

Improvement plan for Moorook Primary School

2019 to 2021

School name

Moorook Primary School

Vision statement

Moorook Primary School provides a nurturing environment that grows great kids. We focus on the development of the 'whole child' including the physical, social, emotional and intellectual needs of every student.



Government
of South Australia
Department for Education

Plan summary

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

Goals	Targets	Challenge of practice
Increase student achievement in Reading, years R to 2.	<p>For the cohort enrolled in Reception in 2019 2 out of 2 students will achieve level 5 or above on Running Records broad band scale.</p> <p>For the cohort enrolled in Year 1 in 2019 2 out of 4 students will achieve level 13 or above on Running Records broad band scale.</p> <p>For the cohort enrolled in Year 2 in 2019 2 out of 3 students will achieve level 21 or above on Running Records broad band scale.</p> <p>For the cohort enrolled in Reception in 2019 2 out of 2 students will achieve level 13 or above on the Running Records broad band scale in Year 1.</p> <p>For the cohort enrolled in Year 1 in 2019 2 out of 4 students will achieve level 21 or above on Running Records broad band scale in Year 2.</p> <p>For the cohort enrolled in Year 2 in 2019 2 out of 3 students will achieve level 30 on Running Records broad band scale in Year 3.</p> <p>For the cohort enrolled in Reception in 2019 2 out of 2 students will achieve level 21 or above in year 2 on the Running Records broad band scale.</p> <p>For the cohort enrolled in Year 1 in 2019 2 out of 4 students will achieve level 30 on Running Records broad band scale.</p>	<p>Challenge of Practice: If we develop a rigorous systematic, synthetic approach to teaching and assessing students' knowledge of phonics and decoding as part of our focus on the Big 6, then we will increase student achievement in reading in years R-2.</p>
Increase student achievement in Reading years 3-7.	<p>For the cohort enrolled in Year 3 in 2019 4 out of 5 students to achieve proficiency in band 3 or above in NAPLAN Reading.</p> <p>For the cohort enrolled in Year 4 in 2019 4 out of 6 students to achieve proficiency in Band 5 or above in NAPLAN Reading.</p> <p>For the cohort enrolled in Year 5 in 2019 4 out of 6 students to achieve proficiency in Band 6 or above in NAPLAN Reading.</p> <p>For the cohort enrolled in Year 6 in 2019 4 out of 6 students to achieve proficiency in Band 6 or above in NAPLAN Reading.</p> <p>For the cohort enrolled in Year 7 in 2019 4 out of 6 students to achieve proficiency in Band 6 or above in NAPLAN Reading.</p> <p>For the cohort enrolled in Year 3 in 2019 4 out of 5 students to achieve a scale score of 105 or above in PAT R.</p> <p>For the cohort enrolled in Year 4 in 2019 4 out of 6 students to achieve a scale score of 118 or above in PAT R.</p> <p>For the cohort enrolled in Year 5 in 2019 4 out of 6 students to achieve a scale score of 120 or above in PAT R.</p> <p>For the cohort enrolled in Year 6 in 2019 100% of students will achieve retention of higher bands in Year 6.</p> <p>For the cohort enrolled in Year 7 in 2019 100% of students will achieve retention of higher bands in Year 7.</p>	<p>Challenge of Practice: If we develop a consistent and systematic approach to the teaching of comprehensions strategies, with a specific focus on teaching Reciprocal Reading processes, then we will increase student achievement in reading, years 3-7.</p>
Increase student achievement in Mathematics, particularly years 3-7.	<p>For the cohort enrolled in Year 3 for 2019, 5 out of 5 students will achieve proficiency in Band 3 or above in NAPLAN Numeracy.</p> <p>For the cohort enrolled in Year 4 for 2019, 5 out of 6 students will achieve proficiency in Band 5 or above in NAPLAN Numeracy.</p> <p>For the cohort enrolled in Year 5 for 2019, 5 out of 6 students will achieve proficiency in Band 6 or above in NAPLAN Numeracy.</p> <p>For the cohort enrolled in Year 6 for 2019, 5 out of 6 students will achieve proficiency in Band 6 or above in NAPLAN Numeracy.</p> <p>For the cohort enrolled in Year 7 for 2019, 5 out of 6 students will achieve proficiency in Band 6 or above in NAPLAN Numeracy.</p> <p>For the cohort enrolled in Year 3 in 2019, 5 out of 5 students will achieve PAT M standard of 110 or above.</p> <p>For the cohort enrolled in Year 4 in 2019, 5 out of 6 students will achieve PAT M standard of 120 or above.</p> <p>For the cohort enrolled in Year 5 in 2019, 5 out of 6 students will achieve a scale score of 121 or above in PAT M.</p> <p>For the cohort enrolled in Year 6 in 2019, 2 out of 5 students will achieve in the Higher Bands in Numeracy.</p> <p>For the cohort enrolled in Year 7 in 2019, 4 out of 6 students will achieve in the Higher Bands in Numeracy.</p>	<p>Challenge of Practice: If we develop a common evidence based approach (using the guidebook resource) to teaching The Big Ideas in Number, specifically focusing on place value (including decimals, fractions and ratios.) multiplicative thinking and design multiple-step mathematical problem-solving tasks or investigations, then we will increase student achievement in mathematics, particularly in the number strand.</p>

