

School Improvement Plan for Birdwood Primary School



Vision Statement:
At Birdwood Primary School, teacher practice will be consistent and of high quality, engaging and challenging students in their learning through authentic tasks and effective feedback. Our values of respect, responsibility and resilience underpin our teaching and learning, informing positive behaviour support across the school.



STEP 1 Analyse and Prioritise		Site name: Birdwood Primary School
<p>Goal 1: Reading R-2: All students to be achieving at standard in early reading while maintaining and increasing the students in high bands.</p>		<p>ESR Directions: Direction 1 Strengthen the use of evidence and student achievement data to monitor the impact of changes to pedagogy and teaching practices identified in the SIP. Direction 2 Strengthen and embed the use of learning design and pedagogy that ensures all students are stretched and challenged in their learning. Direction 3 Strengthen and embed consistent whole-school processes that further develop students' ownership of their learning and create continuity R-6.</p>
<p>Target 2022: 100% of year 1 students achieving PS benchmark A-E Year 1: 25/30 or 84% achieving C 5/30 or 16% achieve A/B Year 2: 15/27 or 56% achieving C 12/27 or 44% achieving A/B Indicators of progress: PAT R running records, jolly phonics/grammar checklist</p>	<p>2023: 100% of year 1 students achieving PS benchmark A-E Year 2: 23/30 or 77% achieving C 7/30 or 23% achieve A/B Indicators of progress: PAT R running records, jolly phonics/grammar checklist</p>	<p>2024: 100% of year 1 students achieving PS benchmark Indicators of progress: PAT R running records, jolly phonics/grammar checklist</p>

STEP 2 Challenge of practice
<p>Challenge of Practice: If teachers use formative assessment processes including, diagnostic screens, running records and decoding checks, we will ensure the teaching of reading is well matched to students needs and students will improve their ability to decode, read fluently and comprehend texts.</p>
<p>Student Success Criteria (what students know, do, and understand):</p> <ul style="list-style-type: none"> Identify and use rhyme, and orally blend and segment sounds in words. Read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. Recognize the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. Read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. Listen for rhyme, letter patterns and sounds in words. Use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. Use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. Read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information.

STEP 1 Analyse and Prioritise

Goal 2: Reading 3-6: All students to be achieving at standard in reading while maintaining and increasing the students in high bands.

ESR Directions:

Direction 1 Strengthen the use of evidence and student achievement data to monitor the impact of changes to pedagogy and teaching practices identified in the SIP.
 Direction 2 Strengthen and embed the use of learning design and pedagogy that ensures all students are stretched and challenged in their learning.
 Direction 3 Strengthen and embed consistent whole-school processes that further develop students' ownership of their learning and create continuity R-6.

Target 2022:

A-E

Year 3:

22/34 64% achieving C
11/34 or 32% achieve A/B

Year 4:

13/33 or 39% achieving C
17/33 or 51% achieving A/B

Year 5:

12/37 or 32% achieving C
19/37 or 50% achieving A/B

Year 6:

15/33 or 45% achieving C
17/33 or 51% achieving A/B

Indicators of progress: PAT R, running records, jolly phonics/grammar checklist, ~~Lexiles~~

2023:

Year 3: 15/27 or 56% achieving C
12/27 or 44% achieving A/B

Year 4:

22/34 64% achieving C
11/34 or 32% achieve A/B

Year 5:

13/33 or 39% achieving C
17/33 or 51% achieving A/B

Year 6:

12/37 or 32% achieving C
19/37 or 50% achieving A/B

Indicators of progress: PAT R, running records, jolly phonics/grammar checklist, ~~Lexiles~~

2024:

Year 3: 25/30 or 84% achieving C
5/30 or 16% achieve A/B

Year 4: 15/27 or 56% achieving C
12/27 or 44% achieving A/B

Year 5:

22/34 64% achieving C
11/34 or 32% achieve A/B

Year 6:

13/33 or 39% achieving C
17/33 or 51% achieving A/B

Indicators of progress: PAT R, running records, jolly phonics/grammar checklist, ~~Lexiles~~

STEP 2 Challenge of practice

Challenge of Practice:

If teachers engage with the curriculum units to deliver sequenced, rich and challenging tasks that engage students and use a range of rich literature that is well matched to student needs, then students will achieve at SEA and HB.

