

Improvement plan for Kurna Plains School

2019 to 2021

School name

Kurna Plains School

Vision statement

At Kurna Plains School, our school ethos is fundamentally Aboriginal Culture and language and curriculum embeds into our teaching and learning programs. We have high expectations for teaching and learning to achieve higher and beyond potential. We develop trust supporting collective efficacy and strive for continuous improvement and excellence in learning. We believe student voice, Aboriginal Culture and engagement are central for the development of learning and apply this to all areas of school life. We work towards developing and facilitate the learning curriculum within consistent and shared pedagogical practices, that students are motivated to learn and connected to all aspects of literacy and numeracy.



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
<p>Increase student achievement in Reading, R-9.</p>	<p><small>• Every student 'within range' of reading progress to achieve September Running Record benchmark. Reception: Level 5, Year 1: Level 15, Year 2: Level 21, Year 3: Level 28+.</small> <small>Students reading 'below benchmark' to achieve 1+ years growth in 2019.</small> <small>• Every Year 5, 7 and 9 student to achieve 2+ years growth in Reading, measured by NAPLAN.</small> <small>• Every Years 3-9 student to achieve 1+ years growth in Reading, measured by PATR</small></p> <p>2020 Increase student achievement in Reading measured by Running Records, NAPLAN and PATR.</p> <p>2021 Increase student achievement in Reading measured by Running Records, NAPLAN and PATR.</p>	<p>If we implement a daily Reading Workshop R- 9 that incorporates the Big Six Components, then we will increase student achievement in reading.</p>
<p>Increase student achievement in Writing R-9.</p>	<p>Every Year 5, 7 and 9 student to achieve 2+ years growth in Writing NAPLAN. Every student to achieve 1+ years growth measured by EALD levels.</p> <p>2020 Increase student achievement in Writing measured by NAPLAN and EALD levels.</p> <p>2021 Increase student achievement in Writing measured by NAPLAN and EALD levels.</p>	<p>If we implement a daily Writing Workshop R-9, enabling learners to practice & build automaticity, then we will increase student achievement in writing.</p>

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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

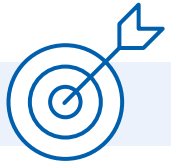
Review, Improvement and Accountability Manager

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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	
Goal 1	Increase student achievement in Reading, R-9.	2019	<ul style="list-style-type: none"> • Every student ‘within range’ of reading progress to achieve September Running Record benchmark. Reception: Level 5, Year 1: Level 15, Year 2: Level 21, Year 3: Level 28+. Students reading ‘below benchmark’ to achieve 1+ years growth in 2019. • Every Year 5, 7 and 9 student to achieve 2+ years growth in Reading, measured by NAPLAN. • Every Years 3-9 student to achieve 1+ years growth in Reading, measured by PATR
		2020	2020 Increase student achievement in Reading measured by Running Records, NAPLAN and PATR.
		2021	2021 Increase student achievement in Reading measured by Running Records, NAPLAN and PATR.
Goal 2	Increase student achievement in Writing R-9.	2019	Every Year 5, 7 and 9 student to achieve 2+ years growth in Writing NAPLAN. Every student to achieve 1+ years growth measured by EALD levels.
		2020	2020 Increase student achievement in Writing measured by NAPLAN and EALD levels.
		2021	2021 Increase student achievement in Writing measured by NAPLAN and EALD levels.
Goal 3		2019	
		2020	
		2021	

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 a daily Reading Workshop R- 9 that incorporates the Big Six Components, then we will increase student achievement in reading.
Goal 2	If we implement a daily Writing Workshop R-9, enabling learners to practice & build automaticity, then we will increase student achievement in writing.
Goal 3	

