

# Improvement Plan for

# Modbury South Primary School

2019 to 2021



## Vision statement

Modbury South has a welcoming and supportive environment which supports and develops lifelong learners.

The school is committed to working in partnership with the school community.

Students are actively involved in their learning enabling them to become powerful learners, thinkers and empowered citizens of the future.



Government  
of South Australia

Department for Education

# Plan summary

Goals	Targets	Challenge of practice	Success criteria
<p>To implement a consistent understanding of high impact approaches and strategies that can be used to support effective pedagogy in Mathematics.</p>	<p>2019 – students will meet or exceed the SEA for NAPLAN numeracy 85% yr 3, 85% yr 5 and 80% yr 7</p> <p>2020 – targets reset against PAT M SEA due to COVID            yr 1 80%, yr 2 80% (both site set SEA)            yr 3 80% will meet or exceed SEA, yr 4 85% will meet or exceed SEA, yr 5 85% will meet or exceed SEA, yr 6 85% will meet or exceed SEA, yr 7 85% will meet or exceed SEA</p> <p>2021 – PAT M yr 2 85% will meet or exceed SEA, yr 4 80% will meet or exceed SEA, yr 5 85% will meet or exceed SEA, yr 6 90% will meet or exceed SEA, yr 7 82% will meet or exceed SEA. To include special class students able to engage in tests.</p>	<p>If all staff develop a strong understanding of agreed high impact pedagogy that supports the teaching of number sense and embed this pedagogy in their class, then we will see improvement by all students in problem solving in the number strand.</p>	<p>All students will be able to effectively apply their strong number sense knowledge and skills in Numeracy as measured by NAPLAN and PAT M achievement.</p> <p>Using observations to support intentional learning improvement – peer and leadership observations, will justify the data collected. Learning intentions will be planned and assessed. This includes Leadership walk throughs.</p> <p>Teachers identify focus areas in Maths, from PAT M resource data for intentional teaching. Additional support from PAT resource teacher. Support offered at time tabled staff meetings for all teachers and additional release time for individuals.</p>
<p>Increase the vocabulary base in reading and understanding for all students in an authentic and connected manner</p>	<p>2019 – students will meet or exceed SEA for running records in reception 80%, yr 1 80% and yr 2 80%            Students will meet or exceed SEA for NAPLAN reading 65% yr 3, 65% yr 5, 80% yr 7            Students will meet or exceed the PAT R SEA yr 1 80%, yr 2 65% (both site set SEA) yr 3 85%, yr 4 85%, yr 5 85%, yr 6 85%, yr 7 85%</p> <p>Students will meet or exceed the PAT V MSS yr 3 – 70%, yr 3 75%, yr 4 75%, yr 5 75%, yr 6 75%, yr 7 75%</p> <p>2020 – targets reset against PAT R SEA due to COVID            Students in reception, yr 1 and yr 2, 85% will meet or exceed SEA for running records            Students will meet or exceed the PAT R SEA yr 1 80%, yr 2 65% (both site set SEA) yr 3 75%, yr 4 65%, yr 5 65%, yr 6 65%, yr 7 60%</p> <p>Students will meet or exceed the PAT V MSS yr 2 – 70%, yr 3 75%, yr 4 75%, yr 5 75%, yr 6 75%, yr 7 75%</p> <p>2021 – students will meet or exceed SEA for running records in reception 60%, yr 1 50% and yr 2 65%            Students will meet or exceed SEA PAT R yr 3 85%, yr 4 80%, yr 5 95%, yr 6 90%, yr 7 82%            Students will meet or exceed the PAT V MSS yr 2 – 70%, yr 3 75%, yr 4 80%, yr 5 85%, yr 6 70%, yr 7 70%            NAPLAN targets need to be set as no NAPLAN in 2020 due to COVID, NAPLAN reading (Y3-80%, Y4-80% and Y5-80%, to meet or exceed mean score</p>	<p>If we strategically plan and implement authentic experiences for students to talk and share their thinking across all learning areas, the development of their oral language and vocabulary will increase reading achievement as measured by running records, PAT R, NAPLAN reading and PAT Vocab</p>	<p>All students will demonstrate increased vocabulary as measured by running records, PAT R, NAPLAN reading and PAT vocabulary.</p> <p>Students will demonstrate authenticity by hosting and speaking at assemblies, presenting and sharing their work activities with their class and being prepared to participate in student voice as appropriate to the situation.</p> <p>Students sharing their experiences and learning formally with in class assessment and with others and informally, such as part of conversations during play times. Students sharing their positive learning experiences.</p>

# Improvement plan for Modbury South Primary School

2019 to 2021

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.
- Text will reduce in size the more you type. Exceeding the optimal limits will result in illegible text size electronically and in-print.
- Complete steps **1 to 3** during term 4 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 (steps 1-3) 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 - Review and evaluate 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.
- Note that each text box has a specific optimal character limit. Character limit includes words, punctuation, bullet points and spaces.
- Be careful when copying from other documents, and remove any paragraph spaces from lists and bullet points as that will reduce text size.
- Steps 1-3 will auto-populate as you type in text, meaning text will carry over across multiple pages and sections.

