

# Improvement plan for Westbourne Park Primary

2019 to 2021

*Approved*  
19/2/2019

School name

**Westbourne Park Primary**

Vision statement

WPPS is a positive and inclusive learning community where:

- We live our FRESH values
- Habits of Mind are embedded in everything we do
- We equip students to be successful, confident and creative Global Citizens.



# Plan summary

This table will be automatically populated to provide a summary of your plan.

## Goals

Led by the Leadership Team, HoM Coordinator and SLLIP: Increase the level of thinking by all students in all learning areas.

## Targets

100% of teachers using Learning Design twice per term for both English and Mathematics: Specialists in at least one year level for their learning area.  
Establish a baseline for students' abilities to demonstrate high levels of thinking. (Monitor and measure the number of As and Bs given in Semester Reports )

100% of teachers using Learning Design twice per term for both English and Mathematics plus one other learning area. Specialists in more than one year level for their learning area.  
Growth for students' abilities to demonstrate higher levels of thinking. (Measurement of As and Bs will be looked at and targets set.)

100% of teachers using Learning Design twice per term for both English and Mathematics plus several other learning areas. Specialists in several year levels for their learning area.  
Growth for students' abilities to demonstrate higher levels of thinking in English and Mathematics. (Targets for As and Bs to be set.)

Led by the Assistant Principal and Literacy Coach:

Literacy goal: Increase student achievement in literacy with a particular focus on reading and writing.

At least 70% of students in Year 3/5/7 NAPLAN achieving higher bands in reading and writing.

At least 75% of students in Year 3/5/7 NAPLAN achieving higher bands in reading and writing.

At least 80% of students in Year 3/5/7 NAPLAN achieving higher bands in reading and writing.

Led by the Assistant Principal and Numeracy Coach:

Numeracy: Increase student achievement in numeracy with a particular focus on number.

At least 60% of students in Year 3/5/7 NAPLAN achieving higher bands in numeracy.

At least 68% of students in Year 3/5/7 NAPLAN achieving higher bands in numeracy.

At least 72% of students in Year 3/5/7 NAPLAN achieving higher bands in numeracy.

## Challenge of practice

If we implement Learning Design including student agency to improve pedagogical approaches in all classrooms then we will increase the students achievements in higher bands with NAPLAN and increase numbers of As and Bs in Semester Reports. Students will show a higher level of thinking in assessments and testing.

If Daily 5 is rigorously taught in all classrooms then we will increase student achievement in literacy; particularly in reading. If in all classrooms we implement a whole school approach to teaching SMART spelling and Seven Steps writing we will increase student achievement in literacy. Monitor and track all student reading growth and achievement.

If we use a consistent language and approach to teaching of Mathematics in all year levels then we will increase student achievement in numeracy i.e. 'Place Value'

# Improvement plan for Westbourne Park Primary

## 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:

**Andrew Wells**

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
<b>Goal 1</b>  <b>Led by the Leadership Team, HoM Coordinator and SLLIP:</b> <b>Increase the level of thinking by all students in all learning areas.</b>	2019 100% of teachers using Learning Design twice per term for both English and Mathematics: Specialists in at least one year level for their learning area. Establish a baseline for students' abilities to demonstrate high levels of thinking. (Monitor and measure the number of As and Bs given in Semester Reports.)
	2020 100% of teachers using Learning Design twice per term for both English and Mathematics plus one other learning area: Specialists in more than one year level for their learning area. Growth for students' abilities to demonstrate higher levels of thinking. (Measurement of As and Bs will be looked at and targets set.)
	2021 100% of teachers using Learning Design twice per term for both English and Mathematics plus several other learning areas: Specialists in several year levels for their learning area. Growth for students' abilities to demonstrate higher levels of thinking in English and Mathematics. (Targets for As and Bs to be set.)
	2019 At least 70% of students in Year 3/5/7 NAPLAN achieving higher bands in reading and writing.
<b>Goal 2</b>  <b>Led by the Assistant Principal and Literacy Coach:</b> <b>Literacy goal: Increase student achievement in literacy with a particular focus on reading and writing.</b>	2020 At least 75% of students in Year 3/5/7 NAPLAN achieving higher bands in reading and writing.
	2021 At least 80% of students in Year 3/5/7 NAPLAN achieving higher bands in reading and writing.
	2019 At least 60% of students in Year 3/5/7 NAPLAN achieving higher bands in numeracy.
<b>Goal 3</b>  <b>Led by the Assistant Principal and Numeracy Coach:</b> <b>Numeracy: Increase student achievement in numeracy with a particular focus on number.</b>	2020 At least 68% of students in Year 3/5/7 NAPLAN achieving higher bands in numeracy.
	2021 At least 72% of students in Year 3/5/7 NAPLAN achieving higher bands in numeracy.

