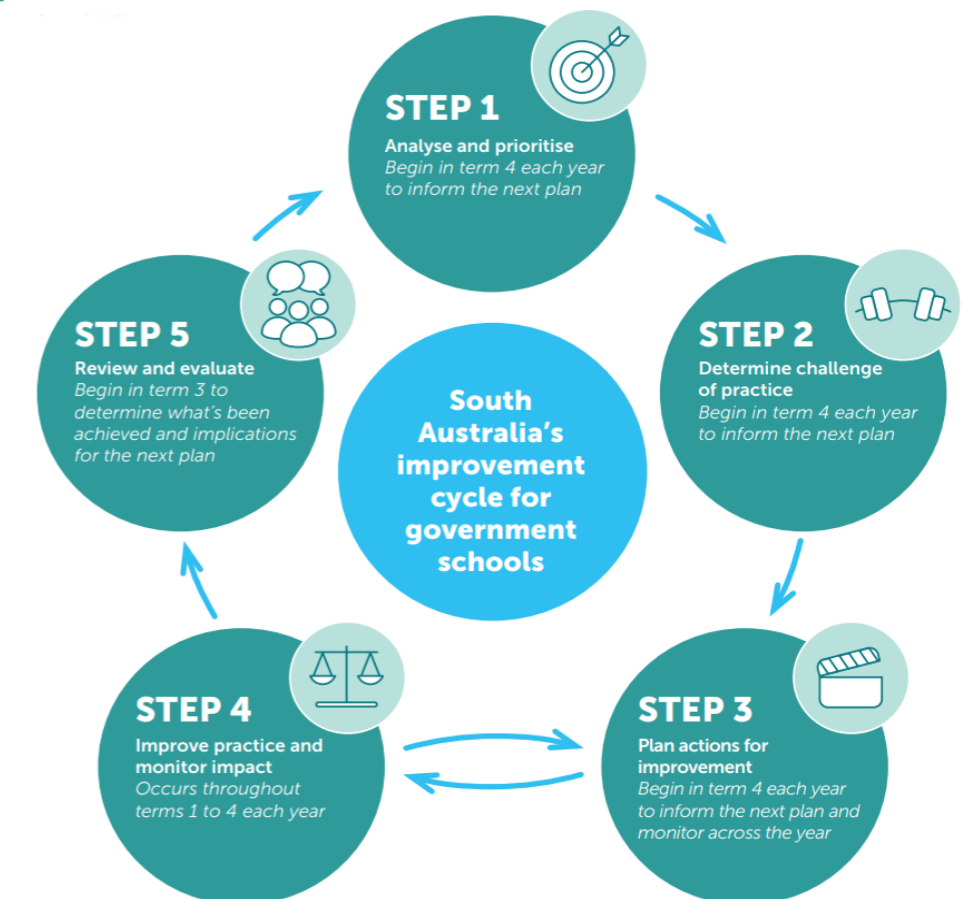


2022 - 2024

School Improvement Plan for Allenby Gardens Primary School

0474

Allenby Gardens Primary
School



Vision Statement:

Vision Statement:

In partnership with the community, Allenby Gardens Primary School strives to empower all learners to achieve excellence and develop the skills, knowledge and dispositions to embrace future challenges.

"Our school, our community, our future"

Confidence
Honesty
Excellence
Responsibility



Government of South Australia
Department for Education

2022 - 2024

School Improvement Plan for Allenby Gardens Primary School

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing.
- Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.
- Please note, editing will not be possible whilst the template is in Teams. Whilst it can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes.
- Click 'View' and then click 'Navigation Pane' to display a table of contents on the left-hand side.

Complete every step - [The School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (16 December 2022).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (24 February 2023).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:
Review, Improvement and Accountability
Phone: 8226 1284
education.RIA@sa.gov.au



 **STEP 1 Analyse and Prioritise**

Site name: Allenby Gardens Primary School

Goal 1: To increase students' high achievement and growth in Mathematics.

ESR Directions:

Strengthen self-review processes that regularly monitor impact of actions against the SIP success criteria to ensure agreed actions and strategies are having the desired impact on student outcomes. Increase the number of students achieving the SEA and Higher Bands by strengthening formative assessment, reciprocal feedback and the use of learning intentions and success criteria, to differentiate learning for stretch and challenge. Identify, document and embed effective whole-school pedagogical approaches by strengthening PLT processes that critically reflect, evaluate and amplify practices that have the greatest impact on student outcomes.

