

Improvement Plan for Ingle Farm Primary School

2019 to 2021

Vision statement

Empowering collaborative innovators through reciprocal feedback, growth mindsets and integrity.



Government
of South Australia

Department for Education

Plan summary

Goals	Targets	Challenge of practice	Success criteria
<p>Students develop as balanced readers through consistent whole school practices in the teaching and learning of reading progressions.</p>	<p>Increase the percentage of students (71%) achieving SEA (cohort data) from Year 3 to Year 5 as measured by NAPLAN Reading 2019 year 5s. Maintain the percentage of aboriginal students (100%) achieving SEA (cohort data) from Year 5 to Year 7 as measured by NAPLAN Reading 2019 year 7.</p> <p>Increase the percentage of students (78%) achieving SEA (cohort data) from Year 3 to Year 5 as measured by NAPLAN Reading 2020 Year 5. Increase the percentage of aboriginal students (57%) achieving SEA (cohort data) from Year 5 to Year 7 as measured by NAPLAN Reading 2020 year 7.</p> <p>Increase the percentage of students (78%) achieving SEA (cohort data) from Year 3 to Year 5 as measured by NAPLAN Reading 2021 Year 5 Increase the percentage of aboriginal students (57%) achieving SEA (cohort data) from Year 5 to Year 7 as measured by NAPLAN Reading 2021 year 7.</p>	<p>Teachers use consistent formative assessment including Running Record data to inform quality Guided Reading teaching points for all students.</p> <p>Teachers develop a shared understanding of a balanced reader.</p>	<ul style="list-style-type: none"> • Student reading data represents growth with co-designed reading goals aligned to Running Record assessment. • Students read an increasing range of texts by combining contextual, semantic, grammatical and phonic knowledge. • Students self correct applying reading skills including pausing and using phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on. • Students use grapheme-phoneme knowledge and blending skills to read continuous texts containing multisyllabic, complex and unfamiliar words quickly and accurately. • Students use processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning.
<p>Students develop oral language, phonological awareness, phonics proficiency and understanding of spelling linguistic features (phonological, orthographic, morphological) through intentional and scaffolded teaching R - 7.</p>	<p>65% + Year 1 students score 28 or more on Year 1 phonics screen oral language target to be developed</p> <p>Data conversations at staff meeting align all sectors of school for tracking of Oral oral language target 50 % + Year 1 students score 28 or more on Year 1 phonics screen</p> <p>Student data growth in Language and Literacy Levels by 5%. 60% + Year 1 students score 28 or more on Year 1 phonics screen oral language target - implement TKOILL-PA data in Term 1 for Reception students Year 2 - 7 target (2020 Yr 3 - Yr 5: - 7.6% achieved 40/40, 92. 30 % achieved 30+ out of 40) 20% Year 3- 5 score 40/40. 95% Year 3 - 5 score 30 +.</p>	<p>Teachers develop a shared understanding of oral language, phonological awareness and phonics for learning sequencing.</p> <p>Teachers develop an understanding of spelling linguistic features</p>	<ul style="list-style-type: none"> • Students orally manipulate sounds in spoken words through knowledge of blending and segmenting, phoneme deletion and substitution. • Students use a range of strategies for effective dialogue (use of questioning, presenting alternate points of view) • Students use letter-sound relationships and less common letter patterns to read and spell unknown words. • Students understand how to use knowledge of known words, base words, prefixes and suffixes word origins, letter patterns and spelling generalisations to spell new words

Improvement plan for Ingle Farm Primary School

2019 to 2021

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.
- Text will reduce in size the more you type. Exceeding the optimal limits will result in illegible text size electronically and in-print.
- Complete steps **1 to 3** during term 4 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 (steps 1-3) 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 - Review and evaluate 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.
- Note that each text box has a specific optimal character limit. Character limit includes words, punctuation, bullet points and spaces.
- Be careful when copying from other documents, and remove any paragraph spaces from lists and bullet points as that will reduce text size.
- Steps 1-3 will auto-populate as you type in text, meaning text will carry over across multiple pages and sections.

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

Step 1



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.