# 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 implement Learning Design including student agency to improve pedagogical approaches in all classrooms then we will increase the students achievements in higher bands with NAPLAN and increase numbers of As and Bs in Semester Reports. Students will show a higher level of thinking in assessments and testing.
Goal 2	If Daily 5 is rigorously taught in all classrooms then we will increase student achievement in literacy; particularly in reading. If in all classrooms we implement a whole school approach to teaching SMART spelling and Seven Steps writing we will increase student achievement in literacy. Monitor and track all student reading growth and achievement.
Goal 3	If we use a consistent language and approach to teaching of Mathematics in all year levels then we will increase student achievement in numeracy i.e. 'Place Value'

# 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			
Challenge of practice			
Actions	Timeline	Roles and responsibilities	Resources
Principal to advertise position internally in consultation with PAC 0-week.	2019 ongoing	HoM Coordinator (20 TRT days)	Salary (20 TRT days) = \$10,840.00
HoM Coordinator to work with teachers.	2019 ongoing	Mentoring teachers Embed HoM principles in all classrooms.	HoM resources = \$5,000.00
PLT time, staff meetings and targeted release to be utilised to share HoM strategies with colleagues.	2019 ongoing	Collegiate sharing	Primary Learning Days \$TBC as needed from the allocation. N.B. Primary Learning Days = 53 totalling \$28, 917.00. These days will be used to support all 3 goals.

# Step 3 continued

## Plan actions for improvement



### Goal 1 continued

Led by the Leadership Team, HoM Coordinator and SLLIP:  
Increase the level of thinking by all students in all learning areas.

Actions	Timeline	Roles and responsibilities	Resources
SLLIP/WPPS Curriculum AP to work in collaboration with staff to focus on Learning Design/Student Agency to improve pedagogy delivery.	2019 ongoing	All teachers to complete 2 Learning Designs per term for both English and Mathematics or Specialist Area including Student Agency. Interrogate A-E Semester Report data to establish realistic grading.	Primary Learning Days \$TBC as needed Partnership Projects = \$TBC
Collaborative Moderation with Partnership sites.	2019 ongoing	SLLIP/Curriculum Facilitors to work in collaboration with Partnership sites to focus on Learning Design/Student Agency to improve formative and summative assessment.	Allocated staff meetings. Student Free Day (Term 2) Partnership - Results Plus
Build parent/carer understanding of the pedagogical approaches that drive student independence and success.	2019 ongoing	SLLIP/WPPS Curriculum AP to work in collaboration with our community.	
Total financial resources allocated			\$15,840 + future allocations of \$\$
<p>Success criteria</p> <p>Genuine student voice evident in all classrooms. Student's using HoM in daily life to develop independence and to cope with success and failure. Parents/Carers understanding and valuing HoMs, supporting their children to make independent decisions and maintain resiliency.</p>			



# Step 3 continued

## Plan actions for improvement



Goal 2			
Challenge of practice			
Actions	Timeline	Roles and responsibilities	Resources
<p><b>Led by the Assistant Principal and Literacy Coach:</b>  <b>Literacy goal:</b> Increase student achievement in literacy with a particular focus on reading and writing.</p>			
<p>If Daily 5 is rigorously taught in all classrooms then we will increase student achievement in literacy; particularly in reading. If in all classrooms we implement a whole school approach to teaching SMART spelling and Seven Steps writing we will increase student achievement in literacy.                      Monitor and track all student reading growth and achievement.</p>			
Literacy Coach to monitor and support implementation in all classes.	Term 3 2018	SMART Spelling Training Include relevant information on R-7 Literacy Agreement.	SMART Spelling resource booklet
Principal to advertise position internally in consultation with PAC 0-week.	Term 1 2019	Create a position for a 0.2 Literacy Coach To track/monitor growth and achievement in both reading and writing for all students R-7 and target intervention as appropriate.	0.2 salary = \$22,451.80 (Literacy Support Grant) Intervention/Literacy Support (Year 1/Mirilliv/Goliti/Mutitill) = \$60,233.00 Grey Students = \$19,632.00 Reading Materials R-2 = \$1,000.00 + \$2,500.00 Lexiles = \$3,075.00 Share of Curriculum Resources Budget (total \$7,000)
R-7 Classroom Teachers use Learning Design 2x/term. Collegiate sharing	2019 ongoing	TCs to support facilitation. PLT time and targeted release to be utilised to share writing strategies with colleagues.	Primary Learning Days \$TBC as needed from the allocation.