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

# Step 1



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.

Goal	Targets
Goal 1 To implement a consistent understanding of high impact approaches and strategies that can be used to support effective pedagogy in Mathematics.	2019 – students will meet or exceed the SEA for NAPLAN numeracy 85% yr 3, 85% yr 5 and 80% yr 7
	2020 – targets reset against PAT M SEA due to COVID Yr 1 80%, Yr 2 80% (both site set SEA) Yr 3 80% will meet or exceed SEA, Yr 4 85% will meet or exceed SEA, Yr 5 85% will meet or exceed SEA, Yr 6 85% will meet or exceed SEA, Yr 7 85% will meet or exceed SEA
	2021 – PAT Yr 3 85% will meet or exceed SEA, Yr 4 80% will meet or exceed SEA, Yr 5 85% will meet or exceed SEA, Yr 6 85% will meet or exceed SEA, Yr 7 85% will meet or exceed SEA * NAPLAN targets need to be set as no NAPLAN in 2020 due to COVID To include special class students able to engage in tests.
Goal 2 Increase the vocabulary base in reading and understanding for all students in an authentic and connected manner	2019 – students will meet or exceed SEA for running records in reception 80%, yr 1 80% and yr 2 80% Students will meet or exceed SEA for NAPLAN reading 85% yr 3, 85% yr 5, 80%yr 7 Students will meet or exceed the PAT R SEA yr 1 80%, yr 2 65% (both site set SEA) yr 3 85%, yr 4 85%, yr 5 85%, yr 6 85%, yr 7 85% Students will meet or exceed the PAT V MSS yr 2 – 70%, yr 3 75%, yr 4 75%, yr 5 75%, yr 6 75%, yr 7 75%
	2020 – targets reset against PAT R SEA due to COVID Students in reception, Yr 1 and Yr 2, 85% will meet or exceed SEA for running records Students will meet or exceed the PAT R SEA yr 1 80%, yr 2 65% (both site set SEA) yr 3 75%, yr 4 65%, yr 5 65%, yr 6 65%, yr 7 60% Students will meet or exceed the PAT V MSS yr 2 – 70%, yr 3 75%, yr 4 75%, yr 5 75%, yr 6 75%, yr 7 75%
	2021 – students will meet or exceed SEA for running records in reception 60%, yr 1 50% and yr 2 65% Students will meet or exceed SEA PAT R yr 3 85%, yr 4 80%, yr 5 95%, yr 6 90%, yr 7 82 % Students will meet or exceed the PAT V MSS yr 2 – 70%, yr 3 75%, yr 4 80%, yr 5 68%, yr 6 70%, yr 7 70% * NAPLAN targets need to be set as no NAPLAN in 2020 due to COVID. NAPLAN reading Yr3- 80%, Yr 5-80% and Yr7 – 80%, to meet or exceed mean score
Goal 3	2019
	2020
	2021

# Step 2



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.

Challenge of practice	Success criteria
<p>Goal 1 If all staff develop a strong understanding of agreed high impact pedagogy that supports the teaching of number sense and embed this pedagogy in their class, then we will see improvement by all students in problem solving in the number strand.</p>	<p>All students will be able to effectively apply their strong number sense knowledge and skills in Numeracy as measured by NAPLAN and PAT M achievement. Using observations to support intentional learning improvement – peer and leadership observations, will justify the data collected. Learning intentions will be planned and assessed. This includes Leadership walk throughs. Teachers identify focus areas in Maths, from PAT M resource data for intentional teaching. Additional support from PAT resource teacher. Support offered at time tabled staff meetings for all teachers and additional release time for individuals.</p>
<p>Goal 2 If we strategically plan and implement authentic experiences for students to talk and share their thinking across all learning areas, the development of their oral language and vocabulary will increase reading achievement as measured by running records, PAT R, NAPLAN reading and PAT Vocab</p>	<p>All students will demonstrate increased vocabulary as measured by running records, PAT R, NAPLAN reading and PAT vocabulary. Students will demonstrate authenticity by hosting and speaking at assemblies, presenting and sharing their work activities with their class and being prepared to participate in student voice as appropriate to the situation. Students sharing their experiences and learning formally with in class assessment and with others and informally, such as part of conversations during play times. Students sharing their positive learning experiences.</p>
<p>Goal 3</p>	

# Step 3



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.

