

2020 Seaford K-7 School Improvement Plan

Goal 1 - Number	Goal 2 - Reading	Goal 3 - Writing
Increase student achievement in mathematics	Increase student achievement in reading	Increase student achievement in writing
Target 2020	Target 2020	Target 2020
All students who met the SEA in PAT M 2019 will maintain SEA and we will increase the number of students reaching higher band status in NAPLAN Number compared to 2019 results.	All students who met SEA in PAT R 2019 will maintain SEA and we will increase the number of students reaching higher band status in NAPLAN reading compared to 2019 results. 34/40 students to obtain 28+ in the Year 1 Phonics Screener	All students who met SEA in NAPLAN writing 2019 will maintain SEA and we will increase the number of students reaching higher band status in NAPLAN writing compared to 2019 results.
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 student achievement in mathematics.	If we develop a rigorous systematic approach to teaching and assessing student's knowledge of phonics, decoding and comprehension as part of the Big 6, then we will increase student achievement in reading levels.	If we establish daily writing routines which includes teaching to the genre map to develop text, grammar and vocabulary knowledge then we will increase student achievement in writing.
Actions	Actions	Actions
Develop teacher's pedagogical content knowledge and understanding of AC progression to support students to build on numeracy ideas and concepts developmentally.	Develop teacher's content knowledge and understanding of reading comprehension strategies (Sheena Cameron) and the development of teacher's practice of using these within the Daily 5 literacy program.	Audit classroom oral language practices and tier 2 vocabulary in written work and develop priorities to support the development of teacher's classroom practice.
Collectively establish agreement regarding the provision of formative assessment within teachers learning design, including the use of learning intentions and success criteria	Teachers explicitly teach the Big 6 components of reading, including a strong program of synthetic phonics and reading comprehension strategies.	Develop teacher's pedagogical knowledge, understanding and use of writing (language conventions and authorial choices) and AC writing progressions.
Teachers incorporate daily subitising activities to enable learners to practise and build automaticity.	Teachers incorporate daily sight word activities to enable learners to practise and build automaticity.	Teachers incorporate daily writing activities to enable learners to practise and build writing stamina.
Teachers use the Big Ideas in Number diagnostic tools to track, monitor and respond to through differentiated planning.	Teachers prioritise a daily, timetabled Reading program to integrate the Big 6 components of reading across the year levels.	Teachers will teach according to the SK-7 Genre Map, supporting students to develop language conventions, vocabulary and authorial choices.
Success Criteria - Students will...	Success Criteria - Students will...	Success Criteria - Students will...
<ul style="list-style-type: none"> - have a strong sense of number at a developmentally appropriate level as evident in progress over time in the diagnostic tools results - be able to demonstrate through work samples and discussions mathematical ideas at a developmentally appropriate level 	<ul style="list-style-type: none"> - confidently discuss the different reading comprehension strategies to construct meaning from texts when asked - be able to confidently discuss and summarise a text they have engaged in and explain the author's intent and main points / ideas 	<ul style="list-style-type: none"> see in their writing samples; -evidence of consideration of audience (capacity to orient, engage and affect the reader) -evidence of competent use of vocabulary (range and precision of language choices)