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 Reading, R-9.		
Challenge of practice		If we implement a daily Reading Workshop R- 9 that incorporates the Big Six Components, then we will increase student achievement in reading.		
Actions	Timeline	Roles and responsibilities	Resources	
Curate a diverse classroom and school library using a broad range of materials that are inclusive of students' culture, personal interests and units of inquiry R-9 to support daily independent and home reading.	Term 1, Wk 0 Workshop Wks1&2 +PLC Ongoing	Literacy consultant to plan and deliver Week 0 workshop. Leadership to approve a budget for classroom library essentials. R-9 Teachers and SSO's to establish classroom libraries - to support management, engagement, strategy teaching and school and home reading. School library, with SSO support, to be organised to support daily independent and home reading.	<ul style="list-style-type: none"> • Professional Readings and video, including Best Practice Papers - Classroom Libraries • Classroom Library Checklist • Book Stands/Shelving • Book recommendations • Audio books for older 'at risk' readers Literacy Consultant 	
Plan and implement a daily 50 minute Reading Workshop R-9 within the Literacy Block, incorporating the Big Six Components of reading, within a Gradual Release of Responsibility Instructional Model: Reading to students/Shared Reading, Big Six Strategy Mini Lessons, Independent Reading, (Conferring and needs based intervention) Share. Implement home reading program.	Term 1 Wks 1&2, 3&4 + PLC Ongoing	Teachers to implement a daily 50 minute Reading Workshop R-9, incorporating the Big Six Components of Reading, identifying areas of need for professional learning. Literacy Consultant to support PLC's, regularly work side-by-side R-9 teachers in classrooms, observe lessons, provide professional resources and materials, and plan with teachers. Teachers to share implementation during PLC's and staff meetings. Leadership to observe elements of implementation, provide feedback and keep abreast of reading progress R-9.	<ul style="list-style-type: none"> • Professional Readings, including Best Practice papers: • Kurna Plains School Literacy Block Framework • Kurna Plains School Literacy Block Planner • ACARA Content Overview • Literacy Consultant 	
Organise and use external expertise to deepen teachers' knowledge of the reading process and more explicitly meet learners' needs as readers.	Weekly Classroom based, PLC's, Staff meetings	R-9 teachers to use external expertise to deepen understanding of reading processes to meet their learners' needs. Literacy Consultant to provide expertise in deepening teachers' knowledge of reading processes. Leadership to organise the use of external expertise.	<ul style="list-style-type: none"> • Professional Readings and video, including Best Practice Papers • Literacy Consultant 	