# Step 3 continued

## Plan actions for improvement



Goal 2 continued			
Actions	Timeline	Roles and responsibilities	Resources
Host Seven Steps Writing T&D for all WPPS Staff and additional participants.	T1 W7 2019	Literacy Support Teacher to coordinate and manage the training and development .	Conference Cost = \$10,380.00 Student Free Day in Term 1. Early Years Grant = \$16,260 (30 TRT days for training R-3 staff) Primary Learning Days \$TBC as needed Seven Steps resources = \$TBC
Mentoring teachers	2019 ongoing	Literacy Coach to work with teachers following the training day to embed the 'Seven Steps' into their teaching during staff meetings.	
R-7 Classroom Teachers to implement Daily 5	2019 ongoing	Literacy Coach to work with teachers fo to embed the Daily 5 strategies.	Funded by revenue from Daily 5 Workshops offered termly to other sites.
Total financial resources allocated			\$139,031.80 + future allocations of \$\$
<p>Success criteria</p> <p>Daily 5 is observable in classrooms. Seven Steps strategies are implemented by students. Students are engaging in targeted spelling and reading programmes.</p>			

# Step 3 continued

## Plan actions for improvement



### Goal 3

Led by the Assistant Principal and Numeracy Coach:  
Numeracy: Increase student achievement in numeracy with a particular focus on number.

Challenge of practice

If we use a consistent language and approach to teaching of Mathematics in all year levels then we will increase student achievement in numeracy i.e. 'Place Value'

Actions	Timeline	Roles and responsibilities	Resources
Principal to advertise position internally in consultation with PAC 0-week.	2019 ongoing	Create a position for a 0.2 Numeracy Coach To track/monitor growth and achievement in Mathematics for all students R-7 and target intervention as appropriate.	0.2 salary = \$22,451.80 (Literacy Numeracy First Grant) Quicksmart Numeracy = \$26,176.00 (Better Schools Grant)
R-7 classroom Teachers use Learning Design 2x/term. Collegiate sharing	2019 ongoing	TCS to support facilitation. PLT time to be utilised to share mathematic strategies with colleagues.	Primary Learning Days \$TBC from allocation as needed.
Classroom Teachers use Essential Assessments - Mathematics within the required time frame.	2019 ongoing	Numeracy Coach to monitor/oversee and aggregate data. All teachers to meet the agreed time lines for assessments.	Essential Assessment online programme \$4,000.00

# Step 3 continued

## Plan actions for improvement



### Goal 3 continued

Led by the Assistant Principal and Numeracy Coach:  
 Numeracy: Increase student achievement in numeracy with a particular focus on number.

Actions	Timeline	Roles and responsibilities	Resources
Classroom Teachers to use common language and approach i.e. 'Place Value'	ongoing 2019	Numeracy Coach to model in classrooms for teachers.	Share of Curriculum Resources Budget (total \$7,000)
Numeracy Coach to work with teachers to embed the agrees strategies into their teaching during staff meetings.	ongoing 2019	Mentoring Teachers	
Build parent/carer understanding of the pedagogical approaches used to develop mathematical understanding.	ongoing 2019	Numeracy Coach/WPPS Curriculum AP to work in collaboration with our community. Divide and Conquer newsletter.	
Total financial resources allocated			\$52,627.80 + future allocations of \$\$
Success criteria Number activities are observable in classrooms. Place Value strategies are implemented by students. Students are engaging in targeted number programmes.			

# School improvement plan

Approvals



Approved by principal

Name Julie Gallaher

Date 19/2/2019

A handwritten signature in cursive script, appearing to read 'Julie Gallaher', written over the date field.

Approved by governing council chairperson

Name Ben Preston

Date 19/2/2019

A handwritten signature in cursive script, appearing to read 'Ben Preston', written over the date field.

Approved by education director

Name Richard Costi

Date 25.2.19

*Richard Costi*  
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RICHARD COSTI  
EDUCATION DIRECTOR  
MOUNT BARKER OFFICE