

Improvement plan for Swallowcliffe School P-7

2019 to 2021

School name

Swallowcliffe School P-7

Vision statement

To empower students to recognise and optimise their full potential, by providing a quality education built upon high expectations, positive and growth mindset and strong relationships between staff, students and the community.



Plan summary

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

Goals	Targets	Challenge of practice
Increase individual student growth in mathematics for all students Yrs1 - 7	2019 - 10% increase in students successfully completing the "Trusting the Count" assessment R-7 as compared to end of year 2018 data	If we develop and implement a common approach to the teaching of trusting the count and place value in mathematics in a sequential and developmental way we will increase student achievement in number.
	2020- 10% growth per class in student achievement in mathematics as measured by PAT Maths	
	2021- Yr 5 & 7 NAPLAN Mathematics results show an increase in percentage of students achieving SEA as compared to their 2019 results	
To improve individual student growth in writing for all students Rec - 7	2019 - All students Rec - 7 assessed against Language and Literacy Levels (outside of EALD requirements) in Terms 1 and 4	If we explicitly teach students to expand their vocabulary and apply revision and editing skills through 7 Steps to Writing Success we will see an increase in the sophistication of student's writing.
	2020 - 10% increase in students R-7 reaching year level expectations against Language & Literacy levels as compared to end of year 2019 data	
	2021-Yr 5 & 7 NAPLAN Writing results show an increase in percentage of students achieving SEA as compared to their 2019 results	
Optimise learner growth for all students P-7	2019 - All staff trained in Berry Street Education Model (Body/ Relationships) and implementing agreed strategies P-7	If we consistently critically reflect on our own attitudes and practices we will build the skills required to bring to life our mission statement: To empower students to optimise their full learning potential through the explicit teaching of high expectations, positive and growth mindset and relationships with others.
	2020 - All staff trained in Berry Street Education Model (Stamina/ Engagement/Character) and implementing agreed strategies P-7	
	2021- A decrease in the percentage of students referred to the Re-Engagement Room as compared to 2019 and 2020	

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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:

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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 individual student growth in mathematics for all students Yrs1 - 7	2019	2019 - 10% increase in students successfully completing the "Trusting the Count" assessment R-7 as compared to end of year 2018 data
		2020	2020- 10% growth per class in student achievement in mathematics as measured by PAT Maths
		2021	2021- Yr 5 & 7 NAPLAN Mathematics results show an increase in percentage of students achieving SEA as compared to their 2019 results
Goal 2	To improve individual student growth in writing for all students Rec - 7	2019	2019 - All students Rec - 7 assessed against Language and Literacy Levels (outside of EALD requirements) in Terms 1 and 4
		2020	2020 - 10% increase in students R-7 reaching year level expectations against Language & Literacy levels as compared to end of year 2019 data
		2021	2021-Yr 5 & 7 NAPLAN Writing results show an increase in percentage of students achieving SEA as compared to their 2019 results
Goal 3	Optimise learner growth for all students P-7	2019	2019 - All staff trained in Berry Street Education Model (Body/ Relationships) and implementing agreed strategies P-7
		2020	2020 - All staff trained in Berry Street Education Model (Stamina/ Engagement/Character) and implementing agreed strategies P-7
		2021	2021- A decrease in the percentage of students referred to the Re-Engagement Room as compared to 2019 and 2020

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	If we develop and implement a common approach to the teaching of trusting the count and place value in mathematics in a sequential and developmental way we will increase student achievement in number.
Goal 2	If we explicitly teach students to expand their vocabulary and apply revision and editing skills through 7 Steps to Writing Success we will see an increase in the sophistication of student's writing.
Goal 3	If we consistently critically reflect on our own attitudes and practices we will build the skills required to bring to life our mission statement: To empower students to optimise their full learning potential through the explicit teaching of high expectations, positive and growth mindset and relationships with others.

