

Improvement plan for Kersbrook Primary School 2019 to 2021

School name

Kersbrook Primary School

Vision statement

At Kersbrook Primary School we inspire and empower creative, innovative risk takers. We encourage and support students to identify their goals and strive for excellence.

We incorporate our school values of Respect, Responsibility, Confidence and Resilience into a cohesive learning community which fosters success for all.

2021



Kersbrook Primary School



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
<p>Increase student achievement and fluency in Mathematics with a particular focus on using and applying efficient number strategies to problem solving and reasoning in R to 7.</p>	<p>All students (not on One Plan) will exceed the SEA for mathematics as measured by teacher judgment against the Australian Curriculum achievement standards by the end of term 4.</p> <p>Names of students removed</p>	<p>If we adopt a structured school approach to explicitly teach and expand students problem solving skills as part of our focus on thinking and acting mathematically, then we will increase student achievement in numeracy in Year R-7.</p>	<p>Students will understand that there are different ways of solving arithmetic, place value and number questions. Students will demonstrate fluency and recall with all four operations. Student will choose appropriate strategies including mental and written methods to solve problems. They will talk about the reasons why they are using a particular strategy. Students will show their working out in their mathematics books where there will be evidence of different ways of responding to questions.</p>

Improvement plan for Kersbrook Primary School 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:

Shelley McInerney

Review, Improvement and Accountability

Phone: 8226 4297

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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 and fluency in Mathematics with a particular focus on using and applying efficient number strategies to problem solving and reasoning in R to 7.	2019 All students (not on One Plan) will exceed the SEA for mathematics as measured by teacher judgment against the Australian Curriculum achievement standards by the end of term 4.
	2020
	2021 Names of students removed
	2019
Goal 2	2020
	2021
	2019
Goal 3	2020
	2021
	2019

Step 2

Determine challenge of practice



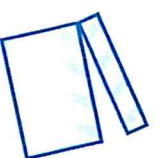
Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

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

Challenge of practice		Success criteria	
Goal 1	If we adopt a structured school approach to explicitly teach and expand students problem solving skills as part of our focus on thinking and acting mathematically, then we will increase student achievement in numeracy in Year R-7.	Students will understand that there are different ways of solving arithmetic, place value and number questions. Students will demonstrate fluency and recall with all four operations. Student will choose appropriate strategies including mental and written methods to solve problems. They will talk about the reasons why they are using a particular strategy. Students will show their working out in their mathematics books where there will be evidence of different ways of responding to questions.	
Goal 2			
Goal 3			

Step 3

Plan actions for improvement



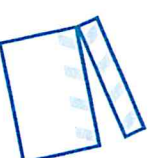
Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

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

Goal 1		Increase student achievement and fluency in Mathematics with a particular focus on using and applying efficient number strategies to problem solving and reasoning in R to 7.	
<p>Challenge of practice</p>	<p>If we adopt a structured school approach to explicitly teach and expand students problem solving skills as part of our focus on thinking and acting mathematically, then we will increase student achievement in numeracy in Year R-7.</p>		
Actions	Timeline	Roles and responsibilities	Resources
<p>Teachers will use diagnostic screening tools aligned to the numeracy progression on termly basis to identify misconceptions. Data from this will be used to plan next steps for teaching, learning and targeted intervention.</p>	<p>2021</p>	<p>R-3 Teachers to use the numeracy progression, R/1 teacher to screen for Big Ideas in Number and Teachers to implement numeracy agreement and spotlight on practice. Leader to coordinate recording of screening data on tracking tool Leader to identify students to take part in Quick Smart in consultation with teachers. Leader and SSO to deliver QuickSmart to up to 9 students over 2021. Principal to undertake learning walks and teachers' PDPs to align to SIP.</p>	<p>KPS Numeracy Agreement Big Ideas in Number Achievement Standards - Mathematics best Advice Papers for Big Ideas in Number Guide books for programming and planning. \$11000 Quicksmart Training</p>
<p>Implement the mathematics units of work in the upper primary class. All teachers will plan units of work focused on scope and sequence.</p>	<p>2021</p>	<p>Leadership to add to agenda and advise staff. Staff to prepare and bring evidence about their programming in relation to the scope and sequence to staff meeting</p>	<p>Australian Curriculum</p>
<p>Collaboratively moderate each other's work in Mathematics on a termly basis using the achievement standard to look for evidence about grades given.</p>	<p>Wk 7 Each term</p>	<p>Leaders and Teachers- Learning Walks and Book Looks to continue to focus on particular aspects of number strategies, all four operations and problem solving strategies used by students.</p>	<p>Numeracy Progressions Australian Curriculum Curriculum to facilitate termly moderation</p>

Step 3 continued

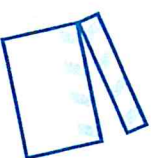
Plan actions for improvement



Goal 1 continued			
Increase student achievement and fluency in Mathematics with a particular focus on using and applying efficient number strategies to problem solving and reasoning in R to 7.			
Actions	Timeline	Roles and responsibilities	Resources
Teachers will build their understanding of success criteria in Mathematics by unpacking the proficiencies in AC to develop a common understanding. Teachers will engage in a progression reading as a staff group.		Leadership to meet with each staff members at the start of the year and during the first week of each term.	Australian curriculum Numeracy Progressions Purchase 4 copies of Teacher Clarity Handbook
Teachers will prioritise a daily timetabled oral/mental activity in mathematics to promote mathematical talk and use of mathematical vocabulary and reasoning.	daily	Develop an agreement with teachers about the key aspects of a warm up (PC to support) to include as part of planning and programming and to implement daily.	Big Ideas in Number Learning Improvement Division (LID) Teachers to use resources as appropriate to year levels and topic eg Problem of the day, games, songs, Rainforest maths, task cards, AC.
Build teacher capacity to engage with key concepts in number and problem solving strategies which support effective learning design.		Lauren- participate in Orbis Mathematics 3-5 programme and share professional learning with staff All staff to engage with Big Ideas in Number training from DS x 1 per term will follow up	x5 TRT days PC / Curriculum lead to engage with staff x1 per term to assist in facilitation of session
Total financial resources allocated			
Success criteria	Students will understand that there are different ways of solving arithmetic, place value and number questions. Students will demonstrate fluency and recall with all four operations. Student will choose appropriate strategies including mental and written methods to solve problems. They will talk about the reasons why they are using a particular strategy. Students will show their working out in their mathematics books where there will be evidence of different ways of responding to questions.		

Step 3 continued

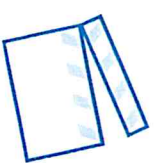
Plan actions for improvement



Goal 2				
Challenge of practice				
Actions	Timeline	Roles and responsibilities	Resources	

Step 3 continued

Plan actions for improvement



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

School improvement plan

Approvals



Approved by principal

Jill Gurner

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Approved by governing council chairperson

Emma Foster (2020 Vice Chairperson)

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Approved by education director

Tim Wilson

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