Improvement plan for Moorook Primary School

2019 to 2021

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:

Andrew Wells

Review, Improvement and Accountability Manager

Phone: 8226 1576

Andrew.Wells@sa.gov.au

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	Increase student achievement in Reading, years R to 2.	2019	For the cohort enrolled in Reception in 2019 2 out of 2 students will achieve level 5 or above on Running Records broad band scale. For the cohort enrolled in Year 1 in 2019 2 out of 4 students will achieve level 13 or above on Running Records broad band scale. For the cohort enrolled in Year 2 in 2019 2 out of 3 students will achieve level 21 or above on Running Records broad band scale.
		2020	For the cohort enrolled in Reception in 2019 2 out of 2 students will achieve level 13 or above on the Running Records broad band scale in Year 1. For the cohort enrolled in Year 1 in 2019 2 out of 4 students will achieve level 21 or above on Running Records broad band scale in Year 2. For the cohort enrolled in Year 2 in 2019 2 out of 3 students will achieve level 30 on Running Records broad band scale in Year 3.
		2021	For the cohort enrolled in Reception in 2019 2 out of 2 students will achieve level 21 or above in Year 2 on the Running Records broad band scale. For the cohort enrolled in Year 1 in 2019 2 out of 4 students will achieve level 30 on Running Records broad band scale.
Goal 2	Increase student achievement in Reading years 3-7.	2019	For the cohort enrolled in Year 3 in 2019 4 out of 5 students to achieve proficiency in band 3 or above in NAPLAN Reading. For the cohort enrolled in Year 5 in 2019 4 out of 6 students to achieve proficiency in band 5 or above in NAPLAN Reading. For the cohort enrolled in Year 7 in 2019 7 out of 8 students to achieve proficiency in Band 6 or above in NAPLAN Reading.
		2020	For the cohort enrolled in Year 3 in 2019 4 out of 5 students to achieve a scale score of 106 or above in PAT R. For the cohort enrolled in Year 5 in 2019 4 out of 6 students to achieve a scale score of 118 or above in PAT R. 3 out of 4 Year 7s in 2020 will achieve a scale score of 120 or above in PAT R.
		2021	For the cohort enrolled in Year 3 in 2019 100% of students will achieve retention of higher bands in Year 5. For the cohort enrolled in Year 5 in 2019 100% of students will achieve retention of higher bands in Year 7.
Goal 3	Increase student achievement in Mathematics, particularly years 3-7.	2019	For the cohort enrolled in Year 3 for 2019, 5 out of 5 students will achieve proficiency in Band 3 or above in NAPLAN Numeracy. For the cohort enrolled in Year 5 in 2019, 5 out of 6 students will achieve proficiency in Band 5 or above in NAPLAN Numeracy. For the cohort enrolled in Year 7 in 2019, 6 out of 8 students will achieve proficiency in Band 6 or above in NAPLAN Numeracy.
		2020	For the cohort enrolled in Year 3 in 2019, 5 out of 5 students will achieve PAT M standard of 110 or above. For the cohort enrolled in Year 5 in 2019, 5 out of 6 students will achieve PAT M standard of 120 or above. 3 out of 4 Year 7s in 2020 will achieve a scale score of 121 or above in PAT M
		2021	For the cohort enrolled in Year 3 in 2019, 2 out of 5 students will achieve in the Higher Bands in Numeracy. For the cohort enrolled in Year 5 in 2019, 4 out of 6 students will achieve in the Higher Bands in Numeracy.

