

Improvement plan for Walkerville Primary School

2019 to 2021

School name

Walkerville Primary School

Vision statement

'Achieving personal excellence in a team environment' is the articulated vision shared by the school community.

This is achieved through the provision of:

- a safe and supportive learning environment
 - diverse and challenging curriculum,
- with an emphasis on fostering self-motivated, powerful learners.



Government
of South Australia
Department for Education

WALKERVILLE PRIMARY SCHOOL		Challenge of practice:				
Goal#1: To increase student achievement in Writing R-7.		If we develop the capacity of teachers to assess and plan explicit, differentiated instruction then we will increase student achievement in Writing.				
Targets	2019: Higher Bands Writing Targets (NAPLAN) Year 3 - (48%) Year 5 - (48%) Year 7 - (20%) <i>(Based on previous best performance)</i>		2020: Higher Bands Writing Targets (NAPLAN) Year 3 - (52%) Year 5 - (52%) Year 7 - (25%) <i>(Based on previous best performance)</i>		2021: Higher Bands Writing Targets (NAPLAN) Year 3 - (55%) Year 5 - (55%) Year 7 - (30%) <i>(Based on previous best performance)</i>	
Actions	Timeline	Roles & Responsibilities	Student Success criteria	Progress notes		
Each teacher over time will build their knowledge and collective capacity in the explicit teaching of Writing targeted to the needs of students by actively participating in Writing PLUS.	2019-2021	Each teacher will embed the learning undertaken through the Writing PLUS PD to enrich the teaching of Writing in their classroom and customize the learning to meet the needs of students.	Each student will improve their writing by receiving explicit differentiated instruction, assessment of and feedback on their progress to improve the grammar element of their Writing.			
Each teacher will actively participate in a PLT to cooperatively assess, monitor and provide feedback on the progress of at least six identified students for high bands achievement and collectively develop strategies and interventions to support the learning achievement of Writing for higher bands/potential higher bands students.	2019-2021	Each teacher will actively utilise the PLT structure to build their capacity to implement intentional strategies and interventions for high bands achievement.	Each student will improve their writing through a clear understanding of the learning intentions needed to progress their achievement in Writing and will be able to articulate their specific learning goals for improvement.			
Each teacher R – 2 will embed a consistent, coherent approach to phonics instruction in to the Writing program.	2019-2021	Each teacher will explicitly teach synthetic phonics and intervene appropriately to ensure appropriate progress for a students.	Each early years student will improve their writing through having their progress and achievement in phonics development assessed and monitored with an appropriate intervention response where necessary.			
Each teacher will work collaboratively to assess, moderate and provide explicit feedback to each student on their progress in writing utilising the Brightpath tool.	2019: Familiarisation 2020 – 2021: Implementation	Each teacher will utilise the Brightpath tool twice per year to assess, moderate and provide feedback to students.	Each student will improve their writing through receiving documented feedback on their Writing progress informed by Brightpath learning progressions twice per year.			
Each teacher will embed formative assessment and moderation practices in their teaching and learning program to assess the impact of their teaching and provide quality feedback to each student.		Each teacher will build their capacity to embed formative assessment practices to enable them to provide authentic feedback to each student on their Writing achievement at least once per term.	Each student will improve their writing through authentic documented feedback provided by formative assessment at least twice each term.			

WALKERVILLE PRIMARY SCHOOL

**Goal#2:
To increase the number of students in High Bands Mathematics / Numeracy.**

Challenge of practice:

If we develop a whole school approach to the explicit teaching of Mathematics that builds teacher capacity to assess, track and monitor student progress then we will increase the number of students in High Bands Mathematics / Numeracy.

Targets	2019: Higher Bands Numeracy Targets (NAPLAN) Year 3 - (48%) Year 5 - (43%) Year 7 - (56%) (Based on previous best performance)		2020: Higher Bands Numeracy Targets (NAPLAN) Year 3 - (52%) Year 5 - (46%) Year 7 - (59%) (Based on previous best performance)		2021: Higher Bands Numeracy Targets (NAPLAN) Year 3 - (55%) Year 5 - (50%) Year 7 - (63%) (Based on previous best performance)	
Actions	Timeline	Roles & Responsibilities	Student Success criteria		Progress notes	
Each teacher will use formative assessment, student feedback and achievement data (PAT M / NAPLAN) to inform their teaching practice and to provide feedback to each student on their Mathematics progress.	2019-2021	Each teacher will have a deep understanding of the learning needs, Mathematics progress and next teaching steps of their identified students for High Bands achievement.	Each student will progress in their Mathematics learning by receiving documented feedback at least twice per term on their progress in Mathematics and having a clear understanding of their next steps in learning to ensure progress.			
Each teacher will plan and implement an agreed targeted teaching and learning cycle to intentionally respond to each student's achievement data.	2019-2021	Each teacher will work collaboratively to develop, implement and embed an agreed teaching and learning cycle at WPS.	Each student will progress in their Mathematics learning through experiencing planned and targeted evidence-based teaching and learning which will specifically provide intentional next teaching steps for each student.			
Each teacher will build their capacity to assess, track and monitor the progress of at least six students for High Bands Mathematics and Numeracy achievement by actively participating in a PLT.	2019-2021	Each teacher will utilise the PLT structure to collaboratively identify and design next teaching steps and evaluate the impact of their teaching on each learner's progress in Mathematics.	Each identified HB student will progress in their Mathematics learning by receiving documented feedback at least twice per term on their progress in Mathematics and will have a clear understanding of their next steps in learning to ensure progress.			
Each teacher will have a deep understanding of the WPS viable curriculum to ensure rigorous delivery of the teaching of Mathematics across the school.	2019-2021	Each teacher will ensure that their practice aligns to the WPS viable curriculum agreement enabling consistent approaches to the teaching and assessment of Mathematics and the provision of consistent feedback to each student on their Mathematics progress.	Each student will progress in their Mathematics learning through experiencing a coherent approach to the teaching of Mathematics across the school through the provision of the WPS viable curriculum.			
Each teacher will assess, track and monitor each students' conceptual development of Mathematics – Number, and provide explicit feedback to students on their achievement and next steps for learning as referenced against the Numeracy Progressions.	2019-2021	Each teacher will build their understanding of the application of the Numeracy Progressions in order to assist them to track the progress of students.	Each student will progress in their Mathematics learning by having a deep understanding of their Numeracy achievement and progress and will be able to confidently articulate learning goals in Mathematics as identified using the Numeracy Progressions.			