Goal 1 continued		Increase student achievement in Reading, R-9.	
Actions	Timeline	Roles and responsibilities	Resources
Teachers use daily reading conferences to monitor and track student application of reading processes, the Big Six Components, range of reading, fluency and fix up strategies, as students read aloud to adults. Provide on the spot teaching, monitoring and setting of reading goals with each reader R-9. SSO's to be trained to confer with students who arrive after the literacy block.	Term 1, Wks 6&7 + PLC. Ongoing	Teachers and SSO's to implement effective reading conferences, recording and tracking. Teachers to share implementation during PLC's and staff meetings. Literacy Consultant to support implementation of effective reading conferences, with inclusion of Running Records/Miscue Analysis through modeling and side by side support. Leadership to engage in occasional reading conferences to keep abreast of and celebrate reading progress R-9. Teachers to share implementation and outcomes during PLC's and staff meetings.	<ul style="list-style-type: none"> • Reading Interest Inventories • Tracking Individual Growth in Reading record trifolds for each class • Individual student Reading Conference Record books • Professional Readings and Video, including Best Practice Papers - Reading Conferences: Assessment for Teaching and Learning - Conferring with Readers' Toolkits R-9 • Conferring with Readers Toolkit: Tracking Sheet, How to Confer, Taking a Miscue Analysis - tips, Prompts for the Reading Conference • Reading Goal Bookmarks • Literacy Consultant
Use daily Read Aloud across content areas R-9 to expand world knowledge, oral, written and read vocabularies (Tier 1, 2 and 3) and comprehension.	Term 1, Wks 1&2 + PLC. Ongoing	All Teachers, including content area teachers to implement effective Read Alouds and vocabulary teaching. Teachers to share implementation during PLC's and staff meetings. Literacy Consultant to support implementation of effective Read Aloud and vocabulary teaching through modeling and side by side support. Older students, teachers, SSO's, leadership, literacy consultant, to read aloud to younger students in the Wetlands in the morning. Leadership to engage with students in Reading Aloud to keep abreast of and celebrate reading progress R-9. Teachers/SSO's to share implementation during PLC's and staff meetings.	<ul style="list-style-type: none"> • Professional Readings and Video, including Best Practice Papers • Recommended Read Aloud lists for content areas, units of study, text types, fiction and non-fiction, etc. linked to year levels. • Literacy Consultant
Teachers use reading conferences, observations and assessments to motivate, personalise and specialise intervention reading instruction; including on-the-spot teaching during the reading conference and flexible small group instruction based on immediate need.	Term 1, Wks 6&7 + PLC. Ongoing	Literacy Consultant to support implementation of effective flexible small group and individual support based on immediate need through modeling and side by side support. Teachers to implement effective flexible small group and individual instruction based on need, recording and tracking in Reading Conference record books. Teachers to share implementation during PLC's and staff meetings canvas Teachers to share implementation during PLC's and staff meetings.	<ul style="list-style-type: none"> • Professional Readings and Videos, including Best Practice Papers • Class Tracking Sheet: Reading strategies (including reading processes, Big Six components of reading) • Reading Strategy Mini Lesson flip charts • Teacher Chart for modeling and to serve as an anchor chart • Literacy Consultant
Total financial resources allocated			
Success criteria	<p>Evidence of success:</p> <p>What students do: Increased volume of high success reading at home and school, Choice and range of fiction and non fiction texts read, Reading Conference notes, Running Record data, reading strategy use across a range of texts, Reading Logs (Yrs 4-9), Reading Response Journals, Reading goal achievement, engage with the classroom library - reading, creating, organising</p> <p>What teachers do: implement a daily 50 minute Reading Workshop, develop and integrate a comprehensive classroom library, implement daily planned mini lessons incorporating the Big Six Components of Reading, daily Reading Conferences, Read Aloud daily, Prompt book discussions,</p> <p>What students say: Turn and talk about reading strategy use, metacognition of what they understand about themselves as readers, reflections on their reading through writing, Reading interest inventories.</p> <p>Teachers are delivering 50 minutes of daily reading, reflecting on practice</p> <p>What teachers say: explicit modelling through Think Aloud of the strategies that good readers use, on-the-spot teaching during reading conferences, setting reading goal with students during conference, model how to talk about reading and promote discussions about reading</p>		



Goal 2		Increase student achievement in Writing R-9.		
Challenge of practice		If we implement a daily Writing Workshop R-9, enabling learners to practice & build automaticity, then we will increase student achievement in writing.		
Actions	Timeline	Roles and responsibilities	Resources	
Plan and implement a daily 50 minute Writing Workshop R-9 within the Literacy Block, using a Gradual Release of Responsibility model & ACARA curriculum. The Writing Workshop includes: Modelled Writing, Independent Writing, Writing Conferences, Share.	T1, Wk 0 Wkshp, Wks 1&2, 6&7 + PLC. Ongoing	Teachers to implement a daily 50 minute Reading Workshop R-9, incorporating the Big Six Components of Reading, identifying areas of need for professional learning. Literacy Consultant to support PLC's, regularly work side-by-side R-9 teachers in classrooms, observe lessons, provide professional resources and materials, and planning with teachers. Teachers to share implementation during PLC's and staff meetings. Leadership to observe elements of implementation, provide feedback and keep abreast of writing progress R-9.	<ul style="list-style-type: none"> Professional Readings, including Best Practice papers: Kaurna Plains School Literacy Block Framework Kaurna Plains School Literacy Block Planner ACARA Content Overview Literacy Consultant 	
Junior primary teachers to engage in and implement the Writing pedagogy of Playful Literacies program, including creating small books as a means of practicing new learning.	Ongoing	Junior Primary teachers to participate in Playful Literacies workshops to support improvement reading and writing outcomes. Teachers to track progress. External consultant to observe and discuss progress and growth, and to support adjustment of implementation as required. Leadership to observe elements of implementation, provide feedback and keep abreast of Junior Primary writing and reading progress.	<ul style="list-style-type: none"> Professional Readings, including Best Practice papers Kaurna Plains Literacy Block framework and Planner ACARA curriculum Book making resources Large Charts for Shared and Modelled Writing Playful Literacies Consultant 	
Teach at least two extended written texts per term to develop text, grammar and vocabulary, R-9, across English and Content Areas, including use of graphic organisers for learning.	T1, Wks 1&2, 6&7 + PLC. Ongoing	<ul style="list-style-type: none"> Teacher R-9, English and Content Areas, implement a focus on two extended texts per term, beginning Term 1 with Building a Community of Writers. Literacy consultant to provide demonstration lessons, side-by-side teaching, professional resources, writing map and planners. Leadership to observe elements of implementation, provide feedback and keep abreast of R-12 writing and progress. 	<ul style="list-style-type: none"> Professional Readings, including Best Practice papers Kaurna Plains Literacy Block framework and Planner ACARA curriculum Graphic Organisers Large Charts for Shared and Modelled Writing Literacy Consultant Writing Map R-9 	