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	Challenge of Practice: If we develop a rigorous systematic, synthetic approach to teaching and assessing students' knowledge of phonics and decoding as part of our focus on the Big 6, then we will increase student achievement in reading in years R-2.
Goal 2	Challenge of Practice: If we develop a consistent and systematic approach to the teaching of comprehensions strategies, with a specific focus on teaching Reciprocal Reading processes, then we will increase student achievement in reading, years 3-7.
Goal 3	Challenge of Practice: If we develop a common evidence based approach (using the guidebook resource) to teaching The Big Ideas in Number, specifically focusing on place value (including decimals, fractions and ratios.) multiplicative thinking and design multiple-step mathematical problem-solving tasks or investigations, then we will increase student achievement in mathematics, particularly in the number strand.

Step 3

Plan actions for improvement



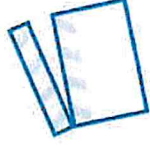
Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1				
Increase student achievement in Reading, years R to 2.				
Challenge of practice				
Challenge of Practice: If we develop a rigorous systematic, synthetic approach to teaching and assessing students' knowledge of phonics and decoding as part of our focus on the Big 6, then we will increase student achievement in reading in years R-2.				
Actions	Timeline	Roles and responsibilities	Resources	
To employ an Impact Coach 0.03. Our teachers from Moorook and KOMPS will participate together in collaborative planning, classroom observations and feedback with the focus being on The Big Six of Reading.	Term 1-4 T1-Thu-wk 2,3,6,8 and 9.	Collaborative planning between Moorook Primary School and KOMPS. Shared Impact Coach and Principals of Moorook and KOMPS to co-ordinate and facilitate sessions for our teachers to collaboratively plan, observe each other's classes and give each other feedback.	0.03 Impact Coach-\$7480 Principal Support 0.1 SLLIP	
To work with the Impact Coach to plan professional learning for Moorook and KOMPS teachers in The Big Six Of Reading using Pupil Free Days or Professional Learning Communities.	Term 1-4 T1-Thu-wk 2,3,6,8 and 9.	SLLIP/Impact Coach and Principals of Moorook and KOMPS to co-ordinate and facilitate professional learning in The Big Six of Reading. R to 2 teachers to participate in the professional learning. Principals from Moorook and KOMPS-to be involved in the planning and the organisation of relief teachers to release teachers for PD.	Student Free Day Collaborative Teacher Planning sessions TRTs (8 TRT days a year)	
Establish a daily, timetabled reading program, which integrates the Big Six Components of Reading through an uninterrupted Literacy Block.	Term 1-4 T1-Thu-wk 2,3,6,8 and 9.	R-2 teachers to submit planning to Leadership showing specifically when the Big 6 components of reading are occurring and how often. Planning to include all components of the Big Six. Impact Coach and Principal to conduct observations to ensure this is happening.	Release time may be required for teachers to meet with Impact Coach/SLLIP-TRTs(4 TRT days a year)	

Step 3 continued

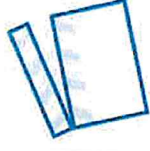
Plan actions for improvement



Goal 1 continued			
Increase student achievement in Reading, years R to 2.			
Actions	Timeline	Roles and responsibilities	Resources
Using knowledge from the professional learning and materials recommended by the SLLIP/Impact Coach, design lesson plans to strengthen our teaching of phonics in the early years and use of formative assessments to help teachers track student progress.	Term 1-4 T1-Thu-wk 2,3,6,8 and 9.	SLLIP/Impact Coach and Principal to co-ordinate and facilitate meetings with teachers. R-2 teachers to participate in meetings and use the knowledge in their planning and teaching.	\$1000 allocated for books and other materials to support initiatives recommended by SLLIP/Impact Coach.
Collect data on how students are progressing as part of a mini-impact cycle on the implementation of the Big Six Of Reading.	Term 1-4 T1-Thu-wk 2,3,6,8 and 9.	R-2 teachers-use Running Records data and Phonics screening test to analyse student progress. R-2 teachers-collect and record evidence of the mini impact cycle to share with staff.	Up to date Running Records and Phonics screening testing.
Meet regularly to analyse formative assessment data and observation data and track student's progress with word recognition and phonic knowledge so that we Know Thy Impact and next learnings steps	Term 1-4 T1-Thu-wk 2,3,6,8 and 9.	SLLIP/Impact Coach and Principal to co-ordinate and facilitate meetings for deep analysis of data to occur. R-2 teachers to participate in meetings and analysis.	Release time for teachers using TRTs (2 TRT days a year)
Total financial resources allocated			\$16068 (TRTs + Impact Coach/SLLIP salary)
Success criteria	Students will be able to recognise the letters of the alphabet, high frequency words, phonemes and apply phonic principles to unknown or nonsense words. Students will meet the DfE Reading Standards for their year level by September. Students with identified learning difficulties will make appropriate growth in their Reading Levels as set in their ILP's. Students can read fluently at the appropriate running record level.		

