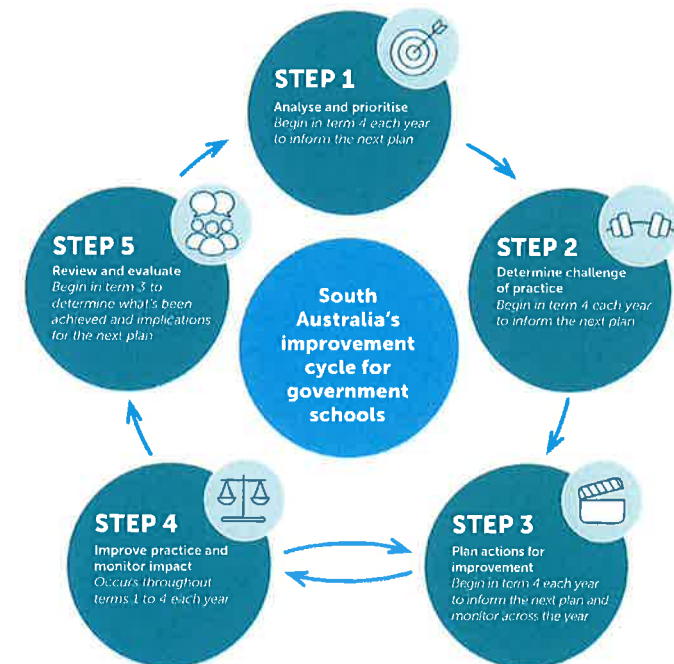


2022 - 2024

2023 School Improvement Plan for Palmer Primary School

Site Number:
0326



Vision Statement:

Click or tap here to enter text.

2022 - 2024

2023 School Improvement Plan for Palmer Primary School

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing
- Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.
- Please note, editing will not be possible whilst the template is in Teams. Whilst it can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes

Complete every step - [The School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 8, Term 4 (9 December 2022).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (24 February 2023).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:
Review, Improvement and Accountability
Phone: 8226 1284
education.RIA@sa.gov.au



Government of South Australia
Department for Education

STEP 1 Analyse and Prioritise

Site name: Palmer Primary School

Goal 1: Increase the number of students achieving SEA and higher bands in reading.

ESR Directions:
Embed whole school consistent language and practice in designing learning intentions and success criteria that ensure students are challenged and assessing their own learning.

Achievement towards Goal in 2022:
1 out of the 4 year 4 students will achieve a mid year and end of year grade of A or B in English. **Achieved mid year/ end of year**

Target 2023:
2 out of the 4 year 5 students will achieve band 7 or 8 in Year 5 NAPLAN reading. **** 1/5 exceeding, 1/5 strong, 1/5 developing, 2/5 NAs.**

2024:
2 out of the 5 year 6 students will achieve a mid year and end of year grade of A or B in English.

STEP 2 Challenge of practice

Challenge of Practice:

If we implement all strands of Scarborough's Reading Rope with fidelity, using a multisensory approach to reading and spelling, following the pedagogy of Explicit Direct Instruction (EDI), then we will increase the number of students achieving the SEA and higher bands in reading. If we focus on the red strands of Scarborough's reading rope, with a specific focus on verbal reasoning, we will increase the number of students achieving 'well above' in end of year DIBELS benchmark.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):
By the end of year six, students will "use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources AC9E6LY05.

How and when will this be monitored, tracked and measured?
This will be demonstrated through a collection of samples of their 'Responding to reading' tasks/questions throughout the year, where tasks will include the following questions: 'What vocabulary within this text is used to represent...' and 'what does the image of ... mean to ...' among others. This collection and analysis of student responses to reading will be conducted across all year levels. **Student achievement in DIBELS assessments (little data) will also help ensure students are on target for achieving this standards, BOY/MOY/EOY.**

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources

<p>Daily implementation of a Multisensory approach (Orton Gillingham) to reading and spelling, following EDI pedagogy with an explicit focus on Morphology and Vocabulary.</p>	<p>Daily throughout 2024 and beyond Daily lesson 50 minutes</p>	<p>Each teacher will implement the OG approach following EDI pedagogy daily Each leader will implement the OG approach following EDI pedagogy daily.</p>	<p>Click or tap here to enter text.</p>
<p>Regular assessment of student progress within reading comprehension using DIBELS R-6 (BOY/MOY/EOY) and ongoing Progress Monitoring</p>	<p>DIBELS – BOY by week 3, Term 1, MOY between weeks 7-10, Term 2. EOY – between weeks 7-9, Term 4. PM – all year PSC – End of August PAT – End of September. NAPLAN – March PAT Spelling week 8 term 2 & 4</p>	<p>Each teacher will conduct the assessment of their students within the agreed timelines. Regular assessment of student progress within reading comprehension using DIBELS R-6 (BOY/MOY/EOY) and ongoing Progress Monitoring Each leader will support the assessment by organising staff meetings to deeply analyse each student's data and use it to inform next teaching/learning goal for students.</p>	<p>DIBELS assessments – NWF, WRF, ORF. Staff meetings x 4 (one each term)</p>
<p>Continue the undertaking of all staff professional learning around the science of reading including Scarborough's Reading Rope to build capacity in the teaching of comprehension strategies (LETRS)</p>	<p>Complete by end of April 2024 Week 0 – ½ day allocation Week 3 – staff meeting Week 8 – staff meeting</p>	<p>Each teacher will commit to the required unit pacing to ensure that collaborative check-ins during staff meetings enable rigorous, informed discussion about strengthening our implementation of the Reading Rope R-6. Each leader will also follow this pacing, facilitating discussions and ensuring that the learning is valued and agreements enacted</p>	<p>LETRS manual volume 1&2</p>
<p>Staff working collaboratively to analyse and audit our 'Responding to reading' tasks R-6 as per success criteria.</p>	<p>Staff meetings: Term 1 – week 7 Term 2 – week 8 Term 3 – Week 8 Term 4 – Week 4</p>	<p>Each teacher will plan their RtoR tasks for each student weekly, ensuring that the Success Criteria for each year level is reflected in these. They will bring these questions, along with student responses to staff meetings termly to discuss quality of student responses and intentionality of questions. Each leader will facilitate these sessions.</p>	<p>Staff collective knowledge Australian Curriculum: English – Literacy strand – each year level. Staff responding to reading questions Student responses</p>

