

Improvement plan for Klemzig School

2019 to 2021

Reviewed 2019

School name

Klemzig School

Vision statement

Our Vision:

Klemzig is a community that is committed to working together in a caring, supportive environment where every student can achieve their potential.

We achieve this through:

- encouraging innovation
- a whole school approach to a bilingual bicultural programme
- working in partnership with families
- a curriculum that includes methodologies which support learners of English as an Additional Language or Dialect
- learning intervention and support programmes that meet the needs of all children
- managing resources effectively to provide the best possible learning environment

Our Mission

To put learners' intellectual challenge and ethical engagement at the heart of everything we do.

Our Values:

- o Respect for ourselves, others and the environment
- o Success through goal setting and achievement
- o Communication developing greater understanding through speaking, signing and writing



Government
of South Australia

Department for Education

Plan summary

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

Goals	Targets	Challenge of practice
Improve the elaboration of ideas in Writing at year 5 level.	<p>By the end of 2019, increase the number of students (+2 students) in Year 4 already at or above SEA to higher levels as measured by Brightpath. (**students without disabilities)</p> <p>By the end of 2020, increase students in Year 5 already at or above SEA to higher bands levels (+2 students), as measured by NAPLAN. (**students without disabilities)</p> <p>By the end of 2021, increase the number of students (+2 students) in Year 6 already at or above SEA to higher levels as measured by Brightpath. (**students without disabilities).</p>	We will implement a teaching and learning cycle (TLC) with a focus on precise feedback as a form of deconstruction practice
Improve the 4 operations in Mathematics for year 3 – 5 students, leading through misconception analysis and problem solving.	<p>By the end of 2019, at least students in year 2 are in the higher bands PAT-Maths gain scores. (**students without disabilities)</p> <p>By the end of 2020, maintain and increase students in Year 3 already at or above SEA to higher bands levels (+2 students), as measured by NAPLAN (i.e. 122 and above).**students without disabilities</p> <p>By the end of 2021, maintain and increase the number of students (+2 students) in Year 4 already at or above SEA to higher levels as measured by PAT-Maths gain scores. (**students without disabilities)</p>	We will implement intentionally designed tasks, and assessment for all learners to develop mastery of number sense.
Improve Auslan narrative language for students enrolled in the CDE	<p>By the end of 2019, 50% of students in year 3 and 4 will be assessed as having a high progression in learning setup & constructed action on a heat map. (**students without disabilities)</p> <p>By the end of 2020, 20 students achieving Auslan goals each term as identified in their One Plan.</p> <p>By the end of 2021, 30 students achieving Auslan goals each term as identified in their One Plan.</p>	We will use regular language development block and assessments that focus on set-up and constructed action

Improvement plan for Klemzig School

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:

Andrew Wells

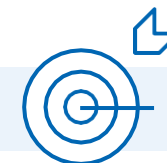
Review, Improvement and Accountability Manager

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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	Improve the elaboration of ideas in Writing at year 5 level.	2019	By the end of 2019, increase the number of students (+2 students) in Year 4 already at or above SEA to higher levels as measured by Brightpath (**students without disabilities)
		2020	By the end of 2020, increase students in Year 5 already at or above SEA to higher bands levels (+2 students), as measured by NAPLAN. (**students without disabilities)
		2021	By the end of 2021, increase the number of students (+2 students) in Year 6 already at or above SEA to higher levels as measured by Brightpath (**students without disabilities)
Goal 2	Improve the 4 operations in Mathematics for year 3 – 5 students, leading through misconception analysis and problem solving.	2019	By the end of 2019, at least 2 students in year 2 are in the higher bands PAT-Maths gain scores. (**students without disabilities)
		2020	By the end of 2020, maintain and increase students in Year 3 already at or above SEA to higher bands levels (+2 students), as measured by NAPLAN (i.e. 122 and above). **students without disabilities
		2021	By the end of 2021, maintain and increase the number of students (+2 students) in Year 4 already at or above SEA to higher levels as measured by PAT-Maths gain scores. (**students without disabilities)
Goal 3	Improve Auslan narrative language for students enrolled in the CDE.	2019	By the end of 2019, 50% of students in year 3 and 4 will be assessed as having a high progression in learning setup & constructed action on a heat map. (**students without disabilities)
		2020	By the end of 2020, 20 Students achieving Auslan goals each term as identified in their One Plan.
		2021	By the end of 2021, 30 students achieving Auslan goals each term as identified in their One Plan