Step 3 continued

Plan actions for improvement



Goal 2		Increase student achievement in Reading years 3-7.		
Challenge of practice		Challenge of Practice: If we develop a consistent and systematic approach to the teaching of comprehensions strategies, with a specific focus on teaching Reciprocal Reading processes, then we will increase student achievement in reading, years 3-7.		
Actions	Timeline	Roles and responsibilities	Resources	
To employ an Impact Coach 0.03. Our teachers from Moorook and KOMPS will participate together in collaborative planning, classroom observations and feedback with the focus being on Comprehension strategies and more specifically Reciprocal Reading.	Term 1-4 T1-Thu-wk 2,3,6,8 and 9.	Collaborative planning between Moorook Primary School and KOMPS. Shared Impact Coach and Principals of Moorook and KOMPS to co-ordinate and facilitate sessions for our teachers to collaboratively plan, observe each other's classes and give each other feedback.	0.03 Impact Coach Principal Support 0.1 SLLIP	
To work with the Impact Coach to plan professional learning for Moorook and KOMPS teachers in teaching Comprehension strategies, and more specifically Reciprocal Reading using Pupil Free Days or Professional Learning Communities.	Term 1-4 T1-Thu-wk 2,3,6,8 and 9.	SLLIP/Impact Coach and Principals of Moorook and KOMPS to co-ordinate and facilitate professional learning in teaching Comprehension Strategies and more specifically Reciprocal Reading. Yr 3-7 teachers to participate in the professional learning. Principals from Moorook and KOMPS to be involved in the planning and the organisation of relief teachers to release teachers for PD.	Student Free Day Professional Learning Community sessions (TRTs included in Goal 1.)	
Establish a daily, timetabled reading program, which integrates the explicit teaching of Comprehension Strategies and Reciprocal Reading through an uninterrupted Literacy Block.	Term 1-4 T1-Thu-wk 2,3,6,8 and 9.	Yr 3-7 teachers to submit planning to Leadership showing specifically when the teaching of Comprehension strategies/Reciprocal Reading are occurring and how often. Planning to include all of the Comprehension Strategies and Reciprocal Reading. Impact Coach and Principal to conduct observations to ensure this is happening.	Release time may be required for teachers to meet with Impact Coach/SLLIP-TRTs (TRTs included in Goal 1)	

Step 3 continued

Plan actions for improvement



Increase student achievement in Reading years 3-7.			
Goal 2 continued			
Actions	Timeline	Roles and responsibilities	Resources
Using knowledge from the professional learning and materials recommended by the SLLIP/Impact Coach, design lesson plans to strengthen our teaching of comprehension strategies and Reciprocal Reading and the use of formative assessments to help teachers track student progress.	Term 1-4 T1-Thu-wk 2,3,6,8 and 9.	SLLIP/Impact Coach and Principal to co-ordinate and facilitate meetings with teachers. Yr 3-7 teachers to participate in meetings and use the knowledge in their planning and teaching.	Cost of resource books and other materials to support initiatives recommended by SLLIP/Impact Coach included in Goal 1.
Collect data on how students are progressing as part of a mini-impact cycle on the implementation of the Comprehension Strategies and Reciprocal Reading.	Term 1-4 T1-Thu-wk 2,3,6,8 and 9.	Yr 3-7 teachers-use PAT R and NAPLAN Reading data to track student progress. Yr 3-7 teachers-collect and record evidence of the mini impact cycle on reading to share with staff.	Up to date training on how to analyse PAT R and NAPLAN Reading data.
Establish a daily, timetabled reading program, which integrates the explicit teaching of Comprehension Strategies and Reciprocal Reading through an uninterrupted Literacy Block.	Term 1-4 T1-Thu-wk 2,3,6,8 and 9.	SLLIP/Impact Coach and Principal to co-ordinate and facilitate meetings for deep analysis of reading data to occur. Yr 3-7 teachers to participate in meetings and analysis of reading data.	Release time for teachers using TRTs (TRTs included in Goal 1)
Total financial resources allocated			Cost of goal 2 is included in goal 1-\$16068
Success criteria	Students will understand and confidently use the six comprehension strategies of Making connections, Predicting, Questioning, Monitoring, Visualising and Summarising when reading independently. Students can read and comprehend complex texts independently. Students use a combination of reading strategies to read and understand unknown texts.		

