### Mount Barker South Primary School
#### Heysen Partnership 2016 Improvement Plan

**“Higher Standards of Learning Achievement in English and Literacy”**

<table>
<thead>
<tr>
<th>Improvement Area</th>
<th>Key Strategies</th>
<th>Targets &amp; Measures</th>
<th>Outcomes</th>
<th>Timeline</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>Priority – the 2 or 3 key areas for specific focus over the next 12 months as determined from analysis of learner data and self-review processes, and linked to the Heysen Partnership 2015-2017 Improvement Plan.</td>
<td>The major actions that leaders, teachers, and site staff commit to do so that learners are supported at classroom level to achieve the targets.</td>
<td>Agreed specific targets that clearly indicate what improved outcome learners will achieve or demonstrate. Data, evidence and processes to be used to monitor, measure and evaluate progress towards achievement of the targets and/or effectiveness of the strategies.</td>
<td>In a research setting, an outcome usually refers to a result, whereas in a policy context an outcome most commonly refers to what an action plan/program/project expects to achieve through implementation.</td>
<td>Timeline used to monitor, measure and evaluate progress.</td>
<td>Who is responsible for the achievement of outcomes.</td>
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<td>To develop shared practice and knowledge in regards to using multiple methods of data to drive improvement in Literacy/English. Numeracy and Literacy Results Plus Expectation 1: (To track and monitor every learner’s growth)</td>
<td><strong>Child/student level</strong> Each child sets a literacy and numeracy SMARTA goal based on their evidence. Each child uses and or negotiates criteria set to assess progress. Each child reviews their goals fortnightly, identifies strengths and areas for development. Each child has an assessment portfolio for collecting evidence of growth. Each child undertakes self-assessment, peer assessment every week to identify the next steps in their learning.</td>
<td><strong>Child/student level</strong> One Plans with primary and short term stretch goals in literacy are evident for all learners across the school. Children/students are feeling challenged and intellectually stretched as indicated in a student reflection learning survey.</td>
<td>The school is enacted a robust and effective cycle of self-review, improvement planning and performance reporting. Each learner is building learning power and being stretched.</td>
<td>Term 2, 3, 4 2016</td>
<td>All staff</td>
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2016 Literacy Improvement Plan
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<th>Teacher level</th>
<th>Site level</th>
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<td>Teachers will share practice, knowledge and successful strategies in teams in regards to collecting, using and reviewing data to drive improvement in lit and numeracy. Teachers will discuss and analyse data individually, in teams and as a whole to review achievement, growth, patterns and trends. Teachers will engage in regular professional training and development on assessment for teaching. Teachers will engage in professional learning opportunities that build curriculum and pedagogy expertise, moderate learning tasks and actively seek peer feedback to develop their expertise.</td>
<td>As a school we will review our data collection systems at class, wave and site level.</td>
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<td>Students who achieved higher bands in year 3, achieving higher bands in years 5, 7 and 9.</td>
<td>We will have a documented set of critical commitments and processes for regular, planned data collection at the</td>
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| All students across the school are engaged in the 3 wave intervention approach and improving each term in Lit and Num. This is to include ATSI students as a targeted group. Numeracy and Literacy Results Plus Expectation 4: (All sites to identify and enact clear intervention processes | **Child level**  
Each student participates daily in REAL and maths For Learning times.  
Each student participates in their wave group daily.  
Each student takes their data portfolio to each wave session.  
Each student reviews their learning at the end of each wave session.  
Each student is using the AFL strategies in each wave session. | **Child level**  
Year 1: Students achieve an annual 5% improvement in reaching reading targets by the end of year 1  
100% of students identified for intervention have documented and reviewed short term learning goals.  
**Year 3: 100% of Students will achieve at or above** | Terms 2,3 and 4 2016 | All staff |
**NAPLAN Reading, Writing, Grammar and Punctuation and Spelling proficiency bands (Band 3 or above)**
Year 5: 100% of students will achieve at or above proficiency band 5
Year 7: 100% of students will achieve at or above proficiency band 6

**DECD Progressive Achievement Levels expected:**
Year 3 PAT R Scale 100 or above
Year 4: PAT R Scale 110 or above
Year 5: PAT R Scale 115 or above
Year 6: PAT R Scale 120 or above
Year 7 PAT R Scale 124 or above

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<td>All staff are trained in the documented 3 Wave Intervention process.</td>
<td>100% of staff are implementing and using the 3 Wave Intervention plan and procedures.</td>
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<td>All classroom teachers meet with parents and</td>
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To improve students writing and spelling outcomes.

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<th>Numeracy and Literacy Results</th>
<th>Child/student level</th>
<th>Child/student level</th>
<th>Terms 2, 3 and 4 2015</th>
<th>All staff</th>
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<td>Plus Expectation 3: (All sites enact 2 pedagogical changes in practice)</td>
<td>Each student undertakes a school Self-review survey to provide feedback about their learning and engagement each term. Each student is collecting samples Each student is using the new Spelling system and editing and reviewing their own progress. Each student is setting their spelling words and targets</td>
<td>All children are engaged and feel their learning is intellectually challenging them.</td>
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**Teacher level**
Teachers and leaders collaboratively plan, co-ordinate and evaluate pedagogy through effective professional learning, performance development and feedback processes.

Teachers plan targeted intervention in literacy that are most significant to gaining higher achievement. e.g. 3 wave intervention

Teachers use the Language and Literacy levels to assess, monitor and review writing in teams

Teachers use the "Words Their way" and Oxford words to develop a whole school spelling approach.

**Teacher level**
The sites improvement plan is embedded at the classroom level. DIAF self review tools to be used to measure improvement.

Teachers have a collective responsibility for stretching children in literacy improvement.

All teachers meet regularly in Instructional team mtgs to enact and review intervention provided to ensure learning consistency, differentiation and responsiveness.

**Site level**
Leaders use the TFEI, and DIAF self-review tools to plan, implement and evaluate improvement areas

Leaders analyse key learner achievement data at individual, cohort and school

**Site level**
The site has a set of collaboratively agreed whole school understandings, pedagogy and expectations that drive decisions about teaching and learning and intervention in writing.
**Tools/evidence that could be used to measure improvement include:**

1. Preschool Numeracy and Literacy Indicators, Portfolios and learning statements.
2. NAPLAN data analysis
3. PAT M and PAT R scales, Running Records data
4. Student/staff perception/opinion survey on engagement/school improvement
5. DIAF self-review tools
6. Internal self-review and external school review – site and classroom learner achievement data
7. TfEL review tools and compass
8. MDI survey
9. Standards of Educational Achievement
10. Australian Curriculum/SACE
11. EALD levels, moderated work samples, One Plans
12. Instructional Rounds, AITSL classroom observation tools
13. Local data collection, tracking and monitoring systems