

# School Improvement Plan Summary for

Magill School



M A G I L L  
S C H O O L



**Vision Statement:**

At Magill School, we believe in and are committed to education for the 21st Century. Our students will have the skills to be effective global citizens in a complex, dynamic, and technological world. We provide a world class education that is indicative of and caters for the needs of our students, families, and community.



## STEP 1 Analyse and Prioritise

**Goal 1:** Writing – Increase % of students in High Bands for Year 3 and 5 and maintain % of students reaching NMS.

### ESR Directions:

Further improve student learning through the use of improved teacher practice, particularly in the area of using regular feedback from students, peers and leadership to make continuous adjustments to teaching in order to maximize each teacher's impact on student learning.

Increase stretch and challenge for all students by supporting teachers individually and in teams to develop coherent approaches to pedagogies that are consistent across the school, challenging, and developmentally appropriate for students.

Explicitly support students' resilience for and persistence in challenging learning through explicit, contextualised skill development.

### Targets:

<b>2022</b>	> Given our highest writing results over the past 5 years, we aim to increase HB to 73% of Year 3 students and 35% of Year 5 students and maintain % of students reaching NMS	<b>2023</b>	> Given our highest writing results over the past 5 years, we aim to increase HB to 78% of Year 3 students and 40% of Year 5 students and maintain % of students reaching NMS	<b>2024</b>	> Given our highest writing results over the past 5 years, we aim to increase HB to 83% of Year 3 students and 45% of Year 5 students and maintain % of students reaching NMS
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## STEP 2 Challenge of practice

### Challenge of Practice:

If we implement a consistent whole school approach to the direct instruction in teaching and assessing of writing, which incorporates the HITS and provides direct instruction in genre, grammar, and spelling, then we will increase student achievement in writing.

### Student Success Criteria (what students know, do, and understand):

Student learning will be focused on direct area/s of need.

Students will...

- > Know what the next steps are for them in their writing development and with the assistance of the teacher, understand how to achieve this
- > Make progress in their writing development through a focus and emphasis on functional grammar and a better understanding of structure within genre writing
- > Be able to track, monitor and gauge their level of understanding and progress through accessing clear, intentional learning opportunities
- > Undertake learning that is specifically designed and differentiated for their level of understanding
- > Experience consistency in teaching and learning experiences across classes within year levels



## STEP 1 Analyse and Prioritise

### Goal 2: Numeracy – Increase Year 3s achieving in High Bands and increase HB retention of Year 5s.

#### ESR Directions:

Further improve student learning through the use of improved teacher practice, particularly in the area of using regular feedback from students, peers and leadership to make continuous adjustments to teaching in order to maximize each teacher's impact on student learning.

Increase stretch and challenge for all students by supporting teachers individually and in teams to develop coherent approaches to pedagogies that are consistent across the school, challenging, and developmentally appropriate for students.

Explicitly support students' resilience for and persistence in challenging learning through explicit, contextualised skill development.

#### Targets:

<b>2022</b>	> Increase student achievement in High Bands at Years 3 and increase representation of Year 5s to 42% whilst maintaining % achieving NMS.	<b>2023</b>	> Increase student achievement in High Bands at Years 3 and increase representation of Year 5s to 47% whilst maintaining % achieving NMS	<b>2024</b>	> Increase student achievement in High Bands at Years 3 and increase representation of Year 5s to 53% whilst maintaining % achieving NMS
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## STEP 2 Challenge of practice

#### Challenge of Practice:

If we adopt a whole-school approach to teaching Numeracy, with a focus on addressing misconceptions in Number, we will increase the number of students achieving high band retention in Year 5. Through greater consistency in teaching of Numeracy practices through PLC's, we will build quality pedagogy that enables resilience and persistence in learners.

#### Student Success Criteria (what students know, do, and understand):

Student learning will be focused on direct area/s of need, identified through misconception testing and new concept development.

#### Students will...

- > Know what the next steps in learning are, with just in time feedback from teachers
- > Develop their learner resilience through applying Jo Boaler principles to their learning in mathematics
- > Make progress in their development of concept understanding and their use of General Capabilities within Numeracy
- > Undertake learning that is specifically designed and differentiated for their level of understanding
- > Experience consistency in teaching and learning experiences across classes within year levels