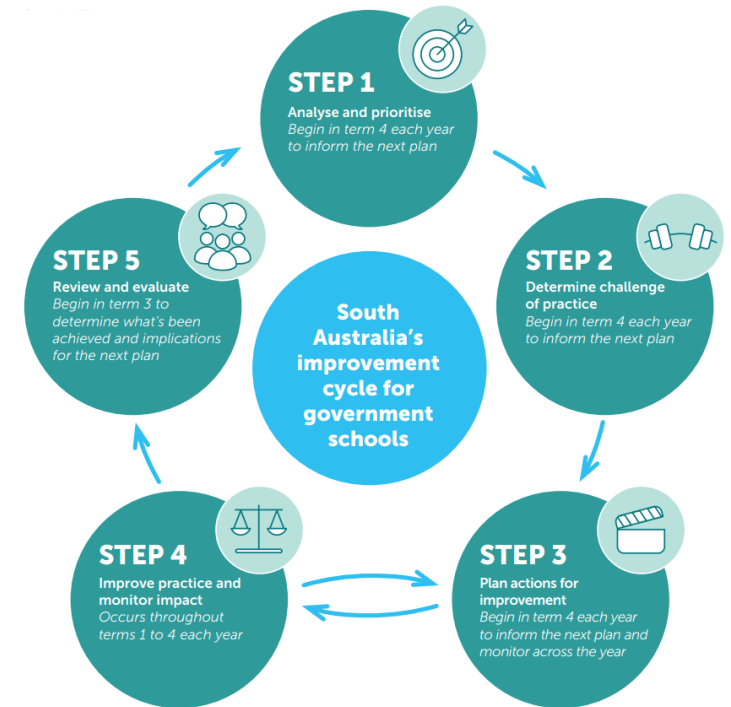


2022 - 2024

2023 School Improvement Plan for Berri Primary School

Site Number:
0532



Vision Statement:

Our Values and Learner Qualities (Dispositions) at Berri Primary School lead our students to be successful in achieving their full potential.


 **STEP 1 Analyse and Prioritise** **Site name: Berri Primary School**

<p>Goal 1: To improve student achievement in Mathematics.</p>	<p>ESR Directions: Strengthen processes to continue to build capacity of staff to actively participate through each cycle of site improvement planning and implementation.</p> <ol style="list-style-type: none"> 1. Strengthen processes to continue to build capacity of staff to actively participate through each cycle of site improvement planning and implementation. 2. Strengthen common understandings and practice of effective task design across the school to challenge and stretch all learners. 3. Continue to strengthen teacher capacity to more effectively use data and formative assessment with clear links to intentional teaching and learning programs.
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<p>Achievement towards Goal in 2022: 26/39 of year 4 students achieved 110 or above (67%) 39/47 of year 5 students achieved 112 or above (83%) 17/27 of year 6 students achieved 120 or above (63%)</p>	<p>Target 2023: 62% of Reception students (21/34) will achieve 14+ in Trust the Count. 57% of year 1 students (28/49) will achieve 19+ in Trust the Count. 40% of year 2 students (13/32) will achieve scale score 95 or above in PAT M. 54% of year 3 students (14/26) students will achieve Band 3 or above in NAPLAN. 86% of year 4 students (32/37) will achieve scale score 110 or above in PAT M. 65% of year 5 students (25/39) will achieve Band 5 or above in NAPLAN. 81% of year 6 students (39/48) will achieve scale score 120 or above in PAT M.</p>	<p>2024: Click or tap here to enter text.</p>
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 **STEP 2 Challenge of practice**

Challenge of Practice:
 If we focus on differentiation to develop conceptual understanding of number, using the DfE units of work, we will improve student achievement in mathematics.

