

# Site Improvement Plan 2021

## Goal 1: Writing

**Increase student achievement in writing from Year 3 to 7.**

**Challenge of practice:** *If we use available writing data (LEAP Levels) to collaboratively develop a consistent approach to teaching and assessing writing, which provides direct instruction in genre, grammar and spelling, then we will increase student's achievement in high bands from Year 3 to 7. Through classroom observations and feedback (peer, leadership and student), CPTs, P.D., previous partnership focus and Committee Meetings, then we will build whole school consistency in teaching and learning practices. Through Learning Intentions, Success Criteria, differentiation, formative assessment and feedback to move the learning forward, then we will build quality pedagogy that enables resilience and persistence in learners.*

Targets	2019: Year 3,5 and 7 cohort increase Higher Band achievement by 5% and decrease the number of students at SEA or below by 5% in Year 5 and 7.	2020: Year 3,5 and 7 cohort increase Higher Band achievement by 5% and decrease the number of students at SEA or below by 5% in Year 5 and 7.	2021: Year 3,5 and 7 cohort increase Higher Band achievement by 5% and decrease the number of students at SEA or below by 5% in Year 5 and 7.	
Actions	Timeline	Roles & Responsibilities	Resources	Success criteria
Through Writing PLUS Professional Development (2x4 teacher teams in Term 1 and 2 = 16 teachers attending in 2021) and ongoing upskilling with LEAP levels training, teachers will continue to build efficacy and understanding of how language works and how to better teach writing.	Term 1 and Term 2, 2021	Teachers will undergo PD training – upskilling their understanding of LEAP levels and their efficacy in writing Leadership will track and monitor work of teachers and organise release and timetable for teachers attending Writing PLUS Literacy Coach and Committee/EALD team will assist and support teachers	Partnership Writing Plus Workshops (Term 1 and 2) Literacy Coach LEAP Levels Australian Curriculum Literacy Scope and Sequence Literacy Progressions High Impact Teaching Strategies (Vic. DfE)	Students will be learning and focusing on direct areas of need. Teachers will be providing improved lessons and explicit teaching as a result of improved teaching pedagogy and training and development.
Each teacher will use the LEAP levels to collaboratively review writing data and assess focus students (targeted at higher band achievement) to determine area of focus for targeted students and collaboratively plan explicit teaching and learning opportunities based on need.	Ongoing, 2021	Teachers will plan, teach, assess, track and monitor student achievement and progress Leadership will track and monitor work of teachers and student achievement/progress Literacy Coach and Committee/EALD team will assist and support teachers	Curriculum Lead Literacy Coach LEAP Levels Australian Curriculum Literacy Scope and Sequence Literacy Progressions CPTs High Impact Teaching Strategies (Vic. DfE)	Teachers will assess and provide feedback for next steps in learning so that students are empowered to take the next step.
Teachers will collaboratively develop 'Bump It Up Walls' based on the Literacy Progressions, Scope and Sequence and Genre Map to build consistency in practices and assessment.	Ongoing, 2021	Teachers will develop, implement, conference and instruct students on the use of 'Bump It Up Walls' Leadership will track and monitor work of teachers and student achievement/progress Literacy Coach and Committee/EALD team will assist and support teachers	Curriculum Lead Literacy Coach LEAP Levels Australian Curriculum Literacy Scope and Sequence Literacy Progressions Magill School Genre Map CPTs High Impact Teaching Strategies (Vic. DfE)	Students will have an increased understanding in their next steps and be more centred in the learning and goal setting process. Students will make progress in writing development focused on functional grammar and a better understanding of genre.
Each teacher will regularly analyse writing data to plan and implement teaching and learning cycles. Teachers will track and monitor 6 focus students (high bands) and through writing analysis using the LEAP levels, will develop targeted intentional teaching based on the need of the learner.	Ongoing, 2021	Teachers will plan, teach, assess, track and monitor student achievement and progress Leadership will track and monitor work of teachers and student achievement/progress. Leadership will also facilitate PD opportunities through CPTs Literacy Coach and Committee/EALD team will assist and support teachers	Literacy Coach LEAP Levels Australian Curriculum Literacy Scope and Sequence Literacy Progressions Magill School Genre Map CPTs High Impact Teaching Strategies (Vic. DfE)	Students will be assessed and understand what they need to do next in order to improve their writing. Students will be involved in their learning.
Each teacher will deepen their work with further implementation of learning intentions and success criteria. Teachers will embed this work by ensuring that each explicit/intentional writing lesson has clear and explicit learning intentions and success criteria that are tiered/differentiated to cater to the needs of all learners.	Ongoing, 2021	Teachers will implement L.I. and S.C. for all explicit /intentional writing lessons Teachers will work collaboratively in CPTs to build understanding and consistency when writing L.I. and S.C. Leadership will support and track/monitor this work Literacy Coach and Committee/EALD team will assist and support teachers	Curriculum Lead Literacy Coach LEAP Levels Australian Curriculum Literacy Scope and Sequence Literacy Progressions Magill School Genre Map CPTs High Impact Teaching Strategies (Vic. DfE)	Students will be able to track, monitor and gauge their level of understanding and progress through accessing clear and explicit learning intentions and success criteria Teachers will have a greater focus and clarity to teaching writing lessons.
Teachers will work with an improved systematic approach/focus to teaching writing by bringing together LEAP levels, genre map, literacy progressions and scope and sequence to plan and assess writing.	Week 0 P.F.D. then ongoing	Teachers will plan, teach, assess, track and monitor student achievement and progress Leadership will track and monitor work of teachers and student achievement/progress Literacy Coach and Committee/EALD team will assist and support teachers	Curriculum Lead Literacy Coach LEAP Levels Australian Curriculum Literacy Scope and Sequence Literacy Progressions Magill School Genre Map High Impact Teaching Strategies (Vic. DfE)	Students will be provided consistent instruction in writing lessons and be able to make pleasing progress in their learning as a result.