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 individual student growth in mathematics for all students Yrs1 - 7		
Challenge of practice		If we develop and implement a common approach to the teaching of trusting the count and place value in mathematics in a sequential and developmental way we will increase student achievement in number.		
Actions	Timeline	Roles and responsibilities	Resources	
Whole school PD agenda around pedagogy of sequential development in mathematics	Ongoing throughout 2019	Principal, Deputy and Tr Executive to plan PD calendar for year All staff released to familiarise themselves with recommended School Improvement resources and documents Specialist teachers to identify mathematics content for their learning area, which is reflected in their planning	Best Advice Papers Di Siemon Big Ideas in Number Masterclass videos and powerpoints AC National Numeracy Progressions AC Numeracy Continuum School Improvement document - Maintain Momentum	
Embed Positive Learning Norms with a mathematical focus (Jo Boaler)	Ongoing throughout 2019	All teachers to introduce Positive Learning Norms in GRFL (Term 1/Wks 1 & 2) Classroom teachers to unpack Positive Learning Norms with a mathematical focus Teachers to plan lessons that give students opportunities to practice and embed Positive Learning Norms and Mathematical Habits of the Mind	Best Advice Paper: Beliefs and Attitudes about Mathematics Positive Learning Norms (Jo Boaler) Jo Boaler Poster: When you believe in your students they do better BiTL Tools Transforming Tasks Techniques NRICH - Developing Mathematical Habits of the Mind	
Teachers implement Learning Design common framework to design learning and assessment, based on AC proficiencies and Achievement Standards	Terms 1-4 Weeks 1-3	Teachers share Learning Design planning framework with Line Manager and PLC's Line Managers to share teacher planning and provide feedback as a form of moderation Deputy Principal and Tr Executive to develop a site version of Learning Design framework for use by all teachers	Australian Curriculum/LDAM/BiTLTools/Transforming Tasks Creative and Critical Thinking Continuum School Performance Development Processes Maintain Momentum School Improvement Document Spiral Playbook SLIPP - Kate Beeson Deputy/Coordinator Teaching and Learning/Tr Executive	



Goal 1 continued		Increase individual student growth in mathematics for all students Yrs1 - 7		
Actions	Timeline	Roles and responsibilities	Resources	
Teachers track and monitor learner growth and identify next steps for teaching and learning for every individual student through embedded formal and formative assessments and explicit feedback	Ongoing throughout 2019	<p>All teachers to meet with Line Manager and Deputy in Term 2 for Numeracy Conversation</p> <p>Classroom teachers to use formative assessment techniques to "check in" on learner understanding during learning</p> <p>Teachers and PLC's to analyse data sets and identify successes, trends and gaps in learning and plan learning accordingly, as timetabled into professional learning agenda</p>	<p>NAP and PAT Tracker</p> <p>Scorelink</p> <p>LDAM</p> <p>Dylan Wiliam Learning Centre - Formative Assessment Webinars (online)</p> <p>PAT Teaching Resources</p> <p>AC National Numeracy Progressions</p>	
Develop strong foundations in number sense in all students using the Big Ideas in Number 2019 - Trusting the Count and Place Value	Ongoing	<p>All students Rec - Yr 7 assessed in Trusting the Count with Intervention Teacher (Term 4 2018)</p> <p>All teachers R - 7 will teach Trusting the Count/subitising in their Maths lessons</p> <p>Students who have "gaps in their learning" in number sense will receive Wave 1 (differentiation by classroom teacher) or Wave 2 (targeted) intervention</p>	<p>Best Advice Papers</p> <p>Trusting the Count Assessment (Di Siemon)</p> <p>Di Siemon Big Ideas in Number Masterclass videos and powerpoints</p> <p>Subitising: Laying the Foundations for Number Sense (Ann Baker)</p> <p>Teaching and Learning Coordinator</p>	
Develop whole school processes and agreements to ensure consistent, sequential and intentional quality teaching and learning of mathematics	Terms 3/4 2019	<p>Deputy Principal and Tr Executive to write site documents for whole school processes and agreements for Maths block</p> <p>PLC's to discuss, reflect and give feedback on site documents</p> <p>All teachers to adopt whole school processes and agreements</p>	<p>Best Advice Papers</p> <p>AC Numeracy/Creative and Critical Thinking Continuum's</p> <p>AC National Numeracy Progressions</p> <p>Peachey Partnership Numeracy Agreement</p> <p>School Improvement Documents</p>	
Total financial resources allocated				
Success criteria	<p>100% of Learning Design Frameworks meet requirements and are applied consistently across the school</p> <p>Whole school processes consistently applied in all classrooms R-7</p> <p>Students know and can articulate the learning intentions and success criteria of their learning</p> <p>Individual growth in Mathematics by all students</p>			



