Improvement plan for

Happy Valley Primary

2019 to 2021

School name

Happy Valley Primary

Vision statement

To grow powerful learners for the future.

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	Success criteria
Increase student achievement in phonics from Reception to Year 3	For all students enrolled in year 1, 2019 - increase the number of students that achieve benchmark in the phonics screening test by 20% For all students enrolled in year 1, 2020 - increase the number of students that achieve benchmark in the phonics screening test from 76% in 2019 to 85% in 2020 For all students enrolled in year 1, 2021 - the number of students that achieve benchmark in the Phonics Screening test will be 90% or higher	If we explicitly teach phonics and decoding as well as the other Big 6 components, we will increase student capacity to achieve in reading	We will see students using their knowledge of phonics and phonemic awareness to decode words and make sense of texts. Students will be understanding and using a wider range of tier 1, 2and 3 vocabulary.
Improve our student achievements in reading comprehension, Reception to Year 7	For all students enrolled in year 1 to 7 in 2019 - increase the number of students that achieve SEA in reading as measured by running records For all students enrolled in year 3,5 and 7 in 2020, increase the number of students achieving in the NAPLAN higher bands Year 3 (from 55%) to 60% Year 5 (from 32%) to 37% Year 7 (from 35%) to 40% All students in year 3 and 5 and 7 n 2019 will be maintained in the higher bands and the total number will increase by 10%	If we develop teacher knowledge and explicitly implement comprehension strategies, we will increase student capacity to comprehend texts	When talking to students about reading, they will be able articulate strategies they use to comprehend and understand the text. Students will demonstrate a wider use of comprehension strategies. Students will demonstrate ability to comprehend a wider range of texts.
Increase reading achievement Reception to year 7 through deepening knowledge of vocabulary	For all students enrolled in year 3-5 in 2019 - 85% will achieve SEA as measured by NAPLAN reading For all students enrolled in year 3-5 in 2020 - 85% will achieve SEA as measured by NAPLAN reading For all students enrolled in year 3-5 in 2021- 87% will achieve SEA as measured by NAPLAN reading	If we develop teacher knowledge and implement explicit vocabulary building strategies, we will increase student capacity to comprehend text.	Students Years 2 to Year 7 will be able to explain what tier 1,2 and 3 vocabulary is. When we talk to students about what they are reading, they can demonstrate an understanding of elements such as word choice, images, vocabulary to convey meaning.

Improvement plan for Happy Valley 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:

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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 phonics from Reception to Year 3	2019	For all students enrolled in year 1, 2019 - increase the number of students that achieve benchmark in the phonics screening test by 20%
		2020	For all students enrolled in year 1, 2020 - increase the number of students that achieve benchmark in the phonics screening test from 76% in 2019 to 85% in 2020
		2021	For all students enrolled in year 1, 2021 - the number of students that achieve benchmark in the Phonics Screening test will be 90% or higher
Goal 2	Improve our student achievements in reading comprehension, Reception to Year 7	2019	For all students enrolled in year 1 to 7 in 2019 - increase the number of students that achieve SEA in reading as measured by running records
		2020	For all students enrolled in year 3,5 and 7 in 2020, increase the number of students achieving in the NAPLAN higher bands Year 3 (from 55%) to 60% Year 5 (from 32%) to 37% Year 7 (from 35%) to 40%
		2021	All students in year 3 and 5 and 7 n 2019 will be maintained in the higher bands and the total number will increase by 10%
Goal 3	Increase reading achievement Reception to year 7 through deepening knowledge of vocabulary	2019	For all students enrolled in year 3-5 in 2019 - 85% will achieve SEA as measured by NAPLAN reading
		2020	For all students enrolled in year 3-5 in 2020 - 85% will achieve SEA as measured by NAPLAN reading
		2021	For all students enrolled in year 3-5 in 2021- 87% will achieve SEA as measured by NAPLAN reading

Step 2

Determine challenge of practice

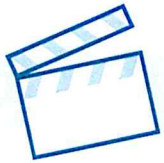
Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

	Challenge of practice	Success criteria
Goal 1	If we explicitly teach phonics and decoding as well as the other Big 6 components, we will increase student capacity to achieve in reading	We will see students using their knowledge of phonics and phonemic awareness to decode words and make sense of texts. Students will be understanding and using a wider range of tier 1, 2and 3 vocabulary.
Goal 2	If we develop teacher knowledge and explicitly implement comprehension strategies, we will increase student capacity to comprehend texts	When talking to students about reading, they will be able articulate strategies they use to comprehend and understand the text. Students will demonstrate a wider use of comprehension strategies. Students will demonstrate ability to comprehend a wider range of texts.
Goal 3	If we develop teacher knowledge and implement explicit vocabulary building strategies, we will increase student capacity to comprehend text.	Students Years 2 to Year 7 will be able to explain what tier 1,2 and 3 vocabulary is. When we talk to students about what they are reading, they can demonstrate an understanding of elements such as word choice, images, vocabulary to convey meaning.