# Site Improvement Plan 2021

<b>Goal 2: Numeracy</b>  <b>Maintain the high levels of Year 3s reaching Higher Bands in Maths and increase the retention of Year 5 and Year 7 students achieving in the Higher Bands.</b>	<b>Challenge of practice:</b> <i>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 Years 5-7. Through greater consistency in teaching of Numeracy practices, we will build quality pedagogy that enables resilience and persistence in learners.</i>
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<b>Targets</b>	2019: Year 5 and Year 7 cohort increase Higher Band achievement by 5%.	2020: Year 5 and Year 7 cohort increase Higher Band achievement by 5%.	2021: Year 5 and Year 7 cohort increase Higher Band achievement by 5%.
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Actions	Timeline	Roles & Responsibilities	Resources	Success Criteria
Continue to use and embed misconceptions testing focus using 'Back to Front Maths' resources.	Ongoing	Leadership and staff continue to use the misconception testing to identify student gaps in learning. Numeracy Leader to provide professional learning for new teachers to the school in Back to Front Maths concepts.	Back to Front Maths teaching resources for teachers. Back to Front Maths pre-assessment documents. Trained BTM Time High Impact Teaching Strategies (Vic Education Dept.)	Teachers will continue to use and embed the Back to Front Maths Misconceptions testing to ascertain where student strengths are and identify misconceptions in concepts which will impact the student to move forward successfully. Students will address misconceptions in their conceptual understanding in maths and apply new learning to tasks.
Teachers to analyse class and cohort Numeracy data to identify focus students based on high band retention and plan for differentiation using the DfE Scope and Sequence documents.	February, 2021	Numeracy leader – lead data analysis Leadership team – work with teams to formulate plans and support data analysis where needed Staff – engage with data and analyse to understand student needs. Leadership Team – organise to meet with teachers to discuss their 2x3 documents as part of their PDP discussions with Line Managers (6 month review and 12 month review)	OARS (PAT) website and resources NAPLAN online data Previous 2x3 documents Devices for staff Misconception tests administered in classes DfE Scope and Sequence – Mathematics Pupil Free Day – Week 0 2021	Teachers will use student data to plan, teach and provide meaningful feedback to move student learning forward. Students will be engaging with learning sequences which allow for development of concept ideas and address misconceptions in number concepts.
Professional Learning Communities (PLC's) meeting to share and compare data in 2x3 documents to establish common areas for targeted teaching from a pedagogical viewpoint.	Ongoing	Staff – to bring completed 2x3 documents to collaborate with peers for planning Staff – to identify common areas of misconception within student groups and design learning which will extend the misconception Leadership – provide pedagogical coaching and support to teaching teams	2 x staff meetings per term in 2021 Numeracy Progressions DfE Scope and Sequence – Mathematics High Impact Teaching Strategies (Vic Education Dept.)	Teachers will meet regularly to plan and assess student learning outcomes, and develop effective feedback strategies to move the learning forward. Students will be provided with opportunities to respond to the feedback and action this in a timely and effective manner.
Track and monitor progress data (PAT and NAPLAN) for identified ATSI students and conference/share results with students and families.	Ongoing	Principal – communicate timelines and expectations Leadership Team – Use student tracking document to monitor ATSI identified student achievement. Staff – to use student tracking document as a live document to be used and reviewed on a regular basis.	ACEO provided access and training using OARS for PAT results by Assistant Principal ATSI Student tracking document	Teachers will meet regularly to plan and assess student learning outcomes, and develop effective feedback strategies to move the learning forward. Students will be provided with opportunities to respond to the feedback and action this in a timely and effective manner.
Big Ideas in Number professional learning for all teachers to build consistency and concept development across the school site.	Term 2 2021	Leadership Team – to identify external service provider and provide professional learning for all staff Staff – engage with professional learning, identify how this meets the needs of their learners and embed new learning into classroom practice	Pupil Free Day Big Ideas in Number documents and resources External professional learning provider TBC DfE Scope and Sequence – Mathematics High Impact Teaching Strategies (Vic Education Dept.)	Teachers will engage with professional learning and identify how the Big Ideas in Number sit within the Scope and Sequence of learning across Reception to year 7. Students will improve their understanding of concepts and be able to put new learning into action.
Explicit teaching of skills and strategies (Jo Boaler – mathematical mindsets, growth mindset and 'The Learning Pit') to build student resilience and persistence in learning	Ongoing	Leadership team - to facilitate professional learning - New staff to be trained and build and ensure consistency Staff - to implement and embed strategies and common language through learning	Jo Boaler PD training – began in 2019 and continuing Guy Claxton – building powerful learners Thinking Maths – awaiting new training date release High Impact Teaching Strategies (Vic Education Dept.)	Teachers will engage in professional learning to identify their own dispositions towards mathematics and how they can create a culture of challenge and investigation through mathematics. Students will build their resilience to approach new learning with a positive attitude and work together to implement problem solving strategies.