 **STEP 3 Plan actions for improvement**

Tuesday, 28 March 2023

<p>Student Success Criteria (what students know, do, and understand):</p> <ol style="list-style-type: none"> 1. Students will use the number sense concept to Trust the Count and Place Value and use these skills to solve mathematical problems. 2. Students will use the four step problem solving strategies (Van De Walle) and multiplicative thinking to solve mathematical problems. 3. Students will represent and use manipulatives to investigate mathematical problems and can explain their thinking and choice. 	<p>How and when will this be monitored, tracked and measured? (When we...)</p> <p>Test our Receptions on Trusting the Count and analyse data in Term 1 and Term 4. Test our Year 1 students on Trusting the Count and analyse data during Term 2 and Term 4. Test our Year 2 students at risk on Trusting the Count and analyse data Term 2 and Term 4. Collect and analyse student work samples, observe and complete formative and summative assessment tasks aligned with the DfE Units of work once a term.</p>		
<p>What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice</p>			
Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
<p>Teachers will engage in professional learning to build their pedagogical content knowledge to enhance their ability to design differentiated mathematical learning that engages children.</p>	<p>ORBIS 3-5 Course</p> <ol style="list-style-type: none"> 1. 15th February 2. 10th March 3. 3rd April 4. 22nd May 5. 30th June <p>R-6 three staff meeting or PLT after the second and fifth ORBIS Course. One staff meeting with CIL on 4 step problem solving process. 2 PLT meetings per term</p>	<p>Two teachers will attend the ORBIS numeracy 5 day face to face training. All teachers will participate in three staff meetings facilitated by two ORBIS participants and Curriculum Coordinator. All teachers will have the option to utilise shared NIT meetings to plan for differentiated learning tasks in Maths. Leaders and curriculum coordinator will meet with the two teachers after each training day.</p>	<p>10 x TRT days (\$5900) Curriculum Coordinator Van de Walle text (pages 36-37) Curriculum Implementation Leader (CIL) DfE Mathematics Units of Work which include the four step problem solving processes) Shared NIT and PLT timetables</p>
<p>Teachers will collaborate within their professional learning teams to reflect on formative assessment and use this information to improve their instructional decision making.</p>	<p>2 PLT meetings a term.</p>	<p>All teachers will adhere to scope and sequence overviews, develop, differentiate and utilise resources as required. Curriculum Coordinator and ORBIS participants to support PLT. Leaders will meet regularly with teachers to provide support through PDP meetings and student evidence of teacher impact meetings (<i>how do you know your students are making progress?</i>).</p>	<p>DfE maths units of work and resources. Australian Curriculum Scope and Sequence Overviews Numeracy Progressions Curriculum Implementation Leader ORBIS participants</p>

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		Leaders to frame PLT structure, attend and document meetings.	
Collaborative moderating of student assessment progress.	TTC Receptions in Term 1 and Term 4 TTC Year 1 in Term 2 and Term 4 TTC Year 2 – Students at Risk in Terms 2 and 4 PLT meetings twice a term and timetabled shared NIT.	Teachers will moderate student learning against the achievement standards for their year level. Teachers will identify gaps, respond and monitor student progress. Teachers will use BIINs tool to assess student ability to Trust the Count. Leader will frame the PTL structure, attend and document meetings. Leaders Curriculum Coordinator will devise student monitoring documentation. Leadership to schedule ½ day release for teachers as per timeline.	Australian Curriculum Achievement Standards A-E Rubrics DfE Scope and Sequence BIIN diagnostic assessments DfE formative and assessments Essential Assessments (linked to DfE units of work) Numeracy Progressions PAT M NAPLAN Share NIT Timetable 7 x TRT days (\$4130) BIIN diagnostic tools Student Monitoring Documentation Curriculum Coordinator Term schedules
Leaders will schedule walk throughs and have evidence based conversation with teachers about differentiation during math sessions.	At least twice a term.	Leaders and Curriculum Coordinator will conduct classroom walkthroughs and provide written feedback.	Justin Baeder “Now we’re Talking.”

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 **STEP 1 Analyse and Prioritise** **Site name: Berri Primary School**

<p>Goal 2: To improve student achievement in Reading.</p>	<p>ESR Directions:</p> <ol style="list-style-type: none"> 1. Strengthen processes to continue to build capacity of staff to actively participate through each cycle of site improvement planning and implementation. 2. Strengthen common understandings and practice of effective task design across the school to challenge and stretch all learners. 3. Continue to strengthen teacher capacity to more effectively use data and formative assessment with clear links to intentional teaching and learning programs.
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<p>Achievement towards Goal in 2022: 41 sat the Phonics screener, 23 passed (56%) 18/27 of year 2 students achieved Level 21 in Running Records. 78% of year 3 (29/37) achieved 95 or above in PAT R. 80% of year 4 students (32/40) achieved 106 or above in PAT R. 72% of year 5 students (32/44) achieved 112 or above in PAT R. 81% of year 6 students (22/27) achieved 118 or above in PAT R.</p>	<p>Target 2023: 62% of Reception students (21/34) will achieve Running Record level 5 or Unit 8 LG decodable assessment. 55% of year 1 students (23/42) Year 1 phonics screening check. 60% of year 2 students (29/38) will achieve running record 21 or above and/or PAT R – 85 or above. 78% of year 3 students (21/27) will achieve band 3 or above in NAPLAN. 85% of year 4 students (32/38) will achieve 106 or above in PAT R. 67% of year 5 students (26/39) will achieve band 5 or above in NAPLAN 80% of year 6 students (38/48) will achieve 118 or above in PAT R.</p>	<p>2024: Click or tap here to enter text.</p>
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 **STEP 2 Challenge of practice**

Challenge of Practice:
 If we develop a consistent and instructional routine for teaching phonics and Reciprocal Reading, we will improve student achievement in reading.