Goal 2		To improve individual student growth in writing for all students Rec - 7	
Challenge of practice		If we explicitly teach students to expand their vocabulary and apply revision and editing skills through 7 Steps to Writing Success we will see an increase in the sophistication of student's writing.	
Actions	Timeline	Roles and responsibilities	Resources
Coaching of R-7 staff in 7 Steps to Writing Success in genres of narrative, persuasive, recount and information reports	Term 1 2019 new staff, then ongoing	<p>Deputy and Co-ordinator Teaching and Learning to develop coaching timetable, (with an initial focus on new staff) to work in class with staff and meet with staff to discuss planning</p> <p>Coordinator Teaching and Learning to lead staff meeting segments re 7 Steps fortnightly focus</p> <p>All classroom teachers to plan daily writing activities</p>	<p>Coordinator Teaching and Learning (0.2)</p> <p>7 Steps to Writing Success resource pack</p> <p>7 Steps online (ongoing subscription)</p> <p>7 Steps PD (day training) for new staff</p>
Increase student exposure to and explicitly teach Tier 2 and 3 vocabulary through Oral Language, Modelled and Guided Reading, 7 Steps to Writing	Ongoing	<p>Classroom teachers to model, use and explicitly teach Tier 2 and 3 language in modelled, guided and independent reading and writing</p> <p>Specialist teachers to model, use and explicitly teach technical and specialist vocabulary of their learning area</p>	<p>Picture of the Day/Pobble365/Unsplash.com</p> <p>7 Steps to Writing Resource</p> <p>Mu Dictionaries/Possum Strategy</p> <p>Literacy Continuum - Vocabulary Knowledge (NSW Curriculum Support)</p> <p>The Big 6 Best Advice Paper: Vocabulary</p> <p>Word Walls</p>
Teachers to explicitly teach the revision and editing process in writing through the COPS and ARMS strategies.	Ongoing throughout 2019	<p>Teachers model and explicitly teach grammar and punctuation</p> <p>Teachers explicitly teach revising and editing skills - COPS and ARMS</p> <p>Teachers model and explicitly teach the transference of knowledge from "stand alone" grammar and punctuation activities to it's role in reading and writing text</p>	<p>COPS and ARMS Posters and Resources</p> <p>7 Steps to Writing Success Resources</p> <p>Jolly Grammar resources</p> <p>Language and Literacy Levels</p> <p>Learning Design</p>



Goal 2 continued		To improve individual student growth in writing for all students Rec - 7		
Actions	Timeline	Roles and responsibilities	Resources	
Teachers track and monitor learner growth and identify next steps for teaching and learning for every individual student through embedded formal and formative assessments and explicit feedback	Ongoing	Teachers to collect 2 pieces of on-demand writing per student/per term for moderation in PLC's All teachers to meet with Deputy and Coordinator Teaching and Learning in Terms 1 and 3 to analyse writing samples and determine if Wave 1/Wave 2 intervention is necessary	Coordinator Teaching and Learning 7 Steps to Writing Success Marking Guide NAPLAN Writing Marking Guide Language and Literacy Levels	
Teachers explicitly use 7 Steps resource to teach 1 extended text per term to apply grammar, punctuation and vocabulary knowledge and skills	Terms 2/3/4 2019, then ongoing	All classroom teachers to use at least 1 quality text (or passage of a text) per term to "unpack" evidence of the use of the 7 Steps, and the use and impact of grammar, punctuation and vocabulary choices in the text All classroom teachers to build shared experiences and shared knowledge through carefully chosen quality texts	Coordinator Teaching and Learning 7 Steps to Writing Success Resources 7 Steps recommended book list Quality Texts (AL Recommended Reading List) Suggested Texts for the English K-10 Syllabus	
Review, update and apply whole school English agreements	Terms 1/2 2019	Deputy, Coordinator Teaching and Learning and Tr Executive to write 7 Steps to Writing Success at Swallowcliffe document and review/update site English documents PLC's to discuss, reflect and give feedback on site documents All teachers to adopt whole school processes and agreements	Deputy/Coordinator/Tr Executive (released) Site agreements and documents 7 Steps to Writing Success Resources School Improvement document (Maintain Momentum) English Folder Resources for all classroom teachers	
Total financial resources allocated				
Success criteria	Increase in the use of Level 2 and Level 3 vocabulary in students writing Evidence of 7 Steps in in teachers planning and programming Increase in number of students reaching SEA in NAPLAN in Yrs 3,5 and 7 Whole school processes consistently applied in all classrooms R-7			