# Site Improvement Plan 2021

## Goal 3: Reading (maintenance goal)

**Maintain the high level of Year 3s reaching Higher Bands in Reading and increase the retention of Year 5 and Year 7 students achieving in the Higher Bands.**

**Challenge of practice:** *If we continue to analyse data in teams so that we collaboratively plan targeted teaching of reading strategies via our successful guided reading practices, we will increase high band achievement in Years 5 to 7. Through sustaining momentum in whole-school reading agreements (guided reading) and consistency in practices across the school, we will build quality pedagogy that will impact learning outcomes.*

Targets	2019: Year 5 and Year 7 cohort increase Higher Band achievement by 5%.	2020: Year 5 and Year 7 cohort increase Higher Band achievement by 5%.	2021: Year 5 and Year 7 cohort increase Higher Band achievement by 5%.	
Actions	Timeline	Roles & Responsibilities	Resources	Success Criteria
All new teachers (also available to existing who wish to be involved) will be trained and provided with P.D. in Guided Reading to ensure consistency and alignment with school reading agreement.	Early Term 1, 2021	Leadership team organise Week 0 P.D. training Literacy leader and Literacy Committee to facilitate training and work with teachers in Guided Reading and Literature Circles New staff trained and made aware of current whole-school agreements	Guided Reading PD session – led by Assistant Principal Guided reading materials Upper level, high interest reading materials to extend our higher ability students Release as required for T&D	Students will be provided consistent instruction in reading lessons and make improvement and progress in reading.
All teachers will be provided P.D. training in Literature Circles.	Early in the year - TBC	Assistant Principal and Literacy Committee to organise and facilitate Literacy Leader- lead data analysis session Leadership team – work with teams to formulate their 2x3 differentiation and targeted teaching plans	Literacy Solutions PD – Literature Circles online course (R-7) Devices for staff Time to participate in PD Pupil Free Day	Students will be assessed and understand what they need to do next in order to improve their reading. Students will be involved in their learning.
Teachers will work on their 2x3 analysis (focusing on high band retention) identifying their 6 focus students. ACEO to track and monitor progress data (PAT and NAPLAN) ATSI students and conference/share results with students and families.	Early Term 1, 2021	Principal – communicate timelines and expectations Leadership team – organise to meet with teachers to discuss their 2x3 documents as part of their PDP discussions with Line Managers Staff – to share teaching and learning focus areas identified 2x3 documents ACEO/Assistant Principal	Curriculum Lead Release time Team planning time PDP process ACEO provided access and training using OARS for PAT results by Assistant Principal High Impact Teaching Strategies (Vic Education Dept.)	Students will tracked and monitored in the reading progress and learning.
Teachers will complete Guided reading classroom observations (with a focus on rigour and stretch) conducted by peer teaching partners and/or leadership.	Term 3, 2020	Literacy Leader/ Principal – negotiate with staff and agree on focus Leadership team – conduct observations Audit / check-in of teaching practices Teachers sharing of practice at team and staff meetings	Release time Observation guide / checklist High Impact Teaching Strategies (Vic Education Dept.)	Students will be provided improved lessons and explicit teaching as a result of improved teaching pedagogy and training and development.
One staff meeting per term will be allocated to Literacy with a focus on Reading P.D. to build on and improve consistency in teaching practices / pedagogy.	Ongoing, 2021	Literacy Leader to organise and facilitate	Literacy Solutions PD – Literature Circles online course (3-7) Teaching programs High Impact Teaching Strategies (Vic Education Dept.)	Teachers will develop more consistency in reading instruction across the school.