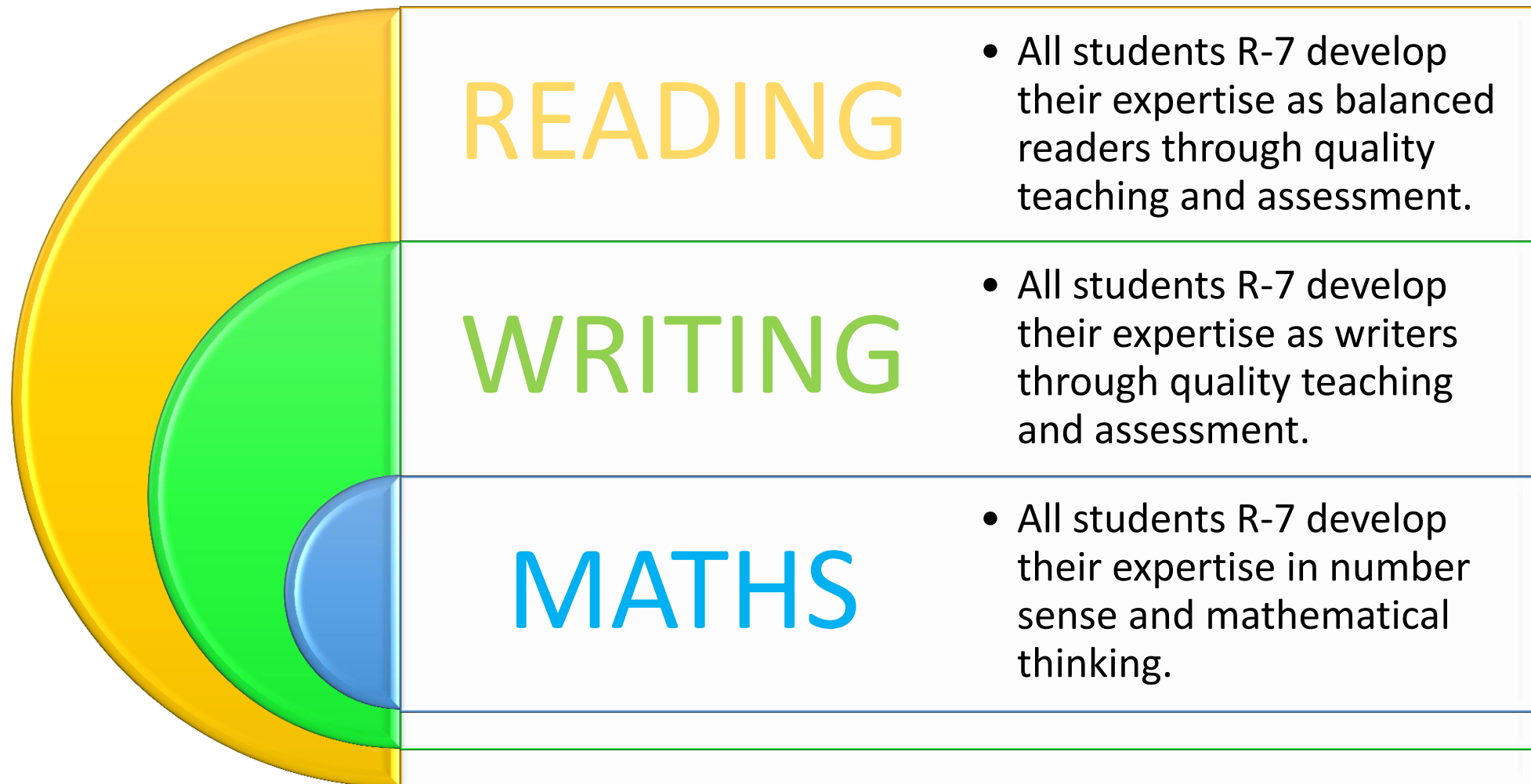


Para Hills School P-7 SIP 2019-21

At PHSP7 we support students to become successful learners, problem solvers and thinkers through a focus on quality teaching and learning.





