

Improvement Plan for Brompton Primary School

2019 to 2021

Vision statement

At BPS we strive to empower every learner to be an independent thinker who is motivated to collaborate, contribute and succeed as a member of their community.

Mission:

To create fluent, enthusiastic readers who are confident speakers and writers.



Plan summary

Goals	Targets	Challenge of practice	Success criteria
<p>To maintain and increase the high level of reading achievement of Reception students through to Year 2 with a focus on developing vocabulary and activating prior knowledge.</p>	<p>100 % Reception students (exc SWD) have met or exceeded the SFA as measured by RR</p> <p>25/35 Year 1 meet or exceed the SFA as measured by RR 13/35 Identified potential HB students remain on track (yellow dot) 10/35 Year 1 students move 1 BB level per term</p> <p>26/37 Year 2 students meet or exceed the SFA as measured by RR 5/37 students make more than one year's growth 6 /37 students move 1 BB level per term 8/37 Identified HB students remain on track (yellow dot)</p>	<p>We will embed a common approach to explicitly teach and expand students' vocabulary, activate their prior knowledge and develop their understanding of alphabetical principle as part of our comprehensive focus on the Big 6 to increase student achievement in reading in Years R-2.</p>	<p>In the analysis of pre and post assessments, work samples, phonic screen results and teachers making their learning intention and success criteria clear to students, we will see a shift in more students demonstrating the evaluation criteria: Students are able to demonstrate their increasing knowledge of Tier 2 and 3 words Students, by the end of Year 2, have demonstrated evidence of their knowledge and skill to decode, blend and segment words using 44 phonemes, evidence by results on STUDENT CHECKLIST Students can articulate their learning, not what they are doing with increasing clarity as evidenced by their goal charts. Students can demonstrate a deepening knowledge and understanding of the comprehension strategies they are using to support more complex reading.</p>
<p>To increase reading comprehension skills of the Year 3- 5 cohort with a focus on reading strategically with increasing stamina.</p>	<p>7/32 Identified Yr 3 students reach HB NAPLAN 20/32 Yr 3 At/Above PAT R level 12/35 Yr 3 students move 1 BB level per term</p> <p>All 10 identified Yr 4 students remain At/Above PAT R level</p> <p>24 Identified Yr 5 students reach HB NAPLAN (yellow dot)</p>	<p>We will implement consistent practices across the site that reflect a shared understanding of the impact of high yield strategies (learning intentions, success criteria and feedback) and then students will articulate strategies, make connections across a range of texts, both orally and in writing, resulting in gains in students' reading comprehension levels.</p>	<p>In the analysis of student dialogue and work samples we will see a shift in more students being able to: Engage in reading tasks for greater periods of time. Demonstrate their knowledge of how to read strategically and how the process may differ depending on text/genre. Articulate what they are learning to do and connect it with purpose Use higher order reading strategies (thought processes) to make meaning from text (recount - infer), evidence by their classroom based assessments and PATR results.</p>
<p>To increase reading comprehension skills of the Year 5-7 cohort with a focus on interpreting implied and explicit information.</p>	<p>All 10 Identified Yr 6 students remain At/Above PAT R level</p> <p>17/21 Yr 7 students remain At/Above PAT R level 4 identified Yr 7 students reach HB NAPLAN (yellow dot)</p>	<p>We will implement consistent practices across the site that reflect a shared understanding of the impact of high yield strategies (learning intentions, success criteria and feedback) and then students will articulate strategies, make connections across a range of texts, both orally and in writing, resulting in gains in students' reading comprehension level</p>	<p>In the analysis of student dialogue and work samples we will see a shift in more students being able to: Demonstrate their knowledge of the meta-cognitive strategies (self-questioning, summarizing, clarifying) Set individualised learning goals /targets Articulate what they are learning to do and connect it with purpose Use higher order reading strategies (thought processes) to make meaning from text (recount - infer), evidence by their classroom based assessments and NAPLAN results.</p>

Step 1



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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 To maintain and increase the high level of reading achievement of Reception students through to Year 2 with a focus on developing vocabulary and activating prior knowledge.	2019 100 % Reception students (exc SWD) have met or exceeded the SEA as measured by RR
	2020 25/35 Year 1 meet or exceed the SEA as measured by RR 13/35 Identified potential HB students remain on track (yellow dot) 10/35 Year 1 students move 1 BB level per term
	2021 26/37 Year 2 students meet or exceed the SEA as measured by RR 5/37 students make more than one year's growth 6 / 37 students move 1 BB level per term 8/37 identified HB students remain on track (yellow dot)
Goal 2 To increase reading comprehension skills of the Year 3- 5 cohort with a focus on reading strategically with increasing stamina.	2019 7/32 Identified Yr 3 students reach HB NAPLAN 20/32 Yr 3 At/Above PAT R level 12/35 Yr 3 students move 1 BB level per term
	2020 All 10 identified Yr 4 students remain At/Above PAT R level
	2021 24 Identified Yr 5 students reach HB NAPLAN (yellow dot)
Goal 3 To increase reading comprehension skills of the Year 5-7 cohort with a focus on interpreting implied and explicit information.	2019 All 10 identified Yr 6 students remain At/Above PAT R level
	2020 17/21 Yr 7 students remain At/Above PAT R level 4 identified Yr 7 students reach HB NAPLAN (yellow dot)
	2021

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 We will embed a common approach to explicitly teach and expand students' vocabulary, activate their prior knowledge and develop their understanding of alphabetical principle as part of our comprehensive focus on the Big 6 to increase student achievement in reading in Years R-2.</p>	<p>In the analysis of pre and post assessments, work samples, phonic screen results and teachers making their learning intention and success criteria clear to students, we will see a shift in more students demonstrating the evaluation criteria: Students are able to demonstrate their increasing knowledge of Tier 2 and 3 words Students, by the end of Year 2, have demonstrated evidence of their knowledge and skill to decode, blend and segment words using 44 phonemes, evidence by results on STUDENT CHECKLIST Students can articulate their learning, not what they are doing with increasing clarity as evidenced by their goal charts. Students can demonstrate a deepening knowledge and understanding of the comprehension strategies they are using to support more complex reading.</p>
<p>Goal 2 We will implement consistent practices across the site that reflect a shared understanding of the impact of high yield strategies (learning intentions, success criteria and feedback) and then students will articulate strategies, make connections across a range of texts, both orally and in writing, resulting in gains in students' reading comprehension levels.</p>	<p>In the analysis of student dialogue and work samples we will see a shift in more students being able to: Engage in reading tasks for greater periods of time. Demonstrate their knowledge of how to read strategically and how the process may differ depending on text/genre. Articulate what they are learning to do and connect it with purpose Use higher order reading strategies (thought processes) to make meaning from text (recount - infer), evidence by their classroom based assessments and PATR results.</p>
<p>Goal 3 We will implement consistent practices across the site that reflect a shared understanding of the impact of high yield strategies (learning intentions, success criteria and feedback) and then students will articulate strategies, make connections across a range of texts, both orally and in writing, resulting in gains in students' reading comprehension level</p>	<p>In the analysis of student dialogue and work samples we will see a shift in more students being able to: Demonstrate their knowledge of the meta-cognitive strategies (self-questioning, summarizing, clarifying) Set individualised learning goals /targets Articulate what they are learning to do and connect it with purpose Use higher order reading strategies (thought processes) to make meaning from text (recount - infer), evidence by their classroom based assessments and NAPLAN results.</p>