Burton Primary School
Site Improvement Plan 2017/18

Sustainable Outcome

NUMERACY | LITERACY | SCIENCE AND TECHNOLOGY

To improve the ENGAGEMENT and ACHIEVEMENT of all students in Numeracy, Literacy and Science/Technology and raise the level of skills, knowledge and understanding through the 7 Key Principles for Quality Teaching

At Burton Primary School we aim to:

- **build staff knowledge, skills and pedagogical practices to engage students in quality authentic learning and targeted intervention programs.**
- **encourage the sharing of staff expertise through collaborative planning and teaching to ensure consistency of practice across year levels**

School leaders will work with staff to:
- align the classroom teaching with whole school directions and priorities
- analyse student achievement data at individual, class and year level to determine intervention and differentiated practices
- establish clear goals and targets to measure progress and outcomes achieved
- improve professional learning and practice based on the Professional Standards for Teachers

Classroom teachers will:
- access regular professional development to build their literacy and numeracy expertise
- plan, deliver and assess quality literacy or numeracy teaching and learning aligned with the Australian Curriculum
- engage in collaborative professional inquiry with colleagues to build common understandings and consistent whole school approaches to literacy or numeracy

Students will:
- Set SMARTER learning goals
- Attend regularly and on time
- Participate in all learning tasks and pursue their personal best
- Follow school code of conduct/school values

Professional Learning and Performance and Development

Burton Primary School Teachers are supported to achieve the Seven Key Principles for Quality Teaching through quality on going professional learning and performance and development processes

Burton Primary School's Seven Key Principles for Quality Teaching

adapted from Peter Sullivan – Six Key Principles for Effective Teaching of Mathematics

At Burton Primary School we will develop powerful learners through implementing quality teaching and learning practices

Principle 1: Articulating Goals
Identify key ideas that underpin the concepts you are seeking to teach, communicate to students that these are the goals of the teaching, and explain to them how you hope they will learn.

Principle 2: Making Connections
Build on what students know, including creating and connecting students with stories that both contextualise and establish a rationale for the learning.

Principle 3: Fostering Engagement
Engage students by utilising a variety of rich and challenging tasks that allow students time and opportunities to make decisions, and which use a variety of forms of representation.

Principle 4: Differentiating Challenges
Interact with students while they engage in the experiences, encourage students to interact with each other, including asking and answering questions, and specifically plan to support students who need it and challenge those who are ready.

Principle 5: Structuring Lessons
Adopt pedagogies that foster communication and both individual and group responsibilities, use students' reporting to the class as learning opportunities, with teacher summaries of key ideas.

Principle 6: Promoting Fluency & Transfer
Fluency is important, and it can be developed in two ways: by short everyday practice of mental processes, and by practice, reinforcement and prompting transfer of learnt skills.

Principle 7: Connecting school, students & families
Families and the school share responsibility for student learning and wellbeing. They work together to create positive attitudes to learning and develop shared understandings of how children learn and learning programs build on families' capacity to support learning at home.

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To improve the ENGAGEMENT and ACHIEVEMENT of all students in Numeracy, Literacy and Science/Technology and raise the level of skills, knowledge and understanding through the 7 Key Principles for Quality Teaching

Process Outcomes
At Burton Primary School we will:

Collaboratively plan and teach to share knowledge and best practice

Use and interpret data to inform planning and programming

Develop a common understanding of year level expectations and consistency through moderation

Provide professional learning around knowledge, concepts and pedagogy

Engage teachers and students in the co-construction of learning

Educator Outcomes
As a result educators will:

Develop a deep knowledge and understanding of the curriculum

Analyse individual learning needs and address identified areas of concern

Provide a broad and deep curriculum that is engaging and relevant

Provide quality pedagogy that is supported by high expectations

Plan and deliver greater consistency within and across year levels

Targets:

Running Records:
75% of Year 1 students achieving SEA by end of year
75% of Year 2 students achieving SEA by end of year

NAPLAN:
Minimum of 75% of students achieving SEA in NAPLAN in Years 3, 5 & 7 in Literacy and Numeracy

10% increase in students achieving middle and upper progress

10% increase in students achieving in higher NAPLAN Bands in Years 3, 5 & 7 in Literacy and Numeracy

Student Learning Outcomes
As a result students will:

Increase their engagement in all learning areas

Increase their individual achievement and progress

Be challenged to develop deeper levels of thinking, understanding and application

