

# Improvement plan for Lyndoch Primary School

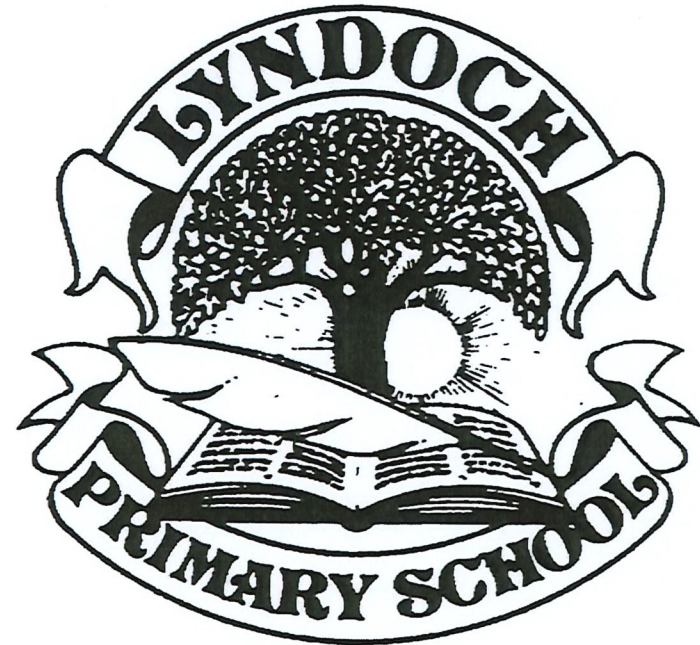
2019 to 2021

School name

Lyndoch Primary School

Vision statement

Our vision for Lyndoch Primary School is that our students are active and informed citizens who strive to reach their individual potential through self-responsibility.



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   |
|---|---|---|
| Increase student achievement in mathematics, particularly in the number strand, in years 3-6. | <p>Students in years 5 and 6 to increase PAT Score by 4 more questions correct, which will give an average of 60% correct. Students in year 4 to increase PAT Score by 4 more questions, which will give an average of 90% correct. Students in year 3 to increase PAT score by 4 more questions which will give an average of 70% correct.</p> <p>All students in years 3-6 achieve 100% level 1.1 of Trust the Count. 90% of all students in years 3-6 achieve level 1.2 of Trust the Count. 90% of all students years 3-6 achieve 100% accuracy at level 2.4 in place value-MAB. 90% of students years 3-6 achieve 100% accuracy at level 2.4 in place value-cards.</p> <p>All students in years 3-6 achieve 100% level 1.1 of Trust the Count. 90% of all students in years 3-6 achieve level 1.2 of Trust the Count. 90% of all students years 3-6 achieve 100% accuracy at level 2.4 in place value-MAB. 90% of students years 3-6 achieve 100% accuracy at level 2.4 in place value-cards.</p> | If we develop a common evidence based approach to teach trusting the count, place value and multiplicative thinking and design appropriate mathematical problem solving tasks or investigations, then we will increase student achievement in mathematics, particularly in the number strand.           |
| Increase student achievement in reading R-3.  | <p>Year 1: 70% reach SEA (level 14) in running records, Year 2: 70% reach SEA (level 21) in RR, Year 3: 70% reach SEA in RR</p> <p>Year 2; 75% reach SEA in RR, Year 3 75% reach SEA in RR, Year 4; 80% to be independent readers</p> <p>Reception; 75% reach SEA RR (level 5), Year 1; 85% reach SEA (level 13), Year 2; 85% reach SEA in RR (level 21), Year 3; 80% reach SEA RR (level 30), Year 4; 80% to be independent readers</p>  | If we develop a rigorous systematic, synthetic approach to teaching and assessing students' knowledge of phonics and decoding as part of our focus on the Big 6, then we will increase student achievement in reading in years R-3.   |
| Increase student achievement in writing R-7.  | <p>85% of Year 3, 5 &amp; 7 students will attain SEA in writing as measured by NAPLAN.</p>  | If we consistently use more effective formative assessments and feedback introducing Brightpath to support students in developing and structuring written texts, we will increase the number of students who meet the SEA (C or above) Australian Curriculum achievement standards & NAPLAN in writing. |