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GOAL 1	TARGETS	CHALLENGE OF PRACTICE
<p>READING</p> <p>All students R-7 develop their expertise as balanced readers through quality teaching and assessment.</p>	<ul style="list-style-type: none"> 75% students who enter reception in 2019 will meet the SEA for reading as measured by Running Records. 55% of Year 3, 25% year 5, 15% year 7 students in 2019 will achieve in NAPLAN high bands for reading. All students are assessed and supported until they know the 44 sounds using the Phonics Screening Tool. Increase of 5% students who meet DRA2 and Running Record levels outlined in the Para Hills School P-7 2019 Literacy and Numeracy Agreement. Increase of 5% students who reach year level benchmarks using PAT R. All students will demonstrate 12 months growth in reading as shown by school and DfE assessments. 	<ul style="list-style-type: none"> Ensure consistent use of running records and DRA2 to inform teaching and learning. Teachers develop a deep understanding of the balanced reader and incorporate the three components (decoding, fluency and comprehension) into their practice. Teachers design reading instruction that explicitly teaches all elements of reading comprehension that effective readers use. Teachers develop a consistent approach to the assessment of reading through running records and use that assessment to inform guided reading. Staff PD of effective use of resources including decodable readers and leveled texts.
	<ul style="list-style-type: none"> 80% students who enter reception in 2020 will meet the SEA for reading as measured by Running Records. All students are assessed and supported until they know the 44 sounds using the Phonics Screening Tool. Increase of 5% students who meet DRA2 and Running Record levels outlined in the Para Hills School P-7 2020 Literacy and Numeracy Agreement. Increase of 5% students who reach year level benchmarks using PAT R. All students will demonstrate 12 months growth in reading as shown by school and DfE assessments. 2020 Targets will be set at the end of the previous year based on data recorded. 	
	<ul style="list-style-type: none"> 85 % students who enter reception in 2020 will meet the SEA for reading as measured by Running Records. Increase of 5% students who meet DRA2 and Running Record levels outlined in the Para Hills School P-7 2020 Literacy and Numeracy Agreement. Increase of 5% students who reach year level benchmarks using PAT R. All students will demonstrate 12 months growth in reading as shown by school and DfE assessments. 2021 Targets will be set at the end of the previous year based on data recorded. 	

GOAL 2	TARGETS	CHALLENGE OF PRACTICE
<p>WRITING</p> <p>All students R-7 develop their expertise as writers through quality teaching and assessment.</p>	<ul style="list-style-type: none"> • Increase the percentage of students achieving in Years 3, 5 and 7 NAPLAN writing higher bands by 5% annually. • Students will show 5% growth between 2019 Brightpath writing assessments. • All EALD student's writing will be moderated through the EALD levels. • All students will demonstrate 12 months growth in maths as shown by school and DfE assessments. 	<ul style="list-style-type: none"> • Teachers use a teaching and learning cycle that promotes phonemic awareness, phonics, spelling, oral language, dialogue, vocabulary and reading to build content prior to writing. • Teachers become familiar with the exemplars with Brightpath. • Teachers utilise quality assessment processes through Brightpath to inform next steps in the teaching and learning of writing.
	<ul style="list-style-type: none"> • Increase the percentage of students achieving in Years 3, 5 and 7 NAPLAN writing higher bands by 5% annually. • Students will show 5% growth in 2020 Brightpath writing assessments. • All students will demonstrate 12 months growth in maths as shown by school and DfE assessments. • 2020 Targets will be reviewed at the end of the previous year based on data recorded. 	
	<ul style="list-style-type: none"> • Increase the percentage of students achieving in Years 3, 5 and 7 NAPLAN writing higher bands by 5% annually. • Students will show 5% growth in 2021 Brightpath writing assessments. • All students will demonstrate 12 months growth in maths as shown by school and DfE assessments. • 2020 Targets will be reviewed at the end of the previous year based on data recorded. 	

GOAL 3	TARGETS	CHALLENGE OF PRACTICE
<p>MATHS</p> <p>All students R-7 develop their expertise in number sense and mathematical thinking.</p>	<ul style="list-style-type: none"> • 45% of Year 3 students in 2019 will achieve in the high bands for Maths as measured by NAPLAN. • 10% of Year 5 students in 2019 will achieve in the high bands for Maths as measured by NAPLAN. • 5% of Year 7 students in 2019 will achieve in the high bands for Maths as measured by NAPLAN. • 5% increase in students reaching year level benchmarks in PAT M in 2019. This will be shown through the PAT Tracker Tool. • All students will demonstrate 12 months growth in maths as shown by school and DfE assessments. 	<ul style="list-style-type: none"> • Teachers use formative assessment and the advice provided in the 'Big ideas in number' to design and sequence student numeracy learning that strengthens 'trust the count' and place value and focuses on multiplicative thinking and partitioning. • Teachers use the proficiencies (fluency, reasoning, understanding and problem solving) to develop students deep mathematical thinking.
	<ul style="list-style-type: none"> • This will increase to 50% for the year 3 students in 2020. • This will increase to 15% for the year 5 students in 2020. • This will increase to 10% for the year 7 students in 2020. • 5% increase in students reaching year level benchmarks in PAT M in 2019. This will be shown through the PAT Tracker Tool. • All students will demonstrate 12 months growth in maths as shown by school and DfE assessments. • 2020 Targets will be reviewed at the end of the previous year based on data recorded. 	
	<ul style="list-style-type: none"> • This will increase to 55% for the year 3 students in 2021. • This will increase to 15% for the year 5 students in 2021. • This will increase to 15% for the year 7 students in 2021. • 5% increase in students reaching year level benchmarks in PAT M in 2019. This will be shown through the PAT Tracker Tool. • All students will demonstrate 12 months growth in maths as shown by school and DfE assessments. • 2021 Targets will be reviewed at the end of the previous year based on data recorded. 	

