

Improvement Plan for Bellevue Heights

2019 to 2021

Vision statement

Learning and growing together to enrich the world. A vibrant and welcoming learning community of caring, globally aware citizens, striving together and aspiring for excellence as life-long learners.



Government
of South Australia
Department for Education

Plan summary

Goals	Targets	Challenge of practice	Success criteria
Increase student achievement in writing for all students R-7	<p>For all students enrolled in years 1-7, there will be an increase of five students per class achieving above the SEA in a summative writing assessment.</p> <p>In 2020 There will be an increase of 10% of students achieving Higher Bands in writing and those students who achieved Higher Bands in 2018 will be retained. All Aboriginal students will achieve the SEA and will demonstrate mid to high progress in their NAPLAN results</p> <p>All students who were in the Higher Bands for writing in 2019 will be retained and there will be a 10% increase of students in Higher Bands. All Aboriginal students will achieve above the SEA in Brightpath and will be supported to work towards or achieve in the Higher Bands in NAPLAN</p>	If we monitor each student's writing, regularly assess and provide explicit feedback, and use data to target our teaching we will increase achievement in writing .	<p>Students can talk about their writing and set next steps</p> <p>Students apply appropriate sentence structure in their written work.</p> <p>Student will use tier one , tier tier two and tier three vocabulary in their writing</p>
Increase student achievement in Mathematics for students R-7	<p>For all students enrolled in years 1-7, there will be an increase of five students per class achieving 1 grade level above the previous year as measured by the Australian Curriculum</p> <p>There will be an increase of 10% of Higher Band achieving students who sat the NAPLAN test in 2018, achieving the Higher Bands in Mathematics in 2020. All Aboriginal students will achieve in the highest band of SEA or above in NAPLAN and PAT M. All Aboriginal students will have a maths goal detailed in their One Plan.</p> <p>There will be an increase of 10% of Higher Band achieving students who sat the NAPLAN test in 2019, achieving the Higher Bands in Mathematics in 2021. All Aboriginal students who have been at the school for at least one year prior to 2020 will achieve the SEA in standardised tests and will demonstrate mid to high progress in their NAPLAN results.</p>	If we adopt a whole school approach to using High Yield Strategies to teach mathematics we will increase student achievement across all year levels.	<p>Students will use a range of visualisation practices to deepen their understanding of mathematical concepts</p> <p>Students will be able to generalise and use mathematical proof in their mathematical activities.</p> <p>Students will engage in collaborative mathematical tasks and projects</p>
Increase the number of students achieving A's and B's across the curriculum	<p>There will be a 5% increase in number of students who correctly answer higher order thinking questions in PAT eg Reading, Maths and Science.</p> <p>There will be a 5% increase in the number of students who correctly answer higher order thinking questions in our standardized tests. All Aboriginal students will be able to answer correctly an increase of at least ten % higher order thinking questions in these tests than in the year prior. All One plan students and Aboriginal students will have at least one higher order thinking goal reflected in their plans.</p> <p>There will be a further 5% increase in the number of students from 2020 who correctly answer higher order thinking questions in standardized tests. All Aboriginal students will increase a further five person of correctly answered Higher Order thinking questions. All One Plan students will reflect a commitment to using thinking routines as part of their plan .</p>	If we embed the pedagogy of making thinking visible in all classrooms we will increase the number of students who achieve A's and B's across the curriculum.	<p>Students will ask more generative, facilitative and constructive questions</p> <p>Students can engage in conversations and tasks that require analytical reasoning</p> <p>Students will know the next steps needed to improve their learning and reach a higher grade.</p>

Improvement plan for Bellevue Heights

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 Increase student achievement in writing for all students R-7	2019	For all students enrolled in years 1-7, there will be an increase of five students per class achieving above the SEA in a summative writing assessment.
	2020	In 2020 There will be an increase of 10% of students achieving Higher Bands in writing and those students who achieved Higher Bands in 2018 will be retained. All Aboriginal students will achieve the SEA and will demonstrate mid to high progress in their NAPLAN results
	2021	All students who were in the Higher Bands for writing in 2019 will be retained and there will be a 10% increase of students in Higher Bands. All Aboriginal students will achieve above the SEA in Brightpath and will be supported to work towards or achieve in the Higher Bands in NAPLAN
Goal 2 Increase student achievement in Mathematics for students R-7	2019	For all students enrolled in years 1-7, there will be an increase of five students per class achieving 1 grade level above the previous year as measured by the Australian Curriculum
	2020	There will be an increase of 10% of Higher Band achieving students who sat the NAPLAN test in 2018, achieving the Higher Bands in Mathematics in 2020. All Aboriginal students will achieve in the highest band of SEA or above in NAPLAN and PAT M. All Aboriginal students will have a maths goal detailed in their One Plan.
	2021	There will be an increase of 10% of Higher Band achieving students who sat the NAPLAN test in 2019, achieving the Higher Bands in Mathematics in 2021. All Aboriginal students who have been at the school for at least one year prior to 2020 will achieve the SEA in standardised tests and will demonstrate mid to high progress in their NAPLAN results.
Goal 3 Increase the number of students achieving A's and B's across the curriculum	2019	There will be a 5% increase in number of students who correctly answer higher order thinking questions in PAT eg Reading, Maths and Science.
	2020	There will be a 5% increase in the number of students who correctly answer higher order thinking questions in our standardized tests. All Aboriginal students will be able to answer correctly an increase of at least ten % higher order thinking questions in these tests than in the year prior. All One plan students and Aboriginal students will have at least one higher order thinking goal reflected in their plans.
	2021	There will be a further 5% increase in the number of students from 2020 who correctly answer higher order thinking questions in standardized tests. All Aboriginal students will increase a further five person of correctly answered Higher Order thinking questions. All One Plan students will reflect a commitment to using thinking routines as part of their plan .