# Improvement plan for Lyndoch Primary 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:

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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 | Increase student achievement in mathematics, particularly in the number strand, in years 3-6. | 2019    | Students in years 5 and 6 to increase PAT Score by 4 more questions correct, which will give an average of 60% correct. Students in year 4 to increase PAT Score by 4 more questions, which will give an average of 90% correct. Students in year 3 to increase PAT score by 4 more questions which will give an average of 70% correct. |
|        |   | 2020    | All students in years 3-6 achieve 100% level 1.1 of Trust the Count. 90% of all students in years 3-6 achieve level 1.2 of Trust the Count. 90% of all students years 3-6 achieve 100% accuracy at level 2.4 in place value-MAB. 90% of students years 3-6 achieve 100% accuracy at level 2.4 in place value-cards.                      |
|        |   | 2021    | All students in years 3-6 achieve 100% level 1.1 of Trust the Count. 90% of all students in years 3-6 achieve level 1.2 of Trust the Count. 90% of all students years 3-6 achieve 100% accuracy at level 2.4 in place value-MAB. 90% of students years 3-6 achieve 100% accuracy at level 2.4 in place value-cards.                      |
| Goal 2 | Increase student achievement in reading R-3.  | 2019    | Year 1: 70% reach SEA (level 14) in running records, Year 2: 70% reach SEA (level 21) in RR, Year 3: 70% reach SEA in RR   |
|        |   | 2020    | Year 2; 75% reach SEA in RR, Year 3 75% reach SEA in RR, Year 4; 80% to be independent readers   |
|        |   | 2021    | Reception; 75% reach SEA RR (level 5), Year 1; 85% reach SEA (level 13), Year 2; 85% reach SEA in RR (level 21), Year 3; 80% reach SEA RR (level 30), Year 4; 80% to be independent readers  |
| Goal 3 | Increase student achievement in writing R-7.  | 2019    |  |
|        |   | 2020    |  |
|        |   | 2021    | 85% of Year 3, 5 & 7 students will attain SEA in writing as measured by NAPLAN.  |

# 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                | If we develop a common evidence based approach to teach trusting the count, place value and multiplicative thinking and design appropriate mathematical problem solving tasks or investigations, then we will increase student achievement in mathematics, particularly in the number strand.           |
| Goal 2                | If we develop a rigorous systematic, synthetic approach to teaching and assessing students' knowledge of phonics and decoding as part of our focus on the Big 6, then we will increase student achievement in reading in years R-3.   |
| Goal 3                | If we consistently use more effective formative assessments and feedback introducing Brightpath to support students in developing and structuring written texts, we will increase the number of students who meet the SEA (C or above) Australian Curriculum achievement standards & NAPLAN in writing. |

# 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  |   | Increase student achievement in mathematics, particularly in the number strand, in years 3-6.  |   |  |
|---|---|--|---|--|
| Challenge of practice   | If we develop a common evidence based approach to teach trusting the count, place value and multiplicative thinking and design appropriate mathematical problem solving tasks or investigations, then we will increase student achievement in mathematics, particularly in the number strand. |  |   |  |
| Actions   | Timeline  | Roles and responsibilities   | Resources   |  |
| All teachers will participate in Professional discussions in learning teams to plan maths intervention program and review resources.  | T4 2019<br>T1 2020<br>T1 2021   | Coordinator to lead a process for discussions in T&D time. Teachers will commit to actions to trial and share back in staff meetings to determine impact.                            | Teaching Mathematics: Foundation to Middle Years (Siemon)<br>Teaching Student Centred Mathematics: Developmentally Appropriate Instruction (Van de Waite)<br>Numeracy Learning Progressions |  |
| All teachers interpret numeracy data; including Trust the Count, Place Value, NAPLAN, PAT M to inform their practice and identify students for intervention.  | T4 2019<br>T1 2020<br>T1 2021   | Coordinator and principal to lead data analysis with teachers.<br>Teachers to identify intervention points<br>formulate student groups based on number of group leaders for program. | Student achievement data  |  |
| All teachers will revisit and discuss "Beliefs and Attitudes about Mathematics" and commit to actions that support students in this area. Teachers to use Growth Mindset principles and Friendly Schools concepts in teaching and learning. | T1 2020<br>Ongoing<br>2020<br>2021  | Coordinator and Principal to lead the process with Class Teachers<br>Teachers to commit to trialling actions   | Jo Boaler, You Cubed<br>Best Advice Paper   |  |



| Goal 1 continued  |  | Increase student achievement in mathematics, particularly in the number strand, in years 3-6.   |  |  |
|---|--|---|--|--|
| Actions   | Timeline   | Roles and responsibilities  | Resources  |  |
| All teachers establish "Positive Classroom Norms and Expectations" (Jo Boaler)<br>All teachers explicitly teach and practice group skills, model thinking aloud, develop mathematical language expectations and provide authentic feedback. | T1 2020,<br>ongoing<br>2020<br>2021  | All teachers<br>Principal and Coordinator will monitor this through Performance Development processes.  | Jo Boaler resource   |  |
| All teachers make learning intentions clear and link to student goal setting. Explicit teaching of journal writing to promote student reflective thinking. Goals will be set and reviewed two times each term.                              | T1 2020.<br>ongoing<br>2020<br>2021  | All teachers, Coordinator and Principal<br>Teachers will be released to use data to inform their student goal setting.<br>Teachers to identify goals in their PDP that relate to SIP goals. | PDP<br>TRT Release<br>Numeracy Progressions                              |  |
| All teachers will explicitly teach number sense and consolidate the Big Ideas in Number.<br>All teachers will explicitly teach problem solving strategies.  | Ongoing<br>2020<br>2021  | All teachers, Coordinator and Principal   | USB with relevant resources and tests,<br>Best Advice Papers in Numeracy |  |
| Total financial resources allocated   |  |   | \$5000.00 in each year of the plan                                       |  |
| Success criteria  | In observations and work samples we will see year 3 to 6 students increasing their ability to demonstrate trusting the count, place value, multiplicative thinking and developing confidence in solving mathematical problems. |   |  |  |