Goal	Targets	
Goal 1 Students develop as balanced readers through consistent whole school practices in the teaching and learning of reading progressions.	2019	Increase the percentage of students (71%) achieving SEA (cohort data) from Year 3 to Year 5 as measured by NAPLAN Reading 2019 year 5s. Maintain the percentage of aboriginal students (100%) achieving SEA (cohort data) from Year 5 to Year 7 as measured by NAPLAN Reading 2019 year 7.
	2020	Increase the percentage of students (78%) achieving SEA (cohort data) from Year 3 to Year 5 as measured by NAPLAN Reading 2020 Year 5. Increase the percentage of aboriginal students (57%) achieving SEA (cohort data) from Year 5 to Year 7 as measured by NAPLAN Reading 2020 year 7.
	2021	Increase the percentage of students (78%) achieving SEA (cohort data) from Year 3 to Year 5 as measured by NAPLAN Reading 2021 Year 5. Increase the percentage of aboriginal students (57%) achieving SEA (cohort data) from Year 5 to Year 7 as measured by NAPLAN Reading 2021 year 7.
Goal 2 Students develop oral language, phonological awareness, phonics proficiency and understanding of spelling linguistic features (phonological, orthographic, morphological) through intentional and scaffolded teaching R - 7.	2019	65% + Year 1 students score 28 or more on Year 1 phonics screen oral language target to be developed
	2020	Data conversations at staff meeting align all sectors of school for tracking of Oral oral language target 50 % + Year 1 students score 28 or more on Year 1 phonics screen
	2021	Student data growth in Language and Literacy Levels by 5%. 60% + Year 1 students score 28 or more on Year 1 phonics screen oral language target - implement TROLL-PA data in Term 1 for Reception students Year 2 - 7 target (2020 Yr 3 - Yr 5: - 7.6% achieved 40/40, 92. 30 % achieved 30+ out of 40) 20% Year 3 - 5 score 40/40. 95% Year 3 - 5 score 30 +.
Goal 3	2019	
	2020	
	2021	

Step 2



2

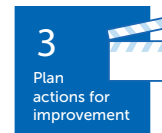
Determine challenge of practice

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.

Challenge of practice	Success criteria
<p>Goal 1 Teachers use consistent formative assessment including Running Record data to inform quality Guided Reading teaching points for all students. Teachers develop a shared understanding of a balanced reader.</p>	<ul style="list-style-type: none"> • Student reading data represents growth with co-designed reading goals aligned to Running Record assessment. • Students read an increasing range of texts by combining contextual, semantic, grammatical and phonic knowledge. • Students self correct applying reading skills including pausing and using phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on. • Students use grapheme-phoneme knowledge and blending skills to read continuous texts containing multisyllabic, complex and unfamiliar words quickly and accurately. • Students use processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning.
<p>Goal 2 Teachers develop a shared understanding of oral language, phonological awareness and phonics for learning sequencing. Teachers develop an understanding of spelling linguistic features</p>	<ul style="list-style-type: none"> • Students orally manipulate sounds in spoken words through knowledge of blending and segmenting, phoneme deletion and substitution. • Students use a range of strategies for effective dialogue (use of questioning, presenting alternate points of view) • Students use letter-sound relationships and less common letter patterns to read and spell unknown words. • Students understand how to use knowledge of known words, base words, prefixes and suffixes word origins, letter patterns and spelling generalisations to spell new words
<p>Goal 3</p>	

Step 3

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.



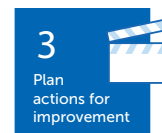
Goal 1: Students develop as balanced readers through consistent whole school practices in the teaching and learning of reading progressions.

Challenge of practice: Teachers use consistent formative assessment including Running Record data to inform quality Guided Reading teaching points for all students.
Teachers develop a shared understanding of a balanced reader.