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	We will implement a teaching and learning cycle (TLC) with a focus on precise feedback as a form of deconstruction practice.
Goal 2	We will implement intentionally designed tasks, and assessment for all learners to develop mastery of number sense.
Goal 3	We will use regular language development block and assessments that focus on set-up and constructed action

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		Improve the elaboration of ideas in Writing at year 5 level.		
Challenge of practice		We will implement a teaching and learning cycle (TLC) with a focus on precise feedback as a form of deconstruction practice		
Actions	Timeline	Roles and responsibilities	Resources	
Whole School Learning community Teachers will analyse writing samples through the Brightpath process to identify learner <i>achievements and development points</i>	Sample term 1 and term 3	Cula : analysis training with new teachers Gayle : co-ordinate Brightpath project Class teachers : collection and analysis of samples	6 TRT – training 18 TRT – analysis Pupil free day whole school moderation Staffing training time 0.1 EALD teacher	\$3252 \$9756 \$11225
Teachers understand the next learning point to develop <i>authorial choices</i> through the use of the Brightpath tool	Term 1 Brightpath system training	Line manager to monitor and support task design and learning intent Gayle to lead training in using Brightpath tool Teachers design and assess tasks that target learning points for whole class, groups, individuals	4 TRT – coaching 0.1 Band B2 leader Staff meeting time	\$2164 \$13720
Teacher use the Teaching and Learning Cycle to design learning tasks	Term 1 - Primary focus Term 2 - Junior primary focus	Line manager to monitor and support task design and learning intent Teachers explicitly use deconstruction and joint construction as part of learning design.	Staff meeting time	



Goal 1 continued		Improve the elaboration of ideas in Writing at year 5 level.		
Actions	Timeline	Roles and responsibilities	Resources	
Students access precise, documented feedback about the writing from teachers and peers	Term 2 - Term 4	<p>Teachers provide document feedback at least once a fortnight</p> <p>Gayle provides Brightpath training about use of teaching points</p> <p>Students redraft written work based on feedback</p> <p>Upper primary Students to use specific teacher feedback to develop independent goal setting</p>	Staff meeting time	
Specialist Learning Community 1 Authorial choice (technical vocab)	Term 1 - 4	Teachers: incubate pedagogical approaches to inform task design (learning sprints).	Additional training	\$2000
Specialist Learning Community 2 Language conventions (paragraphing)	Term 1 - 4	Teachers: incubate pedagogical approaches to inform task design (learning sprints).	Additional training	\$2000
Total financial resources allocated			\$44117	
Success criteria	<p>Through termly analysis of writing samples, we will see students writing improved through:</p> <p>SLC 1 : appropriate words in learning area context. Through an analysis of writing samples we will see more students using tier 2 and 3 vocabulary.</p> <p>SLC 2 : Topic sentences and elaboration of at least two connected ideas within a paragraph year 3 and above.</p>			