Achievement towards Goal in 2022:

Reception: Maths – refer to success criteria measures

Year 1: Maths – refer to success criteria measures.

Year 2: Maths – refer to success criteria measures.

Year 3: Increase to 97% (57 out of 59 students) predicted to achieve PAT M benchmark or above scale score.

Year 4: Increase to 36% (22 out of 60 students) predicted to achieve HB*

Year 5: Increase to 46% (27 out of 58 students) achieving HB in NAPLAN.

Year 6: Increase to 34% (20 out of 67 students) predicted to achieve HB*

*Note: no HB for PAT M. PAT M scale score used to predict HB in the following year NAPLAN only

Target 2023:

Progress Target Measures:

Year 1: Maths – refer to success criteria measures.

Year 2: Maths – refer to success criteria measures.

Year 3 Target 8% increase of students in HB for Numeracy (32%-40%)

Year 5 Target 10% increase of students in HB for Numeracy (26%-36%)

Year 4: Increase to X% (X out of Y students) predicted to maintain HB in NAPLAN Numeracy (from PAT-M); and X% (X out of Y students) Growth.

Year 5 Target 10% increase (x out of Y students) achieve in HB in Numeracy; x% achieve growth.

Year 6: Increase to X% (30 out of 58 students) predicted to maintain HB in NAPLAN (from PAT); and X% (X out of Y students) growth.

2024:

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 **STEP 2 Challenge of practice**

Challenge of Practice:

We will embed a whole school pedagogical approach, designing 'low floor - high ceiling' problem solving tasks that encompasses the three content strands: number and algebra, measurement and geometry, and statistics and probability.

 **STEP 3 Plan actions for improvement**

Student Success Criteria (what students know, do, and understand):

Through the termly analysis of pre and post misconception assessments and student work samples we will see more students demonstrating an ability to:

R – 2

- Use materials and or manipulatives to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, reason and explain their mathematical thinking. (F)
- Use materials to model authentic problems, giving and receiving directions to unfamiliar places, using familiar counting sequences to solve unfamiliar problems, reason, explain and record their mathematical thinking. (1)
- Formulate problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape. Student reason, explain and record their mathematics thinking. (2)
- Mastery of content using number sense.

Year 3 – 6

- Formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns. Students reason, explain and record their mathematical thinking. (3)
- Formulating, modelling angle properties of numbers to continue patterns. Students reason, explain and record their mathematical thinking. (4)
- Formulating and solving authentic problems using whole numbers and measurements and creating financial plans. Students reason, explain and record their mathematical thinking. (5)
- Formulating and solve authentic problems using fractions, decimals, percentages and measurements, interpreting data and finding the size of unknown angles. Students reason, explain and record their mathematical thinking. (6)

How and when will this be monitored, tracked and measured?

Through the termly analysis of pre and post misconception assessments and student work samples we will see more students demonstrating an ability to:

Term 1

- Pre diagnostic assessments – R-2, 3-6
 - **Week 3** All teachers determine diagnostic assessment across R-6
 - **PDP Target setting** – Maths (HB) triangulating data – PAT, Naplan, diagnostic
- **Week 5** 'Book look' process by leadership and PLT pillars (during first PLT session) to collect baseline data/pre for e.g. x out of student work samples are aligned to the success criteria / some/many/most 90% student work samples are aligned to the success criteria – Maths PLT Sprints

Term 2

- **Week 6 Moderation** - 'Book look' process by leadership and PLT pillars (during first PLT session) to post data for e.g. Most / 90% of student work samples are aligned to the success criteria - stretch in low floor high ceiling problem solving task (does it allow for an A-B grade?) Maths Sprints

Term 3

- **Week 7 staff meeting** Post diagnostic assessment.
- **Week 7 Instructional Rounds** – Maths P: T teachers F-6 years 3 aligned to the success criteria and key actions.
- **Week 9-10 Moderation** - 'Book look' process by leadership and PLT pillars (during first PLT session) to post data for e.g. Most / 90% of student work samples are aligned to the success criteria - stretch in low floor high ceiling problem solving task (does it allow for an A-B grade?) Maths Sprints