Step 2



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 If we monitor each student's writing, regularly assess and provide explicit feedback, and use data to target our teaching we will increase achievement in writing .</p>	<p>Students can talk about their writing and set next steps</p> <p>Students apply appropriate sentence structure in their written work.</p> <p>Student will use tier one , tier tier two and tier three vocabulary in their writing</p>
<p>Goal 2 If we adopt a whole school approach to using High Yield Strategies to teach mathematics we will increase student achievement across all year levels.</p>	<p>Students will use a range of visualisation practices to deepen their understanding of mathematical concepts</p> <p>Students will be able to generalise and use mathematical proof in their mathematical activities.</p> <p>Students will engage in collaborative mathematical tasks and projects</p>
<p>Goal 3 If we embed the pedagogy of making thinking visible in all classrooms we will increase the number of students who achieve A's and B's across the curriculum.</p>	<p>Students will ask more generative, facilitative and constructive questions</p> <p>Students can engage in conversations and tasks that require analytical reasoning</p> <p>Students will know the next steps needed to improve their learning and reach a higher grade.</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: Increase student achievement in writing for all students R-7

Challenge of practice: If we monitor each student's writing, regularly assess and provide explicit feedback, and use data to target our teaching we will increase achievement in writing .

Actions	Timeline	Roles and responsibilities	Resources
All teachers will use the Teaching and Learning Cycle with a focus on building field knowledge, tracking individual growth data and planning for differentiation as well as incorporating in their task design and multiple approaches to formative assessment.	Term 1-4	Leadership Team via PDP	Literacy Guarantee Unit materials 2 designated general staff meetings and 2 Band Level staff meetings EALD Designing, Teaching & Learning and Assessment Cycle https://edi.sa.edu.au/library/document-library/guideline/teaching/eald/eald-designing-teacher-and-learning-and-assessment-cycle.doc
Further build teacher understanding of the meta knowledge of language in order to teach students how to build their skills as writers across all the elements of the Australian curriculum	Terms 2&3	Leadership team	Cameron S & Dempsey L (2013) The Writing Book: a practical guide for teachers. NZ: S&L publishing A wide range of interactive activities which can be incorporated into the teaching and learning cycle. Hochman JC, Lemov D, Wexler N (2018) The Writing Revolution. John Wiley & Sons Inc (US)
Build teacher capacity to strengthen and embed formative assessment practices to ensure targeted and timely feedback is provided to students with their next steps	terms 1-4	Leadership team as well as Learning Teams	TFEL documents https://www.dylanwiliam.org/Dylan_Wiliams_website/ PLINK training: Classroom observation for Teacher Development Formal Observations for Leaders.

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
Provide strategic feedback via formal observations, walk-throughs and align staff Performance Development Plans to ensure coherence, embed practice and build deep accountability across the school in the explicit teaching of writing	All year	Leadership	https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-feedback.aspx
Building on the work in 2020 with regards to the writing agreement examine the three strands of the English Curriculum, language, literacy and literature, work with staff to develop an agreement about shared practice in the teaching of literacy across all elements of the Australian Curriculum	Term 1-3	Leadership and all teaching staff	Australian Curriculum and AC units of work Scope and Sequence R-7 BHPS writing Agreement 2020
All year 1-7 teachers will teach and assess 2 Information Report and 2 Persuasive writing tasks as per agreed writing agreement using the Brightpath tool. All Reception teachers may opt to use the Oral Language tool on Brightpath	Terms 1-4	Leadership and Focus Teacher All teaching staff will be involved in moderation once a term	Brightpath, Teaching and Learning Cycle, DfE guidebooks, Derewianka & Jones 2016 Teaching language in context Release Time Staff meetings and PLC
Total financial resources allocated	\$3,000.00		
Success criteria	<p>Students can talk about their writing and set next steps</p> <p>Students apply appropriate sentence structure in their written work.</p> <p>Student will use tier one , tier two and tier three vocabulary in their writing</p>		

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: Increase student achievement in Mathematics for students R-7

Challenge of practice: If we adopt a whole school approach to using High Yield Strategies to teach mathematics we will increase student achievement across all year levels.