Goal 2 continued		Increase student achievement in Writing R-9.	
Actions	Timeline	Roles and responsibilities	Resources
Organise and use external expertise to deepen teachers' knowledge of the writing process and more explicitly meet learners' needs as writers.	Ongoing, weekly.	R-9 teachers to use external expertise to deepen understanding of reading processes to meet their learners needs. Literacy Consultant to provide expertise in deepening teachers knowledge of writing processes. Leadership to organise the use of external expertise.	Professional Readings and video, including Best Practice Papers Literacy Consultant
Use Reading Response Journals, R-9 as a weekly tool for students to meet learning needs as they write about their reading or class Read Aloud.	Ongoing	R-9 teachers to organize and utilize Reading Response Journal for weekly opportunities for students to deepen comprehension through writing about their reading. NEW Literacy consultant to demonstrate effective Reading Response Journal entries, using rubric and reading journal prompts as a guide. Leadership to observe elements of implementation, provide feedback and keep abreast of R-9 comprehension progress and writing development.	<ul style="list-style-type: none"> Professional Readings, including Best Practice papers Kaurna Plains Literacy Block framework and Planner ACARA curriculum Large Charts for Shared and Modelled Writing of Reading responses Literacy Consultant Reading Response Journal Prompts
Organise and implement handwriting and keyboarding skills to develop writing fluency.	Ongoing	R-9 teachers to implement a weekly handwriting lesson integrated into the Literacy Block and linked to the publication of student writing. R-9 teachers to implement a weekly keyboarding skills lesson outside the Literacy Block and linked to the publication of student writing. Literacy consultant to support teachers in Literacy Block integration and handwriting schedule. Leadership to observe elements of implementation, provide feedback and keep abreast of R-9 handwriting and keyboarding progress.	<ul style="list-style-type: none"> Professional Readings: Handwriting SA document, Best Practice papers Kaurna Plains Literacy Block framework and Planner ACARA curriculum Literacy Consultant Handwriting workbooks Keyboarding program
Total financial resources allocated			
Success criteria	<p>What students do: write daily, confer with teacher, write about their reading, publish their writing, use the writing process, learn handwriting and key boarding skills, use</p> <p>What students say: share their writing with class members and community, confer with the teacher about their writing.</p> <p>What teachers do: Implement a daily 50 minute Writing Workshop, confer with readers, Model writing, write with students, demonstrate use of graphic organisers and thinking strategies, encourage students to 'have a go' when writing</p> <p>What teachers say: set writing goals, model what good writers do through Think aloud, share their own writing, connect writing to personal interests and to traditional knowledge</p>		



Goal 3			
Challenge of practice			
Actions	Timeline	Roles and responsibilities	Resources



Goal 3 continued			
Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated			
Success criteria			



Approved by principal

Name Bronwyn Milera

Date 14/12/2018

Approved by governing council chairperson

Name Tanya Buso

Date 14/12/2018

Approved by education director

Name

Date