| Goal 2  |                                     | Increase student achievement in reading R-3.  |  |  |
|---|-------------------------------------|---|--|--|
| Challenge of practice   |                                     | If we develop a rigorous systematic, synthetic approach to teaching and assessing students' knowledge of phonics and decoding as part of our focus on the Big 6, then we will increase student achievement in reading in years R-3. |  |  |
| Actions   | Timeline                            | Roles and responsibilities  | Resources  |  |
| Teachers will analyse reading data and review success of intervention strategies.<br>Intervention groups formulated to begin 2020 and 2021 phonics/reading program. | T4 2019,<br>T1 2020<br>T1 2021      | Class teachers will identify students for placement in phonics/reading program and determine support required in collaboration with SSO's. Intervention will be reviewed regularly by Teachers, Coordinator and Principal.          | Relevant data<br>SSO hours<br>TRT release for SSO/Teacher planning |  |
| Teachers to form PLCs to strengthen practice and continue professional learning.  | T1 2020<br>and<br>ongoing           | Coordinator to manage forming PLCs in year level groups   | Best Advice Papers in Literacy                                     |  |
| Teachers will support students to set appropriate reading goals and support them to achieve those goals. Investigate Lexiles as support for goals beyond RR.        | Ongoing<br>at least 2 X<br>per term | Coordinator to lead process.<br>Teachers to use student data to determine goals with the students.<br>Teachers and SSO's to provide regular feedback re progress towards targets.   | SSO hours<br>PLC time<br>Lexiles                                   |  |





| Goal 2 continued   |  | Increase student achievement in reading R-3.   |  |  |
|--|--|--|--|--|
| Actions  | Timeline   | Roles and responsibilities   | Resources  |  |
| The Literacy Agreement will be updated to include phonics/reading grouping system and spelling program.                        | T2 2020<br>2021<br>ongoing   | Coordinator, Principal and Teachers Leadership to closely monitor & track ATSI students at least twice per term.   | Current literacy agreement<br>T & D time<br>SLLIP<br>Words Their Way |  |
| Teachers use formative assessment to determine students understanding and progress and to support future planning.             | T2 and 3<br>2020<br>PFD<br>Ongoing<br>2021   | SLLIP support in 2020<br>Whole staff<br>Principal and Coordinator to monitor   | SLLIP<br>Leadership  |  |
| Teachers and leadership will monitor the implementation and impact of the SIP twice per term and adjust the plan as necessary. | Weeks 5 &<br>10 of each<br>term  | Principal and Coordinator to lead the monitoring and review process, using the template twice per term. Including a check on how ATSI students are tracking. | Monitoring template<br>Staff meeting time                            |  |
| Total financial resources allocated  |  |  | \$5000.00 in each year of plan                                       |  |
| Success criteria   | Students will be able to recognise the letters of the alphabet, high frequency words, phonemes and apply phonetic principles to decode unknown words. Students' reading fluency and comprehension will show improvement throughout the year. Students with specific reading difficulties will be provided with precise scaffolded support. |  |  |  |



| Goal 3  |                            | Increase student achievement in writing R-7.  |   |  |
|---|----------------------------|---|---|--|
| Challenge of practice   |                            | If we consistently use more effective formative assessments and feedback introducing Brightpath to support students in developing and structuring written texts, we will increase the number of students who meet the SEA (C or above) Australian Curriculum achievement standards & NAPLAN in writing. |   |  |
| Actions   | Timeline                   | Roles and responsibilities  | Resources   |  |
| Register for Brightpath Professional learning sessions designed to assist with the adoption and implementation of the Brightpath tool and phased improvement program. | Term 4 2020<br>Term 1 2021 | Principal to register school's interest   | Brightpath Online Assessment and Reporting Platform |  |
| Nominated staff will attend the Brightpath training and work with all staff to build their capacity to use the Brightpath moderation tool.                            | Starting Term 1 2021       | Principal, Coordinator, nominated staff members from each of 2 PLCs   | Brightpath training                                 |  |
| All staff will use the Brightpath moderation tool to monitor student progress and next teaching points to target writing instruction.                                 | As scheduled               | Principal, Coordinator, key staff   | Brightpath Moderation tool                          |  |



| Goal 3 continued |   | Increase student achievement in writing R-7. |                                     |     |
|------------------|---|--|-------------------------------------|-----|
| Actions          | Timeline  | Roles and responsibilities                   | Resources                           |     |
|                  |   |  |                                     |     |
|                  |   |  |                                     |     |
|                  |   |  |                                     |     |
|                  |   |  | Total financial resources allocated | TBD |
| Success criteria | Students will successfully plan, draft and edit written texts across a range of genres, in line with Australian Curriculum year level expectations. |  |                                     |     |

# School improvement plan

Approvals



Approved by principal

Name Ken Randall

Date 12/02/2021

*K Randall*

Approved by governing council chairperson

Name Alex Carroll

Date 15.2.2021

*Alex Carroll*

Approved by education director

Name Kathryn Bruggemann

Date 15/3/2021

*K Bruggemann*