GOAL 1: READING	All students R-7 develop their expertise as balanced readers through quality teaching and assessment.		
CHALLENGE OF PRACTICE	<p>Ensure consistent use of running records and DRA2 to inform teaching and learning.</p> <p>Teachers develop a deep understanding of the balanced reader and incorporate the three components (decoding, fluency and comprehension) into their practice.</p> <p>Teachers design reading instruction that explicitly teaches all elements of reading comprehension that effective readers use.</p> <p>Teachers develop a consistent approach to the assessment of reading through running records and use that assessment to inform guided reading.</p> <p>Staff PD of effective use of resources including decodable readers and levelled texts.</p>		
ACTIONS	TIMELINE	ROLES AND RESPONSIBILITIES	RESOURCES
Implement Read, Write Inc program R-2 and Guided Reading R-7 through staff PD, classroom actions and sharing. Utilising decodable readers and leveled texts.	R-7 2019 → 2020	Senior Leader - Curriculum to monitor the impact of Read Write Inc and suitability of Fresh Start for older students. All staff to attend two-day PD for Read Write Inc. All staff to attend guided reading PD	RWI- \$8500 resources. PD -\$5000 Fresh Start - 2020 20h SSO per week RWI 13.5h SSO per week Guided Reading 8h Senior Leader - Curriculum in class per week, + admin/assessment time
Professional learning to develop a whole school approach to guided reading and review and implement school agreements consistently. Schedule a targeted and ongoing PD program in reading for staff learning.	T2 2019 2019→ Ongoing PD T4 2019 Agreement finalised	All staff during year level staff meetings. Leadership to align performance development processes to enable staff to observe and provide peer feedback each term with a targeted focus on reading practices. Leadership to schedule PD program.	Stephen Graham PD Senior Leader-Curriculum time Staff meeting time Additional Staff meeting time Leadership team time Marlyn Mason RR training \$600
Regular year level team meetings scheduled each term to operate as a reading PLC- collaboratively plan, share practices, moderate running records/DRA2, investigate aspects of the reading program- learning sprints	Ongoing	All staff to actively participate and prepare resources. Leadership to schedule time.	Staff meeting time Additional Staff meeting time Senior Leader-Curriculum time
Audit and upgrade all reading resources for teachers and students.	2019 →	Literacy Team to audit and order resources and work with library staff on storing and sharing resources. Principal and Finance manager to budget yearly for reading resources upgrade.	New guided reading texts including magazines, high interest and low level and higher-level books. - \$5000 New decodable readers to be purchased \$2000 Senior Leader - Curriculum time
Ensure timetables and programs cater for all aspects of balanced reading to be explicitly taught and supported each week with high degrees of consistency between classes and sequencing across year levels	2019 →	Leadership to timetable collaborative NIT time. Leadership to timetable collaborative reading times for students.	Senior Leader- Curriculum Time
Agree on and utilise a consistent phonics screening tool R-7 All students are assessed and supported until they know the 44 sounds using the Phonics Screening Tool	2019	Literacy Team	Phonics Screening Tool
TOTAL FINANCIAL RESOURCES ALLOCATED			
SUCCESS CRITERIA	<p>NAPLAN / PAT R data showing evidence of growth ie lower numbers in low bands, increase and retention in higher bands.</p> <p>12 month growth minimum for all students.</p> <p>All teachers will enact reading agreements consistently.</p> <p>All teachers deepen their knowledge, skills and understanding in whole school approaches to reading.</p>		