Actions	Timeline	Roles and responsibilities	Resources
Review progress of whole school reading tools against 2019 Audit to determine consistency of application in practice resulting from professional learning and literacy agreements.	2021 2022	Leaders share updated Literacy Agreements shared in Week 0 and Induction (Phonics, Guided Reading, Literacy Block Structure, Writing) Spelling to be developed	TRT release for teachers LET team PLC time for planning Literacy progressions Literacy agreement Jolly Phonics/ Grammar R -7 SPELD decodables Heggarty/ Kilpartrick
Aboriginal Education Teacher(AET), DP to collaborate with class teachers to collect and strategically analyse assessment data to inform literacy and numeracy improvement priorities.	T1 2021 - Review Action Plan 2021 ongoing	AET teacher - share, track and monitor reading data In class support based on formative assessment in reading and oral language (2019, 2020, 2021) DP - mentor AET in implementing Aboriginal Learner Achievement actions for whole school (2021) Class Teachers - collaborate and design learning with AET to support aboriginal learners in reading and oral language (2019, 2020, 2021). DP and AET mentor new staff to implement One Plan goals and accommodations (2021)	AET J & P (revised) AET Portfolio PLC Aboriginal Learner Achievement Resource Literacy and Numeracy First targeted funding Phonological Skills Mapping One Plan. AC Literacy Progressions. APAS targeted funding.
Teachers engage in ongoing professional learning on the balanced reader (fluency, decoding and comprehension) and quality guided reading within a planned literacy block that differentiates for individual student needs, and is informed by assessment.	2020 2021	Teaching and Learning Coordinator to provide PL, modelling and mentoring for all classroom teachers Leadership to support classroom guided reading Impact Cycle process - all leaders 2021 PL Overview outlines connection of Impact Cycle PL and staff PDP expectations (PAC to endorse)	Stephen Graham Professional Learning TRT release for modelling Staff Meeting PL Core Library Level 1 -30 in all classes SPELD resources 2021 PL Overview

Step 3 cont.

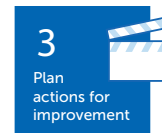
Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.



Goal 1 continued:

Actions	Timeline	Roles and responsibilities	Resources
Literacy Agreements trialled for reading in line with PL Document re-designed 2020 to have summary overview with appendix documents to support induction.	2021 Term 1	Draft agreement used for 2021 Induction Teaching and Learning Coordinator leads review and mentor implementation AP (pedagogy) - tracks and monitors student growth Leadership track and monitor implementation through PDP processes and classroom observations	Literacy agreements Performance Development Overview Literacy Agreements MarkIT data EMS pilot school 2021
Teacher analysis of reading assessment is used to plan for and deliver quality guided reading that differentiates for individual student needs.	2021	Teaching and Learning Coordinator mentors (including induction) Leadership track and monitor teacher practice through PDP processes and classroom observations PLC structure (Impact Cycle) supports teacher PL	PL structure PDP Overview Staff meeting PL Teacher release (PLCs Termly) T&L C release 30+ testing tools agreements SPELD
Deepen understanding of formative assessment of reading to inform next steps in teaching	2021	Teaching and Learning Coordinator mentors ECTs Leadership track data using phonics and RR display PDP processes and classroom observations focus on formative assessment practice PLC structure supports focused on differentiation Teachers supported to work from student entry point LGU Coaching process - LGU, Leaders, Champion staff	PLCs PL Partnership Plan 2019 ESR report Literacy progressions Data Agreement LGU PL Overview
Total financial resources allocated	Professional learning budget Coaching budget Literacy and Numeracy First grant		
Success criteria	<ul style="list-style-type: none"> • Student reading data represents growth with co-designed reading goals aligned to Running Record assessment. • Students read an increasing range of texts by combining contextual, semantic, grammatical and phonic knowledge. • Students self correct applying reading skills including pausing and using phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on. • Students use grapheme-phoneme knowledge and blending skills to read continuous texts containing multisyllabic, complex and unfamiliar words quickly and accurately. • Students use processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning. 		

Step 3 cont.



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.

Goal 2: Students develop oral language, phonological awareness, phonics proficiency and understanding of spelling linguistic features (phonological, orthographic, morphological) through intentional and scaffolded teaching R - 7.