 **STEP 3 Plan actions for improvement**

<p>Student Success Criteria (what students know, do, and understand):</p> <ol style="list-style-type: none"> 1. Students will orally segment and blend phonemes to read words. 2. Students will use their knowledge of letter sounds and apply their blending/ decoding skills to read fluently. 	<p>How and when will this be monitored, tracked and measured?</p> <ol style="list-style-type: none"> 1. Assess student knowledge using the LG Decodable Assessments after each sound set is taught. 2. Assess students using PM Benchmark and Decodable texts.
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<p>3. Students will engage in meaningful conversations using the four reciprocal reading strategies (summarising, questioning, clarifying and predicting) and be able to explain literal and implied meaning.</p>	<p>3. Collect and analyse student work samples, reciprocal reading rubrics, formative and summative assessment tasks aligned with the DfE Units of Work, once a term.</p>		
<p>What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice</p>			
<p>Actions</p>	<p>Timeline</p>	<p>Roles & Responsibilities – How will this be done?</p>	<p>Resources</p>
<p>Teachers will engage in professional conversations, build a shared understanding to consistently implement instructional routine for phonics and/or Reciprocal Reading program.</p>	<p>LGU Literacy Coach Visits (Week 3 and 5) each term. PLT meetings twice a term. Shared NIT as timetabled when applicable.</p>	<p>All teachers and intervention teacher will plan for and implement either instructional phonics routine and/or reciprocal reading program 4 to 5 times per week. All teachers will adhere to scope and sequence overviews, develop, differentiate and utilise resources as required. LGU Literacy Coach to continue assisting lower primary to implement LGU program. Curriculum Coordinator to support PLT. Leaders will meet regularly with teachers to provide support through PDP meetings and student evidence of teacher impact meetings (<i>how do you know your students are making progress?</i>). Leaders and Curriculum Coordinator to frame PLT structure, attend and document meetings.</p>	<p>DfE scope and sequence LG Decodable Assessment LGU Literacy Coach Reciprocal Reading Rubrics Heggerty Australian Curriculum Achievement Standards A-E Rubrics DfE formative and assessments Essential Assessments (linked to DfE units of work) Literacy Progressions PAT R NAPLAN Share NIT Timetable Intervention teacher</p>
<p>Each teacher will implement assessment procedures as part of the whole school assessment schedule.</p>	<p>Ongoing and Termly (refer to assessment schedule)</p>	<p>All teachers and intervention teacher will be responsible for adhering to the assessment schedule. Leaders and Curriculum Coordinator will devise whole school assessment schedule.</p>	<p>Assessment Schedule Intervention teacher</p>
<p>All teachers will regularly monitor, analyse and respond to student progress and collaboratively plan next steps.</p>	<p>PLT meetings once a term and timetabled shared NIT. Timeline as per DfE assessments (NAPLAN, PAT R)</p>	<p>All teachers and intervention teacher will moderate student learning against achievement standards for their year level.</p>	<p>Australian Curriculum Achievement Standards A-E Rubrics DfE formative and assessments</p>

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		<p>All teachers and will provide students the opportunity to complete self and peer assessments and reflect on these to improve their comprehension skills.</p> <p>All teachers and Intervention teacher will identify gaps, respond and monitor student progress.</p> <p>Leaders and Curriculum Coordinator will frame the PTL structure, attend and document meetings.</p>	<p>Essential Assessments (linked to DfE units of work)</p> <p>Literacy Progressions</p> <p>PAT R</p> <p>NAPLAN</p> <p>Share NIT Timetable</p> <p>Launchpad – one teacher, 2 SSO's</p>
<p>Leaders will schedule walk throughs and have evidence based conversation with teachers about Instructional Phonics routines and Reciprocal Reading Sessions.</p>	<p>At least twice a term.</p>	<p>Leaders and Curriculum Coordinator will conduct classroom walkthroughs and provide written feedback.</p>	<p>Justin Baeder “Now we’re Talking.”</p>