

## 2019 Seaford K-7 School Improvement Plan

| Goal 1  | Goal 2  | Goal 3  |
|---|---|---|
| To increase Years 2-6 students achieving SEA for Maths, particularly in the number strand.  | To increase the number of students achieving SEA for reading  | Increase the number of students achieving the expected proficiency band for writing   |
| Target 2019   | Target 2019   | Target 2019   |
| PAT M assessment 29 Year 3 will achieve the SEA, 20 Year 4 will achieve the SEA, 23 Year 5 will achieve the SEA and 21 Year 6 will achieve the SEA  | PAT R assessments 31 Year 3 students will achieve the SEA, 17 Year 4 students will achieve the SEA, 16 Year 5 students will achieve the SEA and 18 Year 6 students  | In NAPLAN writing 20 Year 3 students will achieve SEA and 10 Year 5 students will achieve SEA<br><br>In Brightpath persuasive writing assessment the mean growth over the year will be an increased scale score- Year 1 of 20, Year 2 of 50, Year 3 of 50, Year 4 of 30, Year 5 of 40 and Year 6 of 25. |
| Challenge of Practice   | Challenge of Practice   | Challenge of Practice   |
| If we develop a common evidence based approach to teaching number sequentially using the Big Ideas In Number with a focus on trusting the count, place value and multiplicative thinking then we will increase the number of Years 2-6 students achieving the SEA for Maths, particularly in the number strand. | If we develop a rigorous systematic approach to teaching and assessing student's knowledge of phonics and decoding as part of the Big 6, then we will increase student achievement in reading levels.   | If we establish R-6 daily writing routines which includes teacher teaching to the genre map to develop text, grammar and vocabulary knowledge then we will increase student achievement in writing.   |
| Actions   | Actions   | Actions   |
| Ensure all teachers have the pedagogical content knowledge to support students to build on numeracy ideas and concepts developmentally.   | Audit classroom reading practices and develop priorities to support the development of teacher's classroom practice.  | Audit classroom writing practices and develop priorities to support the development of teacher's classroom practice.  |
| Establish the expectation that all teachers provide clear learning intentions for students that foreground the numeracy success criteria as part of their learning design.  | Ensure classroom teacher engages fully with the 3 strands of the Australian Curriculum; English- Language, Literacy and Literature.   | Ensure classroom teacher engage fully with the 3 strands of the Australian Curriculum; English- Language, Literacy and Literature   |
| Develop students' sense of number by following the sequence provided in the 'Big ideas in number' with a focus on trusting the count, place value and multiplicative thinking.  | Teachers explicitly teach the Big 6 components of reading, including a strong program of synthetic phonics.   | Teachers incorporate daily writing activities to enable learners to practise and build automaticity.  |
| Teachers model, promote and encourage visuals, manipulatives and motion to enhance students' understanding of number patterns and mathematical concepts.  | Teachers prioritise a daily, timetabled Reading program to integrate the Big 6 components of reading across the year levels.  | Teachers explicitly teach at least 2 extended written texts per term to develop text, grammar and vocabulary knowledge.   |
| Success Criteria - Students will...   | Success Criteria - Students will...   | Success Criteria - Students will...   |
| <ul style="list-style-type: none"> <li>- have a strong sense of number at a developmentally appropriate level</li> <li>- be able to visualise, explore and generalise mathematical ideas at a developmentally appropriate level.</li> </ul>   | <ul style="list-style-type: none"> <li>- construct meaning from text throughout the ability to swiftly and accurately translating printed symbols into their spoken equivalents....at a developmentally etc (when asked)</li> <li>- be able to confidently discuss a text they have engaged with on that particular day.</li> </ul> | <ul style="list-style-type: none"> <li>- draw on a range of knowledge and skills, consider purpose and evidence and how these impact on vocabulary choice when writing sat a developmentally appropriate level</li> <li>- engage in intentionally designed writing opportunities daily.</li> </ul>      |