**Goal 1:** To implement a consistent understanding of high impact approaches and strategies that can be used to support effective pedagogy in Mathematics.

**Challenge of practice:** If all staff develop a strong understanding of agreed high impact pedagogy that supports the teaching of number sense and embed this pedagogy in their class, then we will see improvement by all students in problem solving in the number strand.

Actions	Timeline	Roles and responsibilities	Resources
Teachers to create portfolios 2x2x2 of evidence for moderation of student achievement, above, at and below for the current year students and will include Aboriginal students.	Term 1 week 5	Teachers to identify and begin collecting portfolios of evidence for 2x2x2 students to include Aboriginal students. 2x2x2 to form conversation for PDPs (6 and 12 month)	NIT timetable so like year levels teachers are released at the same time for at least 2 lessons per week Continue to use the LDAM resources from 2018 -2020 and Di Siemons resources
	Term 2 week 5 Term 3 week 5 Term 4 week 5	In like year level PLCs teachers will engage in collaborative moderation process using their 2x2x2 portfolios of evidence	NIT timetable so like year levels teachers are released at the same time for at least 2 lessons per week Continue to use the LDAM resources from 2018 -2020 Leadership involvement for observations and class support Partnership PFD and shared staff meetings
	Terms 2 and 4 in line with site formative and summative report writing timelines	Teachers use portfolio of evidence data to inform their report writing	NIT timetable so like year levels teachers are released at the same time for at least 2 lessons per week Leadership support and involvement Continue to use the LDAM resources from 2018 -2020

# Step 3 cont.



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.

## Goal 1 continued:

Actions	Timeline	Roles and responsibilities	Resources
<p>Teachers to engage in PD using the OARS site to interrogate the PAT M results for cohorts and individual students in their class and differentiate teaching to improve all student’s learning.</p>	<p>Week 0 Site PFD</p>	<p>Coordinator to deliver navigating OARS PD Teachers to use information from OARS to plan wave 1 high quality teaching as well as next steps for identified students (high and low) to achieve growth for all.</p>	<p>Coordinator salary Access to the OARS online reporting system</p>
<p>Teachers to engage in PD using the PAT M resource centre to access resources for cohorts and individual students in their class and differentiate teaching to improve all student’s learning.</p>	<p>Term 1 weeks 3, 6 and 9 staff meetings Includes explicit PD and working in PLCs</p>	<p>Coordinator to deliver PD on how to effectively utilize the PAT resource centre as a valuable resource to address misconceptions and stretch for identified students</p>	<p>Coordinator salary Access to the OARS online PAT resource centre</p>
<p>Please refer to attachment for more Step 3 goal 1s and actions.</p>			
<p><b>Total financial resources allocated</b></p>			
<p><b>Success criteria</b></p> <p>All students will be able to effectively apply their strong number sense knowledge and skills in Numeracy as measured by NAPLAN and PAT M achievement. Using observations to support intentional learning improvement – peer and leadership observations, will justify the data collected. Learning intentions will be planned and assessed. This includes Leadership walk throughs. Teachers identify focus areas in Maths, from PAT M resource data for intentional teaching. Additional support from PAT resource teacher. Support offered at time tabled staff meetings for all teachers and additional release time for individuals.</p>			

# Step 3 cont.

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.



**Goal 2:** Increase the vocabulary base in reading and understanding for all students in an authentic and connected manner

**Challenge of practice:** If we strategically plan and implement authentic experiences for students to talk and share their thinking across all learning areas, the development of their oral language and vocabulary will increase reading achievement as measured by running records, PAT R, NAPLAN reading and PAT Vocab