Challenge of practice: Teachers develop a shared understanding of oral language, phonological awareness and phonics for learning sequencing.
Teachers develop an understanding of spelling linguistic features

Actions	Timeline	Roles and responsibilities	Resources
All Teachers in use Phonics Screening tool for students not at score 40.	2020 2021	Teachers analyse phonics assessment data and use it to plan and deliver a differentiated approach to phonics based on student entry point Leadership supports use of phonics screening tool for setting of One Plan goals AP-Pedagogy tracks and displays whole school phonics data	Phonics screening tool /PASM/ PASOS One Plan online document SMARTAR targets PLCs Performance Overview Time-line ABLES as a tool to support formative assessment for SMARTAR targets in One Plans Special Educator
Impact Cycle professional learning to consist of understanding and implementing the spelling linguistic features (phonological, orthographic and morphological) with each term being a different focus. Continue R - 7 assessment of reading and use of literacy continuum with connection between spelling and phonics	2021 - Terms 1-3	Teachers to use the impact cycle model to implement spelling change connecting Jolly Phonics to Jolly Grammar Leadership to design and lead PL for staff on spelling linguistic features Leaders to utilise partnership PL and resources on spelling by Tessa Daffern	Tessa Daffern - Readings Components of Spelling Test Language and Literacy Progressions - Spelling Impact Cycles (Term 1 - 3)
Leaders draft spelling agreement in line with with Language and Literacy Progressions.	2021 2022	SPELD PL extends from Jolly Phonics to Jolly Grammar MarkIT data collection for phonics assessment included in Data Agreements	DfE personnel Site Data agreement and link to Performance Development Overview 2021 SPELD Partnership PL Teams SIP resources videos and tools

Step 3 cont.

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.



Goal 2 continued:

Actions	Timeline	Roles and responsibilities	Resources
Staff participate in professional learning to progress knowledge of phonics build knowledge of teaching spelling strategies, rules and conventions explicitly.	2020 T4 2021 Week 0 2021 Terms 1 and 2	Professional Learning session 1 and 2 Jolly Phonics SPELD Jolly Grammar Session 3 Literacy Guarantee Unit to support coaching (delivery of PL whole staff and PLC x 6 teachers coaching to build capacity: the science of reading - decoding, orthographic mapping, fluency and instructional strategies)	SPELD LGU Stephen Graham SFD Stephen Graham modelling day Literacy and Numeracy Plus grant plus coaching allocation funding (site funded)
Shared data used in PL (Impact Cycle) PLCs is used by teachers for 5 weekly tracking to review reading progress.	2020 2021 ongoing	Teachers use agreed data for PLCs Transition points for all sectors of school use same data sets Leaders track timed addition of data to MarkIT	Data format (PA, Phonics, RR) MarkIT One Plans data agreements
TROLL-PA data used to inform three wave intervention for Reception students	2021	Reception Team and Assistant Principal to use data to plan entry points and implement three wave intervention within the team. Students with score 30 + have opportunity to attend MiniLit to extend phonics skills (if space available)	TROLL-PA companion document Heggerty/ Kilpatrick
Total financial resources allocated	PL budget Literacy budget Coaching budget		
Success criteria	<ul style="list-style-type: none"> • Students orally manipulate sounds in spoken words through knowledge of blending and segmenting, phoneme deletion and substitution. • Students use a range of strategies for effective dialogue (use of questioning, presenting alternate points of view) • Students use letter-sound relationships and less common letter patterns to read and spell unknown words. • Students understand how to use knowledge of known words, base words, prefixes and suffixes word origins, letter patterns and spelling generalisations to spell new words 		

Step 3 cont.

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.



Goal 3:

Challenge of practice:			
Actions	Timeline	Roles and responsibilities	Resources

Step 3 cont.

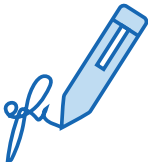
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Goal 3 continued:

Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated			
Success criteria			

Approvals



Approved by principal

Name
Vanessa Mortimer

Date
05/12/2019

Approved by governing council chairperson

Name
Astrid Pouwels

Date
05/12/2019

Approved by education director

Name
Tim McLeod

Date
22/02/2021