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 phonics from Reception to Year 3		
Challenge of practice	If we explicitly teach phonics and decoding as well as the other Big 6 components, we will increase student capacity to achieve in reading		
Actions	Timeline	Roles and responsibilities	Resources
Further embed Jolly Phonics and Jolly Grammar into JP class rooms.	Terms 1- 4 2020	Leadership to direct discussions Teachers to use JP PLT's to track and monitor focus.	Phonics Screening Check and support material Jolly Phonics Program Research material - Dr Jennifer Buckingham SPELD (Jan Polkinghorne)
Phonics screening check for current year 1's analysed and individual goals planned by teacher.	Term 1 2020	Teachers use diagnostic tools to plan, tack and monitor with leadership support.	Phonics Screening Check and support material Decodable readers
Audit and reflect on phonics and spelling teaching practice from years 3 to year 7.	2020	Leadership to direct discussions Teachers to be involved in relevant PD and research. Jackie Morgan LID to work with leadership	Phonics Screening Check and support material 4 areas of spelling (Spelling from beginner to proficiency) Spelling strategies (Spelling from beginner to proficiency) Research material - Dr Jennifer Buckingham Anne Bayetto

Goal 1 continued	Increase student achievement in phonics from Reception to Year 3		
Actions	Timeline	Roles and responsibilities	Resources
Engage parent community in building common understanding and language around phonics	2020	Leaders to develop a brochure Leaders and teachers to hold a parent workshop	Site developed brochure based on The Big 6 Best Advice Papers
		Total financial resources allocated	
Success criteria	We will see students using their knowledge of phonics and phonemic awareness to decode words and make sense of texts. Students will be understanding and using a wider range of tier 1, 2and 3 vocabulary.		

Goal 2	Improve our student achievements in reading comprehension, Reception to Year 7		
Challenge of practice	If we develop teacher knowledge and explicitly implement comprehension strategies, we will increase student capacity to comprehend texts		
Actions	Timeline	Roles and responsibilities	Resources
Develop common understanding of Guided Reading (what it is and what are the essential elements) Implement Guided Reading strategies to increase student proficiency in reading.	2020	Leadership introduce and prioritise gradual release of responsibility model Teachers implement pedagogies that support student agency, eplicit teaching of strategies. Training for teachers and classroom SSOs.	Gradual release of responsibility model Strategies, including Sheena Cameron strategies and support material Guided reading support
Staff engagement in professional development through various forums to develop an understanding of the links between comprehension and reading.	Throughout 2020	Leadership to cater and develop professional development sessions to match the needs of teachers. Provide professional reading and support PLT's.	ACARA - Literacy for Learning and Literacy Progression DfE - Learning Improvement Division Best Advice Papers Partnership SLLIP Literacy First and Guide Book recommendations HVPS Literacy Agreement
Staff will use data to inform and influence learning design.	Twice a term	Teachers PLT meetings to focus on data analysis Teachers work with students to set individual goals in literacy.	NAPLAN and PAT R data Literacy First and Guide Book recommendations PowerBI

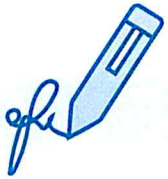
Goal 2 continued	Improve our student achievements in reading comprehension, Reception to Year 7		
Actions	Timeline	Roles and responsibilities	Resources
Staff revisit approaches to improve reading instruction: eg Predicting, Connecting, Questioning, Visualisation, Summarising (Stretch guidebook)		Coordinator and leadership support focus through various means - PLT leadership group, PLT's, staff meetings.	Guide Books. Best advice papers Literacy Progressions
		Total financial resources allocated	
Success criteria	When talking to students about reading, they will be able articulate strategies they use to comprehend and understand the text. Students will demonstrate a wider use of comprehension strategies. Students will demonstrate ability to comprehend a wider range of texts.		

Goal 3	Increase reading achievement Reception to year 7 through deepening knowledge of vocabulary		
Challenge of practice	If we develop teacher knowledge and implement explicit vocabulary building strategies, we will increase student capacity to comprehend text.		
Actions	Timeline	Roles and responsibilities	Resources
Multi-modal texts will be used to demonstrate context vocabulary to increase student understanding across the school. Teachers will create varied and engaging classroom libraries with a range of multi modal texts with students	Throughout 2020	Teachers and SSO staff Teachers will set tasks to provide a range of texts that are presented in multi-modal forms	Library resources Digital books - using Epic online library resources
The introduction of 3 tiers of vocabulary to enable teachers to program curriculum content with this as a focus	Throughout 2020	Teachers to create intentional word walls Teachers to highlight subject unfamiliar and familiar words and plan activities to practise words. Leadership Guidance	Classroom displays Intentional word walls Australian Curriculum
Teachers will encourage students to use their vocabulary knowledge to retrieve directly stated key information through Guided Reading sessions.	Throughout 2020	Teachers will program for oral language activities and tasks Teachers will explicitly make links between oral language and vocabulary Teachers will include classroom discussion, dialogical talk and visible thinking strategies in their pedagogy.	Guided Reading material Visible thinking Routines Ritchhart Dialogical Talk - Douglas Fischer

Goal 3 continued	Increase reading achievement Reception to year 7 through deepening knowledge of vocabulary		
Actions	Timeline	Roles and responsibilities	Resources
		Total financial resources allocated	
Success criteria	Students Years 2 to Year 7 will be able to explain what tier 1,2 and 3 vocabulary is. When we talk to students about what they are reading, they can demonstrate an understanding of elements such as word choice, images, vocabulary to convey meaning.		

School improvement plan

Approvals



Approved by principal

Name [signature]

Date 17/2/20

Approved by governing council chairperson

Name MICHAEL FIELD

Date 17.02.2020

Approved by education director

Name

Date