<p>Begin to use Brightpath to assess and moderate student writing.</p>	<p>Staff will begin training on Brightpath, beginning with narratives from week 3 term 1 when training begins. Staff meetings for Brightpath: Term 1 Week 5 Term 1 Week 9 Term 2 Week 9 Term 3 Week 9 Term 4 Week 7</p> <p>**Additional dates for Brightpath may be announced following the training on February 15/16, 2024.</p>	<p>Each teacher will use Brightpath to moderate student writing. They will use the ruler to involve students in the analysis and setting of writing goals. Each leader will facilitate staff meetings to develop teacher understanding of Brightpath materials.</p>	<p>4 x TRT days for Brightpath training. February 15th and 16th, 2024. Liz and Bec to attend. Judith and additional TRT to cover. Cost \$2400</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

 **STEP 1 Analyse and Prioritise** **Site name: Palmer Primary School**

Goal 2: To increase student achievement in Mathematics		ESR Directions: Embed whole school consistent language and practice in designing learning intentions and success criteria that ensure students are challenged and assessing their own learning.
Achievement towards Goal in 2022: 1 out of the 5 year one students will receive a mid year and end of year grade of A or B in Mathematics – achieved mid/end of year.	Target 2023: 2 out of the 6 year two students will achieve a mid year and end of year grade of A or B in Maths, with two students progressing from a D to a C in Maths from 22 to 23 end of year. One student achieved an A MOY/EOY	2024: All year three students not on a OnePlan will achieve at least 'Developing' in NAPLAN, Numeracy, with at least two students achieving 'exceeding' or 'strong'.

 **STEP 2 Challenge of practice**

Challenge of Practice:
If we explicitly teach students through a guided inquiry approach to solve problems, using the questioning framework of Joan Dalton's 'Learning Talk' , then we will increase student achievement in Mathematics reception to year six.

 **STEP 3 Plan actions for improvement**

Student Success Criteria (what students know, do, and understand): By the end of the year, students in year three will “use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate problems using number sentences and choose calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation - AC9M3N06	How and when will this be monitored, tracked and measured? This will be demonstrated through teacher observation of student discussions during 'Maths chats'. Teachers will be looking for evidence of reasoning, discussion of the method chosen and justification why this method was more effective than previous methods(Using the interview template) Evidence from Place Value assessments at the end of year two will support the tracking of this progress, and if students are proficient in PV assessments by the end of year two, this will be a good indicator.
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What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
Staff will work together to create 'Maths chats' for the composite classes in UP that cater for the level of differentiation needed.	Staff meetings: Term 1: Week 2 & 6 Term 2: Week 2 & 6 Term 3: Week 2 & 6 Term 4: Week 2 & 5	Each teacher will engage with the JP Maths chats as a model to create UP chats. JP to continue DfE unit chats. Each leader will support the facilitation of these staff meetings.	DfE Maths units – reception to year 6. DfE Maths scope and sequence v2 Adam Spencer, Dr Paul Swan resources Cognitive load theory. JP Number chats
Continue to embed the Big Ideas in Number. Undertake termly BIIN assessments, and begin using BIIN progress indicators and PAT maths testing to monitor student progress and inform teaching and learning, informing next five-weekly goal.	Trusting the count – by week 3, Term 1 reception students. Place Value, Multiplicative, Partitioning and Proportional Reasoning at least twice a year, smaller elements of assessments done as required.	Each teacher will undertake the assessments in the agreed timeframes. Use student data to set new learning goal. Each leader will ensure assessments are undertaken in agreed timeframes, support and follow up with teachers.	Big Ideas in Number assessment Kits x 5 (TTC, PV, MT, P, PR) Big Ideas in Number recording sheets Whole school BIIN tracking sheet Class tracking record
Staff professional learning in better scaffolding dialogue within Maths, tying all prior PD together to ensure students are given every opportunity for dialogue before, during and after maths learning.	Staff meetings: Term 2: Week 3 & 7 Term 3: Week 3 Term 4: Week 3	Each teacher will engage with the professional learning resource and commit to action re: strengthening dialogue within classroom. Each leader will lead this PD and ensure time is given for the commitment to action, pdp follow up re: dialogue for learning.	"Oracy in the classroom: Strategies for effective talk" and follow up materials including talking tasks and oracy toolkit. TfEL Questioning tiles Paul Swan questions
Improving problem solving capabilities through working with Doctor Kate Quane through 'dialogic problem solving' and daily Maths chats (R-6)	Term 1: Direct support in JP class. Term 2-4: Implementation/ gradual release model. Maths chats daily	Each teacher will engage with Dr Kate Quane re: dialogic problem solving in the classroom, facilitate daily maths chats. Each leader will support resources to ensure teachers have the time and opportunity to implement dialogic problem solving.	Teacher release for Bec (JP)
Develop student's oracy through the 'Oracy in the classroom' project starting 2024.	PD days: Mon week 5 of terms 1,2, 3 and 4.	Each teacher will engage with the professional learning and tasks. Each leader will support the teachers with release and follow up staff meetings.	8 x TRT days

