



KEYNETON PRIMARY SCHOOL

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”

.....
Catherine Hull—Principal

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Jamie Cameron—Governing Council Chairperson

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 - students leading Reciprocal Teaching Lessons
- 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' - engage Gail Holland for PD and demonstration lessons
- 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 2017 move closer to Benchmark according to scale score by Sept 2018
- 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

** 2017 actions in grey, 2018 - green

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

Keyneton Primary School Operational Plan - 2018

Priorities	Targets	Strategies	Timelines	Outcomes	Resources
			Responsibility	Monitoring	
Reading Comprehension	<p>All students demonstrate growth in inferred comprehension when using Fountas & Pinnell</p> <p>Increase the number of students achieving DECD SEA in NAPLAN Reading and PAT-R from their previous tests in 2016/17</p> <p>All students show middle to upper progression in NAPLAN Reading</p> <p>Increase the number of students achieving in the higher bands in NAPLAN reading</p>	<p>Staff trained to use Fountas & Pinnell in staff meeting</p> <p>Test all students with Fountas and Pinnell in Term 1 by Week 7</p> <p>Test again in early Term 4</p> <p>Implement Fountas & Pinnell strategies to support students to develop their inferring skills</p> <p>Reciprocal teaching to continue with the aim of students leading reciprocal teaching in their classes</p> <p>Teachers will regularly model the reciprocal teaching strategies and provide opportunities for students to lead</p> <p>Training and development for teaching staff in the overview of the Big Six is delivered in staff meetings</p> <p>Staff to trial using Big Six strategies in their classrooms</p> <p>Continue to use MiniLit as an intervention for students who don't meet the SEA</p>	<p>Teaching Staff</p> <p>All staff</p> <p>Students</p> <p>Teaching staff</p> <p>Term 2 Kate/Cathy</p> <p>Term 2 and beyond</p> <p>All teaching staff</p> <p>SSO - 45 mins, 3 times per week</p>	<p>Inferred comprehension will be measured over time for each student</p> <p>Data analysis will demonstrate growth in reading comprehension skills over the year</p> <p>Classroom observations will focus on this strategy</p> <p>Training delivered</p> <p>PD meeting conversation</p> <p>MiniLit data</p>	<p>Fountas and Pinnell Benchmark Assessment Kits</p> <p>DECD website & Best Advice papers</p>
Numeracy	<p>Increase the number of students achieving DECD SEA in NAPLAN Numeracy and PAT-M from their previous tests in 2016/17</p> <p>All students show middle to upper progression in NAPLAN Numeracy</p> <p>Increase the number of students achieving in the higher bands in NAPLAN Numeracy</p>	<p>Staff engage with challenging task design activities and moderation of work samples throughout the year</p> <p>Investigate questions that encourage students to reflect, think and reason</p> <p>Provide opportunities for teachers to ask questions that challenge and 'stretch' students' thinking through unpacking the professional development module, <i>Improving Learning Through Questioning</i></p>	<p>Gail Holland and Partnership colleagues</p> <p>Staff meeting time in Terms 3 and 4</p> <p>Terms 3 and 4</p> <p>Cathy and all teaching staff</p>	<p>Ongoing</p> <p>Classroom Observations reflect learning of effective questioning</p> <p>Students are challenged and stretched</p> <p>Student Opinion Survey</p>	<p>SLLIP Partnership PFD</p> <p>BITL tool</p> <p>http://map.mathshell.org/</p>