Develop powerful learner dispositions to support learning

Numeracy Action Plan – 2017

Sustainable Outcome	Process Outcomes	Critical Activities	Timeframe	Evidence	Learning Outcomes
Improve the engagement and achievement of all students in Mathematics and raise the level of Numeracy through the 7 Key Principles for Quality Teaching	*Collaboratively plan and teach to share knowledge and best practice*	**Instructional Rounds** All staff trained by Katrina Spencer in observing in classrooms and providing feedback All teachers to participate in both processes of instructional rounds (observing and being observed) Teachers are using feedback provided to inform practice Whole school and targeted professional learning linked to feedback to up skill teachers	Term 1 – Week 4 Term 1 – Week 7/8 Term 2 and beyond Term 2 and beyond	Feedback received and acted upon Teachers working collaboratively within and across year levels Consistent practice evident across the school Further deprivatisation of practice and classrooms across year levels Increase in teacher knowledge, skills and pedagogy Connection of identified Problem of Practice to BPS 7 Key Principles for Quality Teaching	*Targets analysed from achievement and perception data to measure improvement* **Educator** Plan and deliver greater consistency within and across year levels Provide a broad and deep curriculum that is engaging and relevant **Student** Increase their engagement in all learning areas Increase their individual achievement and progress Develop powerful learner dispositions to support learning

	Collaboratively plan and teach to share knowledge and best practice *Provide professional learning around knowledge, concepts and pedagogy* *Use and interpret data to inform planning and programming*	**Numeracy Coach (Connection to Results Plus Partnership Work)** Pupil Free Day – Number Sense delivered by Maureen Hegarty Regular in-class maths visits (3 week rotation across year levels) to plan, program, team teach, model and provide feedback in partnership Termly afterschool reflection and planning meetings in year level teams with Maureen 3 lead teachers to liaise with Maureen and staff and provide support and guidance with planning and programming Year level meetings to co-plan, share best practice and different aspects of numeracy and discuss outcomes and/or challenges Regular Pupil Free Day/Staff Meetings	Term 1 – Week 0 (2017) Ongoing One per term Ongoing Ongoing At least one/two per term	Identification of best practice shared among colleagues Teachers working collaboratively within and across year levels Consistent practice evident across the school Units of work developed around problem solving and open ended tasks Feedback from Numeracy Coach provided to staff for celebration of success and areas for improvement	**Educator** Plan and deliver greater consistency within and across year levels Provide a broad and deep curriculum that is engaging and relevant Provide quality pedagogy that is supported by high expectations Analyse individual learning needs and address identified areas of concern A deep knowledge and understanding of the curriculum **Student** Increased engagement Increased individual achievement **(From Targets)** Challenged to develop deeper levels of thinking, understanding and application

	Use and interpret data to inform planning and programming	**Track, Monitor and Respond to Every Learner's Growth**			**Educator**
	(NAPLAN) (PAT DATA) (A-E DATA) SCHOOL PERFORMANCE REPORT STAFF AND STUDENT PERCEPTION DATA	All teachers provided with comprehensive breakdown of data in Week 0 of their new class – to be discussed and performance conversations Analysing NAPLAN and PAT Data at individual, class, year and site level to inform areas for development and differentiation (question analysis and growth of individual students) Half day release in teams to analyse and interpret NAPLAN data and plan units of work to target critically low areas Targeted intervention of identified students showing low achievement in number sense – QuickSmart Numeracy 2+2+2 model to track, monitor and program for students	Term 1 - Week 0 Term1 – Week 3-5 Ongoing Term 3/4 Ongoing Term 2	Data used for groupings and to differentiate learning to support all learners to access curriculum Greater understanding of student learning needs Intellectual stretch to challenge all students Conversations in performance and development around individual student growth	Analyse individual learning needs and address identified areas of concern **Student** Increase their engagement in all learning areas Increase their individual achievement and progress