	<p>When we visit classes in years 3-6 students will:</p> <ul style="list-style-type: none"> Engage in mathematical talk with their teacher and peers, explaining their thinking and recording their reasoning, strategy or working out. Use of materials and or manipulatives to support their understanding Apply a range of problem solving strategies to 'grapple' with tasks <p>Term 4</p> <ul style="list-style-type: none"> Week 1 PAT M data analyses indicates X% of students answering low to medium difficulty problem solving questions correct
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What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
<p>Click or tap here to enter text.</p>	<p>Term 1 – 2 2023</p>	<p>Each teacher will... Engage in Maths Sprints – share review/reset, teaching canvas Term 3 Week 1 Examples of ... Reset maths Sprint Week 3; PDP Setting targets – at, just out, just in</p> <p>Maths PLT teachers</p> <ul style="list-style-type: none"> End of Term 3 – Maths PLT Teachers are implementing whole school weekly structure and evidence of inclusion in planning, designing challenge tasks with extending and enabling prompts, working alongside Maths Coach Term 3 Maths Agreement Draft designed by numeracy committee and to share with teachers at staff meeting. End of Term 3 - Teachers will follow a whole school lesson/weekly structure. By end of Term 3 – be given feedback on learning intentions and success criteria as part of Instructional Rounds – Maths SIP <p>Each leader will...</p> <ul style="list-style-type: none"> Term 1 Organise and plan PFD and release. Term 2 PLT sessions - Leader/numeracy coach will provide feedback on unit plans each term. By end of Term 2 In consultation with maths PLT pillars, leader/numeracy coach will develop and agree on a learning design documentation format. By end of Term 1 PLT sessions - PD to develop a shared understanding about lesson/weekly structure Beginning Term 1 - Embed a collaborative planning culture <p>Numeracy Coach will ...</p> <ul style="list-style-type: none"> Will work closely with PLT pillars to audit yearly and term overviews, weekly structures and design PLT sessions. 	<p>Karly Heffernan, Maths Coach 0.2 PLT release Van De Walle Maths text Guidebook, Maintain momentum – Numeracy TfEL Learning Design</p>
<p>Click or tap here to enter text.</p>	<p>Time 1 – 4 2023</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> Term 1-4 Engage in staff PD Build knowledge an understanding of the challenge of practice <p>Numeracy Coach will... and Leaders will...</p> <ul style="list-style-type: none"> Term 1-3 Principal to design learning with Karly at staff meetings and PFD: PLTs. End of Term 2 Walk throughs with a focus on low floor, high ceiling tasks, number talks Design PLT using the Agile Leadership structure – Prepare (design), Incubate (PLT Pillars) and Amplify (staff meetings PD) 	<p>Maths Coach 0.2 PLT release Australian Curriculum Numeracy progressions AC Problem Solving Most Significant Change Stories Student target setting Agile Leadership – Simon Brakespeare GANTT Chart</p>

