appropriate programs are accessed. Every student is making progress in Running Records. (one years growth) Improvement in skills in reading comprehension is evident through assessment.			



Goal 3		To retain and improve the number of high achieving students in years 3-7 numeracy		
Challenge of practice		If we were to adopt and implement a whole school, evidenced based approach to differentiated teaching, and challenging students in numeracy, we will see an increase in the number of students who are recognised as high achievers.		
Actions	Timeline	Roles and responsibilities	Resources	
Producing a whole school numeracy agreement in the teaching of mathematics.	Term 1 2019 intro 2021 implementation	Math coaches are appointed for Big Ideas in Number and Thinking Maths. A small team of experts will collect and redesign a numeracy agreement to include an uninterrupted Numeracy block. To now occur Term 3 2020	Release of key staff to produce Numeracy agreement (16 release days \$8800) Use of Ican Maths Numeracy guide book and progressions TRT release watching others work. Maths coaches \$5500	
Teachers identify high achieving and potential high achieving students and implement programs for stretch and challenge.	Term 1 2019 intro 2021 implementation	Maths coaches will establish "Stretch and Challenge" groups based on the Regain, Retain and Elevate data. Some limited reflection on this data.	Pat M to develop wave 1,2,3 Naplan and PAT data. Purchase of Early numeracy testing \$1000 Appointment of Leader Band 2 STEM Leader with Numeracy focus-2020 beginning.	
Teachers practice evidence informed learning design in numeracy.	Term 1 2019 intro 2021 implementation	Leaders monitor Learning design through observation and PDP's. Teachers work within school in PLT's and across partnership schools in PLC's. Partnership Delay until term 3 2020. To explore numeracy interventions 2020	Partnership days Combined staff meetings PLT meetings PLT planning days.	



Goal 3 continued		To retain and improve the number of high achieving students in years 3-7 numeracy		
Actions	Timeline	Roles and responsibilities	Resources	
Ensure provision of high quality maths equipment	By 2020	DP,AP, Library Manager to audit maths equipment and resources in the school undertaken by Deputy Principal.	Updating of maths resources \$12000 Quality Thinking Maths PD to occur term 1 2020 while 2 staff will undertake Masters class	
			Total financial resources allocated	\$27,300
Success criteria	<p>Students identified in the Gain, Retain and Elevate groups.</p> <p>Students achieving A and B's are maintained.</p> <p>Students achieving high C's are elevated.</p> <p>Students are able to articulate their learning goals, strengths and weaknesses in numeracy.</p> <p>Students are able to use problem solving strategies to solve more complex problems across curriculum areas.</p>			



Approved by principal

Ian Filer

10/02/2020

Approved by governing council chairperson

Simon Froude

10/02/2020

Approved by education director

Chris Sheldon

10/02/2020