GOAL 2: WRITING	All students R-7 develop their expertise as writers through quality teaching and assessment.			
CHALLENGE OF PRACTICE	Teachers use a teaching and learning cycle that promotes phonemic awareness, phonics, spelling, oral language, dialogue, vocabulary and reading to build content prior to writing. Teachers become familiar with the exemplars with Brightpath. Teachers utilise quality assessment processes through Brightpath to inform next steps in the teaching and learning of writing.			
ACTIONS	TIMELINE	ROLES AND RESPONSIBILITIES	RESOURCES	
Schedule a targeted and ongoing PD program in writing for staff learning.	2019 →	Leadership to schedule PD. Literacy Team to determine what is needed 2019 PD Specific Learning Disability Senior Leader- Curriculum to organise.	Staff meeting time. Additional staff meeting time. BrightPath Resources and PD. Jen Bratovik - Specific Learning Disability PD	
Audit and upgrade writing resources to effectively teach the text types and approaches used in Brightpath, Read Write Inc and Freshstart	2019	Senior Leader - Curriculum to lead the Literacy Team to audit and order.	Brightpath resources and PD Read Write Inc. Freshstart (2020) Writing resources.	
Moderation processes through the LDAM strategy with time for staff to meet, design and review assessments to develop greater consistency	2019	Leadership to timetable moderation PD in staff meetings. Senior Leader - Curriculum to organise PD content. Literacy Team to determine staff needs.	Staff meeting time and release time as required	
Structure shared NIT times for pairs to review data (PAT, Brightpath etc) and collaboratively plan for literacy	2018 →	Leadership to timetable NIT accordingly. Leadership to timetable staff meetings accordingly.	Staff meeting time. Senior- Leader Curriculum time	
Develop regular staff sharing routines, W: drive Text Type folders to pool resources etc and develop a whole of school writing agreement		Literacy team and leadership	Staff meeting and release time	
TOTAL FINANCIAL RESOURCES ALLOCATED				
SUCCESS CRITERIA	NAPLAN / Brightpath data showing evidence of growth ie lower numbers in low bands, increase and retention in higher bands. 12 month growth minimum for all students. All teachers will enact writing agreements consistently. All teachers deepen their knowledge, skills and understanding in whole school approaches to writing.			

GOAL 3: MATHS	All students R-7 develop their expertise in number sense and mathematical thinking		
CHALLENGE OF PRACTICE	Teachers use formative assessment and the advice provided in the 'Big ideas in number' to design and sequence student numeracy learning that strengthens 'trust the count' and place value and focuses on multiplicative thinking and partitioning. Teachers use the proficiencies (fluency, reasoning, understanding and problem solving) to develop students deep mathematical thinking.		
ACTIONS	TIMELINE	ROLES AND RESPONSIBILITIES	RESOURCES
Audit and organise maths resources to ensure easy access for staff. Share and demonstrate the use of some to increase staff confidence and consistency of use.	2019 →	Numeracy Team and library staff to audit, record and order resources as needed. Numeracy Team to share resources at staff meetings. Leadership to add to agenda.	New resources as determined by the audit. Morning staff meeting time.
Ongoing staff training and sharing in the Big Ideas in Number, the proficiencies and strategies used to build students' understandings (trusting the count, place value, additive thinking, multiplicative thinking and partitioning.)	T3/4 2020	Numeracy Team and Senior Leader - Curriculum to organise PD. Leadership to timetable staff meeting time.	Outside PD provider. Staff meeting time.
Professional learning to develop a whole school approach to maths and review and implement school agreements consistently.	2020 →	Leadership Team -Align performance development processes to enable staff to observe and provide peer feedback each term with a targeted focus on maths teaching.	New PD plan. Release time to observe each other's practice.
Collaborative task design opportunities with peers to develop expertise and consistency in maths planning and practices	2019 →	Numeracy team to organise content of allocated staff meetings to develop expertise and collaboration. Leadership to timetable collaborative NIT time.	Release time to observe each other's' practice. TRT support.
Further develop all aspects of STEM based thinking and problem-based learning strategies with students to include a range of technologies and integrated, real life maths tasks	2019 →	Senior Leader - STEM to be employed Leadership to organise staff meeting time and PD	Senior Leader - STEM
TOTAL FINANCIAL RESOURCES ALLOCATED			
SUCCESS CRITERIA	NAPLAN / PAT M data showing evidence of growth ie lower numbers in low bands, increase and retention in higher bands. 12-month growth minimum for all students. All teachers will enact whole school maths agreements consistently. All teachers deepen their knowledge, skills and understanding in whole school approaches.		