	Develop a common understanding of year level expectations and consistency through moderation of Australian Curriculum: Mathematics	**Collaborative Moderation** DECD Collaborative Moderation Process Student Free Days to familiarise staff with the process and using student work sample portfolio with Virginia Primary School Professional Learning around unpacking and designing assessment tasks to allow student to reach an 'A' Meet in year level teams to design assessment tasks based in data, implement in classroom and moderate	Late Term 2 Early Term 3 Term 2/3 Term 2/3	Consistency in grading/judgement of students' learning and common understanding of expectations Collaborative planning and programming High quality assessment tasks created	**Educator** Analyse individual learning needs and address identified areas of concern A deep knowledge and understanding of the curriculum Provide a broad and deep curriculum that is engaging and relevant Provide quality pedagogy that is supported by high expectations Plan and deliver greater consistency within and across year levels **Student** Increased engagement Increased individual achievement **(From Targets)** Challenged to develop deeper levels of thinking, understanding and application

Literacy Action Plan – 2017

Sustainable Outcome	Process Outcomes	Critical Activities	Timeframe	Evidence	Learning Outcomes
Improve the engagement and achievement of all students in English and raise the level of Literacy through the 7 Key Principles for Quality Teaching	*Collaboratively plan and teach to share knowledge and best practice*	**Instructional Rounds** All staff trained by Katrina Spencer in observing in classrooms and providing feedback All teachers to participate in both processes of instructional rounds (observing and being observed) Teachers are using feedback provided to inform practice Whole school and targeted professional learning linked to feedback to up skill teachers	Term 1 – Week 4 Term 1 – Week 7/8 Term 2 and beyond Term 2 and beyond	Feedback received and acted upon Teachers working collaboratively within and across year levels Consistent practice evident across the school Further deprivatisation of practice and classrooms across year levels Increase in teacher knowledge, skills and pedagogy Connection of identified Problem of Practice to BPS 7 Key Principles for Quality Teaching	*Targets analysed from achievement and perception data to measure improvement* **Educator** Plan and deliver greater consistency within and across year levels Provide a broad and deep curriculum that is engaging and relevant **Student** Increase their engagement in all learning areas Increase their individual achievement and progress Develop powerful learner dispositions to support learning

	Collaboratively plan and teach to share knowledge and best practice *Provide professional learning around knowledge, concepts and pedagogy* *Use and interpret data to inform planning and programming*	**7 Steps to Writing (Connection to Results Plus Partnership Work)** Regular in-class visits across year levels to plan, program, team teach, model and provide feedback in partnership Lead teacher to liaise with staff and provide support and guidance with planning and programming Year level meetings to co-plan, share best practice and different aspects of 7 Steps to Writing and discuss outcomes and/or challenges Staff Meetings for professional learning and/or collaborative discussions EALD Language and Literacy Levels	Ongoing Ongoing One per term As required 2 pieces per year	Identification of best practice shared among colleagues Teachers working collaboratively within and across year levels Consistent practice evident across the school Feedback from lead teacher provided to staff for celebration of success and areas for improvement Teachers use collected and collated next step data to inform teaching	**Educator** Plan and deliver greater consistency within and across year levels Provide a broad and deep curriculum that is engaging and relevant Provide quality pedagogy that is supported by high expectations Analyse individual learning needs and address identified areas of concern A deep knowledge and understanding of the curriculum **Student** Increased engagement Increased individual achievement **(From Targets)** Challenged to develop deeper levels of thinking, understanding and application

	Use and interpret data to inform planning and programming	**Track, Monitor and Respond to Every Learner's Growth**			**Educator**
	(NAPLAN) (PAT DATA) (A-E DATA) (RUNNING RECORDS) SCHOOL PERFORMANCE REPORT STAFF AND STUDENT PERCEPTION DATA	All teachers provided with comprehensive breakdown of data in Week 0 of their new class – to be discussed and performance conversations Analysing NAPLAN and PAT Data at individual, class, year and site level to inform areas for development and differentiation (question analysis and growth of individuals) Half day release in teams to analyse and interpret NAPLAN data and plan units of work to target critically low areas Targeted intervention of identified students using WAVE model showing low achievement – Rocket Reading/LLI/Special Ed. Intervention Support 2+2+2 model to track, monitor and program for students	Term 1 - Week 0 Term1 – Week 3-5 Ongoing Term 3/4 Ongoing Term 2	Data used for groupings and to differentiate learning to support all learners to access curriculum Greater understanding of student learning needs Intellectual stretch to challenge all students Conversations in performance and development around individual student growth Literacy assessment folders compiled annually and passed on to next class	Analyse individual learning needs and address identified areas of concern **Student** Increase their engagement in all learning areas Increase their individual achievement and progress