		<p>PLT Pillars will ...</p> <ul style="list-style-type: none"> Engage in and enhance team culture and learning talk, lead learning with peers, results are evaluated for impact. Maths Pillars Lead learning at staff meeting Select x2 students per class work alongside PLT pillar structure - UP Student Leaders beginning of T3. to build pedagogical content knowledge with a focus on challenge and stretch (HB) Building teacher capacity and expertise in maths pedagogical practices 	<p>Students as researches Curriculum Lead support PAT M PLT sessions - Term 1 0.5x3 Term 2 0.5 x 3 Term 3 0.5 x 2 R-2 & 3-6 Rep from each year level; 4 days per teacher = 24 days (\$14,000) Provide release x3 half day release per term (terms 1,2,3)</p>
Click or tap here to enter text.	2023 Term 1 -4	<p>Each teacher will...</p> <ul style="list-style-type: none"> Use a three-phase lesson structure, Van De Walle <p>Use number talks three times a week (high impact strategy)</p> <ul style="list-style-type: none"> Design problem solving tasks (low floor-high ceiling) using Van De Walle Task Evaluation and Selection Guide Model and encourage positive beliefs and attitudes towards mathematics using the 7 Classroom norms, Jo Boaler Display classroom norms and refer to throughout the year Enable and encourage the use of manipulatives Engage in Maths Sprints impact on HITS, Term 3 reset HITS – Simon Brakespeare DP <p>Term 1 and Term 3 PDP chats - Track and monitor our target students – PDP conversation, just out students.</p> <ul style="list-style-type: none"> Term 4 Evaluate growth of target students. <p>Each leader will...</p> <ul style="list-style-type: none"> Provide professional development on high impact teaching strategies using evidence based and curated research Conduct manipulatives audit Provide staff meetings for Maths Sprints HITS focus and tracking and monitoring our target students 	<p>Jo Boaler Mathematical Mindsets Teaching Student Centred Mathematics (Van De Walle) Guidebooks Guidebooks –maintain Momentum, Inspire Teacher/leader actions</p> <p>Mathematics manipulatives Maths prints process- Agile leadership</p>
Click or tap here to enter text.	2023 Term 1 - 4	<p>Each teacher will...</p> <ul style="list-style-type: none"> Implement a diagnostic assessment tool, as per Assessment & Reporting Schedule Engage in professional learning with a focus on formative assessment strategies Moderating maths tasks Term 1 and Term 3 <p>Each leader will...</p> <ul style="list-style-type: none"> Support with design of the staff meetings To facilitate data day as part of PFD Staff to identify student’s misconceptions, strengths and areas for further development Provide quantitative data to track and monitor growth for all classes i.e. PDP conversations Provide opportunity for instructional rounds process Spotlight teacher practice 	<p>Assessment & Reporting Schedule Assessment for learning strategies</p>
Click or tap here to enter text.	2024 Term 1 – 4	<p>Each teacher will...</p> <ul style="list-style-type: none"> Embed the pedagogical practices of the maths agreement. <p>Each leader will...</p> <ul style="list-style-type: none"> Work with teachers to design maths agreements with shared understanding Leader to work with Maths coach to design staff PD and Maths PLT 	<p>Maths Coach PLT release, teacher pillars Leader designs learning with Maths Coach</p>

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 STEP 1 Analyse and Prioritise	Site name: Allenby Gardens Primary School
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Goal 2: To increase students' high achievement in writing, attending to all the components of the Writing Rope, leading with sentence structure, sophisticated vocabulary.	ESR Directions: Strengthen self-review processes that regularly monitor impact of actions against the SIP success criteria to ensure agreed actions and strategies are having the desired impact on student outcomes. Increase the number of students achieving the SEA and Higher Bands by strengthening formative assessment, reciprocal feedback and the use of learning intentions and success criteria, to differentiate learning for stretch and challenge. Identify, document and embed effective whole-school pedagogical approaches by strengthening PLT processes that critically reflect, evaluate and amplify practices that have the greatest impact on student outcomes.
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Target 2022: Reception – Refer to success criteria Year 1 – Refer to success criteria 72% of Year 2 students achieving at or above standard (44 out of 61 students) We will increase by 18% (3 out of 17 students) to achieve at standard in English. We will increase 10% (2 out of 23 students) to achieve above standard in English. 75% of Year 3 students achieving at or above standard (36 out of 48 students) We will increase 25% (5 out of 20 students) to achieve at standard in English We will increase 10% (2 out of 16 students) to achieve above standard in English 90% of Year 4 students achieving at or above standard (53 out of 59 students) We will increase 16% (1 out of 6 students) to achieve at standard in writing We will increase 15% (4 out of 27 students) to achieve high bands in writing 86% of Year 5 students achieving at or above standard (51 out of 59 students) We will increase 13% (1 out of 8 students) to achieve at standard in English We will increase 11% (4 out of 36 students) to achieve above standard in English 74% of Year 6 students achieving at or above standard (48 out of 65 students) in writing We will increase 35% (6 out of 17 students) to achieve standard in writing We will increase 20% (2 out of 10 students) to achieve high bands in writing	Target 2023: We will increase by 2% of student's X/Y who will achieve higher band in 2022. We will increase to X% of students achieving the vocabulary and sentence structure NAPLAN writing criteria.	2024: Click or tap here to enter text.
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STEP 2 Challenge of practice

Challenge of Practice:

If we consistently implement and deepen our knowledge of The Writing Rope, practices of formative assessment and making the links between oral language, reading and writing then we will improve students' high achievement and growth in writing.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):

Through the analysis of termly writing samples, we will see an increase in the LEAP levels of students' independent writing.