Student Success Criteria (what students know, do, and understand):

Students read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information.

Students use phonics and word knowledge to fluently read more complex words.

Students identify, describe, analyse and explain literal and implied meaning from a variety of text.

Students explain and understand how language features, images and vocabulary are used to engage the interest of audiences and influence interpretations of characters, settings and events.

Students fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words.

When reading, students decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge.

STEP 1 Analyse and Prioritise

Goal 3: Mathematics: All students to be achieving at standard while maintaining and increasing the students in high bands.

ESR Directions:

Direction 1 Strengthen the use of evidence and student achievement data to monitor the impact of changes to pedagogy and teaching practices identified in the SIP.
 Direction 2 Strengthen and embed the use of learning design and pedagogy that ensures all students are stretched and challenged in their learning.
 Direction 3 Strengthen and embed consistent whole-school processes that further develop students' ownership of their learning and create continuity R-6.

Target 2022:

A-E

Year 1:

14/29 or 48% achieving C
14/29 or 48% achieve A/B

Year 2:

14/26 or 53% achieving C
12/26 or 46% achieving A/B

Year 3:

25/33 or 75% achieving C
8/33 or 24% achieve A/B

Year 4:

14/33 or 42% achieving C
19/33 or 57% achieving A/B

Year 5:

19/37 or 51% achieving C
17/37 or 45% achieving A/B

Year 6:

16/33 or 48% achieving C
16/33 or 48% achieving A/B

Indicators of progress: PAT R, NAPLAN, George Booker Assessments, ~~Quicksmat~~.

2023:

A-E

Year 2:

14/29 or 48% achieving C
14/29 or 48% achieve A/B

Year 3:

14/26 or 53% achieving C
12/26 or 46% achieving A/B

Year 4:

25/33 or 75% achieving C
8/33 or 24% achieve A/B

Year 5:

14/33 or 42% achieving C
19/33 or 57% achieving A/B

Year 6:

19/37 or 51% achieving C
17/37 or 45% achieving A/B

Indicators of progress: PAT R, ~~NAPLAN~~, George Booker Assessments, ~~Quicksmat~~.

2024:

A-E

Year 3:

14/29 or 48% achieving C
14/29 or 48% achieve A/B

Year 4:

14/26 or 53% achieving C
12/26 or 46% achieving A/B

Year 5:

25/33 or 75% achieving C
8/33 or 24% achieve A/B

Year 6:

14/33 or 42% achieving C
19/33 or 57% achieving A/B

Indicators of progress: PAT R, ~~NAPLAN~~, George Booker Assessments, ~~Quicksmat~~.

STEP 2 Challenge of practice

Challenge of Practice:

If teachers engage with the curriculum units to deliver sequenced, rich and challenging tasks that engage students in the mastery of number and place value concepts, then students will increasingly achieve in the high bands.

Student Success Criteria (what students know, do, and understand):

Students will:

- Use materials to model authentic problems, and discuss the reasonableness of answers.
- Formulate problems from authentic situations, make models and use number sentences that represent problem situations.
- Use known facts to derive strategies for unfamiliar calculations.
- Use their knowledge in familiar and unfamiliar situations to formulate and solve problems involving the four operations using a range of strategies.
- Check the reasonableness of answers using estimation and rounding
- Plan how they are going to approach a problem
- Increasingly generalise about number properties and results from calculations
- Explain their mathematical thinking e.g. why something is always, sometimes or never true
- Use their knowledge of estimation, rounding and approximation to check the reasonableness of answers and correct errors