



Morgan Primary and Preschool



Site Improvement Plan 2019 – 2021

Goal 1 Language - Preschool

To improve children's complex sentences to describe and express their ideas

Challenge of practice

If we implement a consistent, whole-site approach to supporting children's ability to process and produce complex sentences through quality interactions in play, children will describe and express their ideas.

Actions: Educators will plan for, engage in and promote sustained shared conversations with and between children about their ideas and experiences in play.

- use real-life resources and experiences to promote language use
- engage in children's initiated pretend play to model more complex vocabulary and sentence structure
- Ask open ended questions, such as I wonder, what if?
- Educators will plan for, engage in and promote sustained shared conversations with and between children about their ideas and experiences in play. Educators will
- Educators will document conversations with and between children, analyse and plan for intentional opportunities/ experiences for children to exchange ideas, feelings and understandings using language in their play.
- Develop and embed formative assessment practices with colleagues across the portfolio that will support Collaborative Critical reflection and further develop educator analysis and next step planning

Success Criteria

Children are increasingly, engaging in sustained shared conversations with peers and staff and using more complex sentences.

Goal 2 Writing - Primary

Improve student achievement in Writing years 3 - 6

Challenge of practice

If we develop and strengthen writing instruction by incorporating a great focus on comprehension along side other elements of the "big six" then we will increase student achievement in writing years 3 – 6.

Actions

- Audit of classroom practices and PL relation to sentence structure and vocabulary development.
- Literacy agreement revised and teacher actively using it in class.
- PL for staff to build on bright path workshops in 2020 that address more sophisticated text features – including paragraphing and language features. OCOF goal for aboriginal students to include specific writing target.
- Staff work collaboratively to moderate writing samples focused on vocabulary, language features and sentences structures to strengthen implementation and inform practice.

Success Criteria

At reviews in **weeks. 6/10** we will see student writing samples progressively demonstrating – use words to express cause and effect. Greater precision in choice of tier 2&3 vocabulary and language features.

Goal 3 Mathematics -Primary

Increase student achievement in mathematics particularly in the number strand, year 3 - 5

Challenge of practice

If we consistently and explicitly teach BIN and incorporate formative assessment strategies we will increase student's achievement in mathematics number strand years 3 -5

Actions

- Staff will engage in tracking and monitoring that incorporates learning intentions and success criteria as part of daily maths lessons.
- Incorporate weekly problem based tasks to develop student's mathematical enquiry skills.
- Staff to assist students in developing efficient mental and written strategies to build number automaticity.

Success Criteria

When we moderate student work samples in **weeks 4, 6 & 8** we will see students responding to mathematics problems using different representations. Twice a term through student conferences students will be able to demonstrate the ability to communicate their mathematical ideas clearly, sharing and comparing reasoning and problem solving strategies effectively.