Students will engage in units of work that connect oral language, reading and writing, using the teaching and learning cycle.

Building knowledge of the field/supporting reading

- Students will listen actively and analytically and respond critically to mentor texts.

Building knowledge of the field/supporting reading

- Students will strengthen their reading comprehension skills by examining texts before, during and after reading.

Modelling/joint construction – independent writing

- Students will engage in guided writing practice leading to independent composition.

How and when will this be monitored, tracked and measured?

Term 1 Week 5/6 - All teachers use DIBELS to assess the fluency and accuracy of their students. (Years 3/4)

Term 2 Week 2 - Gather pre-sample on writing topic of choice/genre / Foundation LEAP level oral language scale

Term 3 Week 2 gather post sample on writing topic/genre / Foundation LEAP level oral language scale

Components to be tracked:

- sentence structure,
- vocabulary (adjectives)
- text types forms and functions
- evaluative language

Students will use peer and self-assessment to reach writing goals.

Foundation – year 2 teachers continue to embed the InitialLit program for 2023 and beyond. Teachers engage in instruction rounds to inform strengths-based feedback and next steps to strengthen the fidelity of the program (T3).

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
<p>ASSESSMENT All teachers will assess students reading fluency levels using ORF. Term 1 Wk 11 review and analyse writing samples to assess current LEAP levels (vocabulary and text structure) to identify next steps for student learning.</p>	<p>2023 Term 1 Week 2 Term 1 Week 11 (at/ above) (As per Assessment and Reporting schedule)</p>	<p>Each teacher will... implement and use DIBELS ORF assessment to monitor the oral reading fluency of their students. Will collect pre-samples of writing for LEAP level sampling.</p> <p>Each leader will... Provide staff meeting time for teachers to understand and know how to conduct a DIBELS ORF and pre sample assessment.</p> <ul style="list-style-type: none"> • ICT to oversee the processes of data collection in Accelerus. 	<p>DIBELS Accelerus (data management)</p>

<p>PEDAGOGICAL PRACTICE All teachers to use a unit plan to guide, plan and structure metalanguage and guided writing. (Year 1-6) consistently implement the Writing Teaching and Learning Cycle and explicitly teach using the 'I do, we do, you do'.</p>	<p>Term 2, 2023</p>	<p>Each teacher will... use the teaching and learning cycle to plan for collaborative writing construction.</p> <p>Each leader will... Organise PD on the Writing Teaching and Learning Cycle for staff meetings and pupil free days, with a specific focus on the first two steps of the cycle (Building knowledge of the field, and supporting reading).</p> <ul style="list-style-type: none"> • check in with teachers about their termly unit plans for the early implementation of the Teaching and Learning Cycle. 	<p>Mentor texts English Units of Work</p>
<p>WHOLE SCHOOL PEDAGOGICAL PRACTICE All teachers (Year 1-6) consistently implement the Writing Teaching and Learning Cycle and explicitly teach using the 'I do, we do, you do', with a focus on technical and sophisticated vocabulary.</p>	<p>Term 3, 2023</p>	<p>Each teacher will... Plan in alignment with the Teaching and Learning Cycle.</p> <p>Each leader will... Support pre and post sampling in staff meeting.</p> <ul style="list-style-type: none"> • check in with teachers about their termly unit plans for the early implementation of the Teaching and Learning Cycle Undertake walkthroughs to monitor implementation of practices 	<p>AGPS Teaching and Learning Framework. AGPS Writing Resource DfE – English Formative Assessment examples DfE English units of work Big Six of Reading DfE resource</p>
<p>WHOLE SCHOOL ALIGNMENT All teachers review and strengthen the link between oral language, reading and writing, in particular:</p>	<p>2023 Term 3 /4 2023</p>	<p>Each teacher will... Provide feedback on the implementation of the teaching and learning cycle.</p> <p>Each leader will...</p> <ul style="list-style-type: none"> • Review and evaluate the implementation of the teaching and learning cycle for writing using a dictogloss. 	<p>Observation sheet DfE Best Advice Papers</p> <p>3-6 Big Six of Reading Guide Books – Maintain Momentum</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Each teacher will...</p> <p>Each leader will...</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Each teacher will...</p> <p>Each leader will...</p>	<p>Click or tap here to enter text.</p>

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