



Keyneton Primary School

'hand in hand'

Site Improvement Plan 2017 - 2018

We share the vision of the Barossa Valley Partnership:

Every child at Keyneton Primary School will be engaged in high quality, relevant learning programmes

We value: Respect – for others, ourselves, our school and our community

Responsibility · Integrity · Honesty

· Personal Excellence

We believe: “OK Isn’t Excellent”

Building Powerful Learners in Literacy & Numeracy

Reading Comprehension

Outcome: Improved understanding of inferred meaning in texts across the curriculum

Actions:

- Sheena Cameron's book, "Teaching Reading Comprehension Strategies", purchased for all teachers
- Sheena Cameron strategies implemented in classrooms (linked to staff PD)
- Implement *Reciprocal Teaching* as a cross-curricular approach, R-7
- Students explicitly taught skills and practise predicting, clarifying, generating questions and summarising
- Link to Big 6 in Reading—oral language, fluency, vocabulary, phonics, phonological awareness, comprehension
- Engage Gail Holland (SLLIP) to provide support, guidance and professional development

Problem Solving

Outcome: Improvement in solving multi-step problems

Actions:

- Continue to use and further develop KPS Numeracy Agreement
- Natural Maths strategies embedded in lessons across the school:
 - Mental Routines, Problematised Situations, Explicit Teaching, Reflection, Maths Vocab Walls, banks of open-ended questions displayed
- Continue to focus on Growth Mindset strategies and language in all classes
- Ensure tasks are open and challenging, catering for different abilities and allowing 'stretch'
- Provide structured *think time* when students are faced with challenges:
 - Grapple -> Pair and Share -> Class discussion (use Reciprocal Teaching techniques)
 - Specifically teach *STAR Problem Solver* strategies

Improve student learning through high quality questioning

Teachers and students will be asking questions that improve thinking and reasoning

Improvement Targets

In classrooms we will see:

- Students demonstrating growth mindsets and being willing to 'struggle' with challenging literacy and numeracy tasks
- Students asking more complex questions about their thinking and learning
- Students engaged in reciprocal teaching strategies across the curriculum

Specific Tested Improvement Outcomes:

- Students' Running Records show improvements in inferred comprehension
- Students who scored below DECD Benchmark in PAT-R & M tests in Sept 2016 move closer to Benchmark according to scale score by Sept 2017
- Yr 3, 5, 7 students reach National Average in all components of NAPLAN tests
- Year 5 and 7 students show middle to upper progression in NAPLAN tests
- Improve the number of students achieving the higher bands in NAPLAN

Professional Development

Outcome: Enact change in pedagogical practice - build powerful learners through quality questioning techniques

- Staff meetings—PD scheduled for "Teaching Comprehension Strategies" - chapter focus, implement strategies in class and discuss student outcomes
- Teachers view YouTube clips of "Reciprocal Teaching in a Primary Class" and read "Reciprocal Teaching for Primary Classes: We Can Do It, Too!", discuss, implement
- Revisit the Leaders' Resource BiTL tool to focus on improving questioning techniques, specifically in English and Maths, and across the curriculum
- 2018—Use "Improving learning through questioning" (map.mathshell.org) - PD activities designed to help teachers to reflect on:
 - characteristics of their questioning that encourage students to reflect, think and reason
 - ways in which teachers might encourage students to provide extended, thoughtful answers, without being afraid of making mistakes
 - the value of showing students what reasoning means by 'thinking aloud'
- Partnership PD—Collaborative moderation—designing problem solving tasks