Step 3 continued

Plan actions for improvement



Goal 3		Increase student achievement in Mathematics, particularly years 3-7.		
Challenge of practice		Challenge of Practice: If we develop a common evidence based approach (using the guidebook resource) to teaching The Big Ideas in Number, specifically focusing on place value (including decimals, fractions and ratios.) multiplicative thinking and design multiple-step mathematical problem-solving tasks or investigations, then we will increase student achievement in mathematics, particularly in the number strand.		
Actions	Timeline	Roles and responsibilities	Resources	
Allocate a Pupil Free Day to train staff in the Big Ideas in Number.	Term 1-4 T1-wk 0,6,10,11	Impact Coach/SLLIP Leader-Cheryl Broughton and Results Plus Co-ordinator -Natalie Coote to organise teacher training by experts in The Big Ideas in Number from DfE. All teachers to access the training.	Pupil Free Day	
To employ an Impact Coach/SLIPP Leader 0.03. Our teachers will be released to work with the Impact Coach/SLLIP leader to collaboratively plan lessons using the Big Ideas in Number.	Term 1-4 T1-wk 0,6,10,11	The Impact Coach will meet with staff during the 3 allocated days per term to collaboratively plan lessons using the Big Ideas in Number. Teachers will provide evidence of planning using the Big Ideas in Number through sharing Numeracy planning at PDP meetings. Impact Coach/SLLIP Leader and Principal to carry out class observations in Numeracy and give feedback about lessons.	TRT release to meet with Impact Coach/SLLIP leader. (8 TRT days)	
Devise a whole school agreement (Scope and sequence) for teaching the aspects of The Big Ideas in Number	Term 1-4 T1-wk 0,6,10,11	Allocate some Term 1 staff meetings with the Impact Coach/SLLIP Leader to devise a whole school agreement (scope and sequence) for teaching the aspects of The Big Ideas in Number.	Australian Curriculum Numeracy Progressions. Staff meeting time. (1 TRT day)	

Step 3 continued

Plan actions for improvement



Goal 3 continued				
Increase student achievement in Mathematics, particularly years 3-7.				
Actions	Timeline	Roles and responsibilities	Resources	
Develop a common assessment tasks and rubrics for number, years R-7 and develop portfolios of student evidence.	Term 1-4 T1-wk 0,6,10,11	SLLIP Leader and Renmark Loxton Partnership Leaders to facilitate planning and moderation sessions in Number during Pupil Free Days or PLC's. SLLIP leader to facilitate PLC's across the Partnership. Teachers to commit to PLC's, teaching units of work and collecting evidence for sharing.	LDAM Strategy-Partnership funding Australian Curriculum Numeracy progressions. Pupil Free Day	
Peer observations of Numeracy lessons focusing on the Big Ideas in Number.	Term 1-4 T1-wk 0,6,10,11	The SLLIP Leader, Principal and Peer teacher will observe a peer teacher's Numeracy lesson with the focus being on teaching an aspect of the Big Ideas in Number. Each teacher will be provided with feedback using an observation template.	TRT release may be required.(4 TRTs)	
Meet to analyse student work samples in Number.	Term 1-4 T1-wk 0,6,10,11	SLLIP Leader and Renmark Loxton Partnership Leaders to facilitate moderation sessions, involving analysis of student work samples in Number during Pupil Free Days or PLC's. SLLIP leader to facilitate PLC's across the Partnership. Teachers to commit to PLC's, teaching units of work and collecting evidence for sharing and analysis.	TRT release may be required.(2 TRTs)	
Total financial resources allocated			\$3252	
Success criteria	Student work samples in Number, as well as I Can Do It Maths, PAT M and NAPLAN Maths results will show that students are meeting or achieving above the Australian Numeracy Standards for their year level.			

School improvement plan

Approvals



Approved by principal

Sonya Warren
18/12/2018

Approved by governing council chairperson

Jacey Koop
18/12/2018

Approved by education director

Con Karvouniaris
05/03/2019