Goal 3		Optimise learner growth for all students P-7		
Challenge of practice		If we consistently critically reflect on our own attitudes and practices we will build the skills required to bring to life our mission statement: To empower students to optimise their full learning potential through the explicit teaching of high expectations, positive and growth mindset and relationships with others.		
Actions	Timeline	Roles and responsibilities	Resources	
All teachers to attend PD in Berry St Education Model 2 Days in 2019:Body/Relationship 2 Days in 2020:Stamina and Engagement/Character	2 PFD's in 2019 2 PFD's in 2020	Senior Leader Well-being to liaise with Berry Street staff to organise whole school PD Leadership Team and Tr Executive to develop timelines, guidelines and whole school agreements re implementation of strategies to be used in all classes, by all teachers Senior Leader Well-being and Coordinator Well-being for Learning and School Culture Development to develop survey to collect pre and post data	Senior Leader Well-being and Coordinator Well-being for Learning and School Culture Development Leadership Team Teacher Executive 2 Pupil Free Day's to attend Berry Street PD in 2019 Berry Street Training Resources Financial Resources: PD Budget	
All teachers to attend PD with Sir John Jones - The Magic Weaving Business	Term 2 2019, ongoing	Deputy Principal and Senior Leader Early Years and Special Ed to liaise with Chris Zunis (Gulfview Heights PS) All teachers to read, respond and critically reflect on selected Sir John Jones readings/You Tube clips in PLC's Coordinator Well-being for Learning and School Culture Development to make links from PD to School Mission statement	Senior Leader Well-being and Coordinator Well-being for Learning and School Culture Development Financial Resources: PD Budget Pupil Free Day Text - "The Magic Weaving Business: Finding the Heart of Learning and Teaching" (Sir John Jones) Selected You Tube clips	
All teachers to attend Zones of Regulation PD	Week 0 2019, ongoing	Zones of Regulation principles embedded into GRFL program Senior Leader Well-being and Coordinator Well-being for Learning and School Culture Development to align Zones of Regulation principles to school mission statement School Behaviour Code reviewed to reflect Zones of Regulation principals and language	Senior Leader Well-being and Coordinator Well-being for Learning and School Culture Development Financial Resources: PD Budget Pupil Free Day Occupational Therapist from Motivating Kids Zones of Regulation Training Resources School Mission Statement/School Behaviour Code	



Goal 3 continued		Optimise learner growth for all students P-7		
Actions	Timeline	Roles and responsibilities	Resources	
Student Voice will be included in Learning and Task Design in all curriculum areas, reflecting Transforming Tasks processes	Term 1, ongoing	<p>Senior Leader Well-being and Coordinator Well-being to continue involvement in Peachey Partnership Student Voice initiative</p> <p>Senior Leader Well-being to develop staff and student surveys re current student voice opportunities and practices</p> <p>Senior Leader Well-being to build bank of relevant resources (including on-line training, TED talks, You Tube clips)to facilitate Professional Development in areas identified in survey feedback</p>	<p>Senior Leader Well-being and Coordinator Well-being for Learning and School Culture Development</p> <p>Learning Design</p> <p>Transforming Tasks Techniques</p> <p>BiTL Tools</p>	
Create school Scope and Sequence which links site priorities and learner well-being initiatives/ resources to maximise learner engagement and growth	Term 1, ongoing	<p>Coordinator Well-being for Learning and School Culture Development to work with Senior Leader Well-being and Tr Exec to write document which links school mission statement; school pillars; assembly focus; Play is the Way Life Rafts; Berry Street principles; and agreed whole school language and phrases</p> <p>PLC's to discuss, reflect and give feedback on site documents</p>	<p>Coordinator Well-being for Learning and School Culture Development (1 co-ordinator day/week)</p> <p>Senior Leader Well-being</p> <p>Teacher Executive (Tr Release)</p> <p>School Documents: Mission Statement and Pillars</p> <p>Play is the Way / Berry Street Education Model</p> <p>CliffeFlicks</p>	
Jo Boaler's Positive Learning Norms (PLN's) to be embedded into all learning areas	Weeks 1/2, Term 1, ongoing throughout 2019	<p>Positive Learning Norms (PLN's)to be introduced in GRFL by classroom and specialist teachers</p> <p>All teachers to unpack PLN's in all learning areas and explicitly teach how they may apply to each learning area</p> <p>Co-ordinator to link PLN's to school pillars, Berry Street Education Model and Play is the Way through school assemblies and CliffeFlicks</p>	<p>Positive Learning Norms (Jo Boaler)</p> <p>Coordinator Well-being for Learning and School Culture Development (1 co-ordinator day/week)</p> <p>Play is the Way / Berry Street Education Model</p> <p>School Assemblies</p> <p>School Pillars</p> <p>CliffeFlicks</p>	
Total financial resources allocated				
Success criteria	<p>Students know and can articulate the how they use the positive learning norms in class.</p> <p>Staff and students are using whole school agree language in conversations.</p> <p>Student voice will be reflected in learning and assessment in all classrooms and specialist subjects.</p> <p>Improvement in MDI and school survey measures.</p>			



Approved by principal

Approved by governing council chairperson

Approved by education director