Goal 2		Improve the 4 operations in Mathematics for year 3 – 5 students, leading through misconception analysis and problem solving.	
Challenge of practice		We will implement intentionally designed tasks, and assessment for all learners to develop mastery of number sense.	
Actions	Timeline	Roles and responsibilities	Resources
Teacher networks Teachers use Big Ideas in Number as a framework for curriculum design	Term 1 - 4	Focus teachers: assess needs and provide information and collegiate learning opportunities about the Big Ideas in Numbers and examples of problematized situations task design. SLLIP to provide observational feedback and planning support Torrens Partnership provide professional learning in cross school developmental groups Teachers independently access additional training opportunities	TRT release for networking and training <ul style="list-style-type: none"> • 2 per TOH FTE • 6 TRT Focus teachers planning and support Training opportunities <ul style="list-style-type: none"> • Ann Baker/Natural Maths – workshop Term 2 Online training – Stamford(pedagogical)/natural maths (structural)/Backwards design(analytical)
Teachers use misconception testing to inform task design within each unit of work. This will include mental routines and/or Misconception testing.	Term 1 - 4	Line manager to monitor and support task design and learning intent using Natural Maths Structure Michelle to lead optional training in misconception testing (TK (analysis)and NM(formative))	6 TRT release for mentoring Training opportunities
		Teachers use analysis information to inform learning design and assessment. Gayle: mentoring misconception testing and analysis	\$10000 \$3252 \$3000 \$2000 \$3252 \$1000



Goal 2 continued		Improve the 4 operations in Mathematics for year 3 – 5 students, leading through misconception analysis and problem solving.		
Actions	Timeline	Roles and responsibilities	Resources	
			Total financial resources allocated	\$22,504
Success criteria	Through an analysis of problematized situation tasks we will see more students demonstrating multiplicative thinking in problem solving year 3 - 7.			



Goal 3		Improve Auslan narrative language for students enrolled in the CDE (expressive).		
Challenge of practice		We will use regular language development block and assessments that focus on set-up and Constructed Action.		
Actions	Timeline	Roles and responsibilities	Resources	
<ul style="list-style-type: none"> Teachers will be partnered to assess, plan and moderate Auslan assessments. 	Term 1 - 4	LB2: organise Training in the Auslan Assessment tool Class teachers – collection and assess language samples Class teachers will administer - PST every two years (standardised) - Aulsan Matrix - (tracking) - analysis of filmed observations at last once a term (formative)	Pupil free day whole CDE (teacher +BSSO) moderation Staffing training time Auslan tool Training	\$7000
<ul style="list-style-type: none"> Teachers understand the next learning point to develop <i>Constructed Action/ set-up</i> through the use of the Auslan tool 	Term1	Line manager to monitor and support task design and learning intent Teachers design and assess tasks that target learning points for individuals focus teachers : supports colleagues to develop a deeper understanding of the Auslan tool.	4 TRT – coaching Staff meeting time	\$2168
<ul style="list-style-type: none"> Teachers’ Auslan is clear and of a suitable level to meet the needs of students. 	Term 3	Line manager to assess personal Auslan development needs as part of PDP ToD/BSSO (native language) to provide language development learning Teachers identify personal language development goals.	5 TRT – in-school coaching Auslan consultant Additional BSSO hours 60	\$2710 \$1000 \$2700



Goal 3 continued		Improve Auslan narrative for students enrolled in the CDE	
Actions	Timeline	Roles and responsibilities	Resources
<ul style="list-style-type: none"> Students' progress is tracked through goals in their One Plan 	Term 1, 2, 3, 4	<p>Teachers: set and assess Auslan Language learning goals</p> <p>Students know their Auslan language learning goal</p> <p>Speech Pathologist provide additional support to goal identification</p>	
<p>Specialist Learning Community 1 Constructed Action</p>	Term 1 - 4	<p>Teachers: incubate pedagogical approaches to inform task design (learning sprints).</p>	Staff meeting time
<p>Specialist Learning Community 2 Set-up</p>	Term 1 - 4	<p>Teachers incubate pedagogical approaches to inform task design. (Learning sprints)</p>	Staff meeting time
Total financial resources allocated			\$15578
Success criteria	Through an analysis of Auslan narrative exchanges we will see more students using set-up and Constructed Action vocabulary.		



Approved by principal

Name Michele Smith

Date 14/12/2018

Approved by governing council chairperson

Name Matthew King

Date 14/12/2018

Approved by education director

Name

Date