	Develop a common understanding of year level expectations and consistency through moderation Australian Curriculum: English	**Collaborative Moderation** DECD Collaborative Moderation Process Student Free Days to familiarise staff with the process and using student work sample portfolio with Virginia Primary School Professional Learning around unpacking and designing assessment tasks to allow student to reach an 'A' Meet in year level teams to design assessment tasks based in data, implement in classroom and moderate	Late Term 2 Early Term 3 Term 2/3 Term 2/3	Consistency in grading/judgement of students' learning and common understanding of expectations Collaborative planning and programming High quality assessment tasks created	**Educator** Analyse individual learning needs and address identified areas of concern A deep knowledge and understanding of the curriculum Provide a broad and deep curriculum that is engaging and relevant Provide quality pedagogy that is supported by high expectations Plan and deliver greater consistency within and across year levels **Student** Increased engagement Increased individual achievement **(From Targets)** Challenged to develop deeper levels of thinking, understanding and application

Science Action Plan

Sustainable Outcome	Process Outcomes	Critical Activities	Timeframe	Evidence	Learning Outcomes
Improve the engagement and achievement of all students in Science and Technology through the 7 Key Principles for Quality Teaching	*Provide professional learning around knowledge, concepts and pedagogy* *Collaboratively plan and teach to share knowledge and best practice*	**3D Printing – Makers Empire DECD Project** Two teachers to attend project training to work with DECD/Makers Empire staff Two teachers to plan, implement and evaluate a unit of work using 3D software and printers Two teachers design and deliver to staff 3D printing training program and support staff to design a unit of work Two teachers to work with staff members to model and team teach unit of work	Term 1 Term 1/2 Term 2/3 Term 3/4	Identification of best practice shared among colleagues Teachers working collaboratively within and across year levels Increase in teacher knowledge, skills and pedagogy Building staff capacity	*Targets analysed from achievement and perception data to measure improvement* **Educator** Provide a broad and deep curriculum that is engaging and relevant Provide quality pedagogy that is supported by high expectations A deep knowledge and understanding of the curriculum **Student** Increase engagement in all learning areas Increase their individual achievement and progress Challenged to develop deeper levels of thinking, understanding and application

	Use and interpret data to inform planning and programming (PAT DATA) (A-E DATA) STAFF AND STUDENT PERCEPTION DATA	**Track, Monitor and Respond to Every Learner's Growth** Years 4-7 to trial PAT Science Test Analysing PAT Data at individual, class, year and site level to inform areas for development and differentiation (question analysis of individual students	Term 2/3 Term 3	Data used for groupings and to differentiate learning to support all learners to access curriculum Greater understanding of student learning needs Intellectual stretch to challenge all students Conversations in performance and development around individual student growth	**Educator** Analyse individual learning needs and address identified areas of concern **Student** Increase their engagement in all learning areas Increase their individual achievement and progress

	Collaboratively plan and teach to share knowledge and best practice *Provide professional learning around knowledge, concepts and pedagogy*	**Year 7-8 STEM Collaborative Inquiry Project** Orion Partnership STEM Training – Engineering Focus Collaborate and co-plan with Partnership middle years teachers to ensure smooth transition and skills readiness for high school	Term 1 Term 2 onwards	Up skill teachers and students Create close relationships and dialogue with feeder high schools	**Educator** Provide a broad and deep curriculum that is engaging and relevant Provide quality pedagogy that is supported by high expectations A deep knowledge and understanding of the curriculum **Student** Increase engagement in all learning areas Increase their individual achievement and progress Challenged to develop deeper levels of thinking, understanding and application

	Provide professional learning around knowledge, concepts and pedagogy *Collaboratively plan and teach to share knowledge and best practice*	**Professional Learning in Build Skills and Capacity in STEM** Unpacking the science scope and sequence in year level teams – What will the learning look like at each year level? Engage in appropriate professional learning sessions as required either at the site or individual level Visit other sites to look at best practice	Term 2 Ongoing Ongoing	Identification of best practice shared among colleagues Teachers working collaboratively within and across year levels Increase in teacher knowledge, skills and pedagogy	**Educator** Provide a broad and deep curriculum that is engaging and relevant Provide quality pedagogy that is supported by high expectations A deep knowledge and understanding of the curriculum **Student** Increase engagement in all learning areas Increase their individual achievement and progress Challenged to develop deeper levels of thinking, understanding and application