Actions	Timeline	Roles and responsibilities	Resources
Revisit the Big Ideas In Number and commit to intentionally extending number sense to accelerate learning	Term One and Two	All teaching staff will explicitly teach the big ideas in number All staff will commit to a whole-school focus on evidence based practice that improves students' efficacy and risk taking i numeracy	Di Siemon's Big idea in Number paper and videos Tiernney Kennedy Misconception tests PAT M data Dashboard materials. Df E Guidebooks in Numeracy
Explore the high impact numeracy strategies as a whole staff and commit to a numeracy agreement in which targeted differentiated teaching, logical and intentional teaching, collaborative guided inquiry and building visualisation skills underpins teacher practice.	Terms1-3	All staff will be involved in the development of the numeracy agreement via the protocols provided by DfE Project Officer	DECD LITERACY AND NUMERACY FIRST: PRIMARY YEARS FOCUS 3 TRT days - \$1625 Australian Curriculum The Big Ideas in Number materials Staff Meetings
Numeracy Training and Development 3-5 (ORBIS)	Terms one and two	Alice Rawsthorn will participate in Numeracy Program run by Orbis and will share material and learning during staff meetings on a monthly basis.	2, 500 trt

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 commit to utilising manipulatives/ concrete materials in their teaching of mathematical concepts as well as explicitly teaching the metalanguage across the school	Term one onwards	SIP committee and Leadership will conduct monthly sessions as part of curriculum staff meetings to share and discuss ideas.	National Numeracy Learning Progression AC Scope and Sequence
Implement Intervention program for students yr1-3 with the TOOSMART intervention program	term one onwards	Two trained SSOs, Special Educator and Kirsty Whibley(JP teacher) to identify students with need of intervention program early term one	Too Smart program purchased Intervention hours 8 hours x 38 weeks
Provide strategic feedback via formal observations, walk-throughs and align Staff Performance development Plans against the SIP to ensure coherence, embed practice and build deep accountability across the school in the explicit teaching of numeracy		Leadership to undertake observations of classes. All classes will have formal observations programmed and feedback provided to ensure accountability of explicit teaching of numeracy	https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-feedback.aspx
Total financial resources allocated	\$3,000.00		
Success criteria	<p>Students will use a range of visualisation practices to deepen their understanding of mathematical concepts</p> <p>Students will be able to generalise and use mathematical proof in their mathematical activities.</p> <p>Students will engage in collaborative mathematical tasks and projects</p>		

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: Increase the number of students achieving A's and B's across the curriculum

Challenge of practice: If we embed the pedagogy of making thinking visible in all classrooms we will increase the number of students who achieve A's and B's across the curriculum.

Actions	Timeline	Roles and responsibilities	Resources
Develop an agreed understanding of the set of practices that support deeper questioning for both teachers and students.	Term 1	Leadership to instigate collaborative decision making on surface v deep thinking questioning.	School/ staff agreement Blooms taxonomy Making Thinking Visible publications and websites, including deeper thinking routines.
Develop an agreed understanding of what students and teachers need to do to enable achievement of an A / B.	Term 2, 3 and 4.	Leadership to explicitly share Australian Curriculum expectations with teachers. Teachers to show how this will be enabled through recording of assessment details in programs.	Australian Curriculum New curriculum resources LET Leadership
Use COT protocols to analyse a range of text types	Term 1 - pretest End Term 2 and 4	PLC groups Leadership to support Teachers to opt in as a PLC Target	Simon Brooks PD Making Thinking Visible Protocols Need to find a resource to help analyse texts consistently - Brightpath?

Step 3 cont.

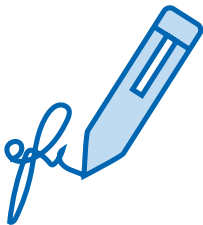
Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.



Goal 3 continued:

Actions	Timeline	Roles and responsibilities	Resources
Teachers will take part in observations to record and analyse questions asked in a lesson period (Student and teacher question analysis)	Early Term 1 then end of Term 2 and 4	Teachers to opt in as a PLC Target	Staff agreement of surface v deep questions Leadership time to observe
Develop students' conversation skills.	All year	Teachers will explicitly teach listening and talking skills through the use of protocols such as think pair share. Teachers will look at own expectations around wait time and questioning / answering expectations	Cultures of thinking resource book, podcasts and protocols Sheena Cameron oral language book Thinking routine folders / website
Develop student agency to set own learning goals / next steps to improve learning / reach higher grades	All year	Whole staff meetings - leadership - AP Simon Brooks PD	Simon Brooks PD Leadership - AP
Total financial resources allocated	\$		
Success criteria	<p>Students will ask more generative, facilitative and constructive questions</p> <p>Students can engage in conversations and tasks that require analytical reasoning</p> <p>Students will know the next steps needed to improve their learning and reach a higher grade.</p>		

Approvals



Approved by principal

Name

Date

Approved by governing council chairperson

Name

Date

Approved by education director

Name

Date