Actions	Timeline	Roles and responsibilities	Resources
<p>Teachers to engage in PD using the OARS site to interrogate the PAT R results for cohorts and individual students in their class and differentiate teaching to improve all student’s reading fluency and comprehension.</p>	<p>Week 0 site PFD</p>	<p>Coordinator to deliver navigating OARS PD Teachers to use information from OARS to plan wave 1 high quality teaching as well as next steps for identified students (high and low) to achieve growth for all.</p>	<p>Coordinator salary and additional release for teachers Access to the OARS online reporting system</p>
<p>Teachers will implement an oral language or vocabulary strategy from Sheena Cameron’s Oral Language resource book and track its impact on student learning with a focus on improved reading fluency and comprehension</p>	<p>Ongoing as introduced last year. Continue to teach and embed chosen strategy but impact will be discussed in PLCs in term 2 and 3 (maths focus for term 1)</p>	<p>Teachers to explicitly teach identified reading strategy to their class – includes NIT teachers Teachers to embed chosen reading strategy into daily wave 1 high quality teaching and learning Teachers to choose an effective reading strategy/way to track the impact of the chosen reading strategy on student learning with a focus on reading Teachers to collect evidence throughout term 1 of the impact of the chosen strategy</p>	<p>Sheena Cameron Oral Language Book Best Advice papers – Big 6 booklet NIT timetable so like year levels teachers are released at the same time for at least 2 lessons per week</p>
<p>Teachers to engage in PD using the PAT R resource centre to access resources for cohorts and individual students in their class and differentiate teaching to improve all student’s reading fluency and comprehension.</p>	<p>Term 1 weeks 3, 6 and 9 staff meetings Includes explicit PD and working in PLCs (Allocated staff meetings)</p>	<p>Coordinator to deliver PD on how to effectively utilize the PAT R resource centre as a valuable resource to address misconceptions and stretch identified students</p>	<p>Access to the OARS online PAT R resource centre Coordinator as additional resource Literacy progressions Sheena Cameron Reading Comprehension strategies book</p>



# Step 3 cont.



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.

## Goal 2 continued:

Actions	Timeline	Roles and responsibilities	Resources
<p>Teachers in PLCs will share their chosen oral language or vocabulary strategy and discuss the impact/share evidence it has had on student learning with a focus on improvement in reading fluency and comprehension</p>	<p>Term 2 week 3 staff meeting working in PLCs</p>	<p>PLCs facilitate conversations about how the strategy they have implemented has impacted on the reading fluency and comprehension of all students in their class. Teachers to share/provide evidence of impact with focus on student improvement</p>	<p>Scheduled PLC sessions during term 2 staff meetings Sheena Cameron Oral Language Book Best Advice papers – Big 6 booklet Sheena Cameron Reading Comprehension strategies book</p>
<p>Teachers in PLCs co-construct an oral language/vocabulary assessment task, implement it in classes and reflect on its effectiveness looking strategically at connections across all learning areas to facilitate regularity of experience and deep understanding</p>	<p>Term 3 Week 6 staff meeting to co construct in PLCs Week 9 staff meeting to reflect on results</p> <p>Term 4 week 3</p>	<p>PLCs co construct an oral language /vocabulary assessment task that will be given to their class between week 6 and week 8 of term 2. Collect evidence of learning from assessment task and discuss effectiveness /growth as PLC – determine next steps</p> <p>PLCs to use prior learning and knowledge (partnership and site) of transforming tasks to ensure the assessment task is rigorous and allows all students to show their best learning</p>	<p>Scheduled PLC sessions during term 2 staff meetings Sheena Cameron Oral Language Book Best Advice papers – Big 6 booklet Transforming tasks resources – AC leaders site Sheena Cameron Reading Comprehension strategies book</p>
<p>Teachers to embed high impact pedagogy as wave 1 practice and through effective formative and summative assessment collaboratively determine next steps for identified student’s reading fluency and comprehension.</p>	<p>Term 1, Week 1</p>	<p>Class teacher and SSO to negotiate a discussion time in a timely manner and ensure it is facilitated. Teachers to use prior learning and knowledge (partnership and site) of effective formative and summative assessment strategies to intentionally incorporate in their teaching and learning cycle</p>	<p>Teacher and class SSO to determine a time once a week to engage in discussion about learning progress and determine next steps Resources that support high quality pedagogy when teaching oral language and vocabulary Sheena Cameron Oral Language Book Best Advice papers – Big 6 booklet Dylan William/Shirley Clark Formative assessment resources</p>
<p><b>Total financial resources allocated</b></p>			
<p><b>Success criteria</b></p> <p>All students will demonstrate increased vocabulary as measured by running records, PAT R, NAPLAN reading and PAT vocabulary. Students will demonstrate authenticity by hosting and speaking at assemblies, presenting and sharing their work activities with their class and being prepared to participate in student voice as appropriate to the situation. Students sharing their experiences and learning formally with in class assessment and with others and informally, such as part of conversations during play times. Students sharing their positive learning experiences.</p>			

# Step 3 cont.

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.



## Goal 3:

Challenge of practice:				
Actions	Timeline	Roles and responsibilities	Resources	

# Step 3 cont.



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.

## Goal 3 continued:

Actions	Timeline	Roles and responsibilities	Resources
<b>Total financial resources allocated</b>			
<b>Success criteria</b>			

# Approvals



Approved by principal

Name

Sharon Robertson

Date

12/2/2021

Approved by governing council chairperson

Name

Ben Connolly

Date

15/2/21

Approved by education director

Name

Diane Jackson

Date

01/04/2021