Improvement plan for Mimili Anangu School

2019 to 2021

School name

Mimili Anangu School

Vision statement

Tjungula wakaringkula kuranytju kutu iwara kunpu palyala, munu kunpu tjarttaritjakula iti munu tjitji lulka tjuta-ku kuulu.

Working together for great starts and strong futures.

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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
All students will improve their oral language in Yankunytjatjara, Pitjantjatjara and English.	Every student will move up one Language and Literacy (oral interactions) Level each semester in English	If we implement a connected evidence based approach to teaching oral language in Yankunytjatjara, Pitjantjatjara and English then we will increase student achievement in oral language.
	Five Year 2 students will achieve Language and Literacy level 6 (oral interactions).	
	All year 2 students will achieve Language and Literacy level 6 (oral interactions)	
Students in Reception to year 3 will improve their reading of Yankunytjatjara, Pitjantjatjara and English.	By the end of Reception all students will achieve at least 70 on the initalit screener	If we implement a rigorous, systematic, synthetic approach to teaching and assessing students knowledge of phonics and de-coding as a part of our focus on the Big 6, then we will increase student achievement in reading.
	By the end of year 1 all students will achieve a C on the Australian Curriculum Foundation Achievement Standard	
	All year 2 students will achieve a C on the Australian Curriculum Year 1 Achievement Standard.	
All students will improve their writing.	All students in the upper primary class will gain one Language and Literacy level by the end of 2019.	If we implement a whole school, evidence based, approach to teaching writing we will improve student writing levels.
	All students in the upper primary class will gain one Language and Literacy level each semester.	
	All students in the upper primary class will gain 2 Language and Literacy levels each semester.	

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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:

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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	All students will improve their oral language in Yankunytjatjara, Pitjantjatjara and English.	2019	Every student will move up one Language and Literacy (oral interactions) Level each semester in English
		2020	Five Year 2 students will achieve Language and Literacy level 6 (oral interactions).
		2021	All year 2 students will achieve Language and Literacy level 6 (oral interactions)
Goal 2	Students in Reception to year 3 will improve their reading of Yankunytjatjara, Pitjantjatjara and English.	2019	By the end of Reception all students will achieve at least 70 on the initalit screener
		2020	By the end of year 1 all students will achieve a C on the Australian Curriculum Foundation Achievement Standard
		2021	All year 2 students will achieve a C on the Australian Curriculum Year 1 Achievement Standard.
Goal 3	All students will improve their writing.	2019	All students in the upper primary class will gain one Language and Literacy level by the end of 2019.
		2020	All students in the upper primary class will gain one Language and Literacy level each semester.
		2021	All students in the upper primary class will gain 2 Language and Literacy levels each semester.

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	
Goal 1	If we implement a connected evidence based approach to teaching oral language in Yankunytjatjara, Pitjantjatjara and English then we will increase student achievement in oral language.
Goal 2	If we implement a rigorous, systematic, synthetic approach to teaching and assessing students knowledge of phonics and de-coding as a part of our focus on the Big 6, then we will increase student achievement in reading.
Goal 3	If we implement a whole school, evidence based, approach to teaching writing we will improve student writing levels.

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	All students will improve their oral language in Yankunytjatjara, Pitjantjatjara and English.
Challenge of practice	If we implement a connected evidence based approach to teaching oral language in Yankunytjatjara, Pitjantjatjara and English then we will increase student achievement in oral language.

Actions	Timeline	Roles and responsibilities	Resources
Provide Professional learning in understanding evidence based approaches for the explicit teaching of oral language.	Term 1 2019- term 4 2021	Nadia Mills Christie Barber Thomas Hampton	Walking Talking Texts First Steps Oral Language Support Services- Bronwyn Whitelaw and Michelle Harvey EALD pedagogies Sheena Cameron Julia Stirling Australian Literacy and Numeracy Foundation Resources $5000
Develop a whole school agreement/ approach to the explicit teaching and assessing of oral language development as part of a school literacy agreement.	Term 2 2019	All	Department for Education Oral Language Best advice paper Support Services EALD coach EALD Hub Community Elders
Develop oral language resource packs/kits for use by Anangu Educators/ teachers for all classes	Term 1 2020	Nadia Mills and Christie Barber and Maria Campbell (FMLD Coordinator) All Anangu Educators	Games, books etc stationary to make the kits Resource books with a range of oral language games Employ TRT or temporary SSO and Anangu Educator to complete $5000

Goal 1 continued	All students will improve their oral language in Yankunytjatjara, Pitjantjatjara and English.		
Actions	Timeline	Roles and responsibilities	Resources
Provide professional learning to Anangu Educators in the use of resource packs/ kits in the classroom.	Term 2 2020	Teaching and Learning Coordinator FLMD Coordinator Anangu Coordinator of Teaching and Learning	Support Services ALNF Packs and ALNF team
Provide professional learning around the use of story tables to support oral language development. Embed story tables into Primary Classes with a specific focus on oral language	Term 2 2019	Leadership team- Organise during Monday PL time Principal-Ensure Story tables on the program for the Lands Conference Teaching and Learning Coordinator- support and monitor implementation of story tables	Susie Cottle Andrew Edwards-Armstrong Michelle Harvey $2000
Research and then implement an appropriate way of measuring oral language development in Pitjantjatjara	Term 1 2020	Christie Barber (Teaching and Learning Coordinator) FLMD Coordinator Maria Campbell(FMLD coordinator)	FLMD Coordinator Sam Osbourne Dan Bleby Learner Improvement Division Community Elders
		Total financial resources allocated	$12000
Success criteria	When we look at oral language samples we will see students use Standard Australian English, Yankunytjatjara and Pitjantjanjara to demonstrate their learning in all areas of the Australian Curriculum.		

Goal 2	Students in Reception to year 3 will improve their reading of Yankunytjatjara, Pitjantjatjara and English.		
Challenge of practice	If we implement a rigorous, systematic, synthetic approach to teaching and assessing students knowledge of phonics and de-coding as a part of our focus on the Big 6, then we will increase student achievement in reading.		
Actions	Timeline	Roles and responsibilities	Resources
Implement Initalit program in Reception and year 1	Term 1 2019	Teachers to attend Initalit training in term 4 2018- Cherrilee and Andrew Initalit-F and Initalit-1 purchased term 4 2018- Nadia Christie to support implementation of Initalit in R and year 1 class by team teaching in Reception and year 1 class for Literacy block once a week Anangu Educators	Purchase of Kit and attendance at training $6500
Implement Initalit-2 program	Term 1 2020	Teachers to attend training in term 4 2019 if required- Nadia Mills	Purchase of kit and attendance at training $6500
Provide professional learning to all teachers and Anangu Educators on the analysis of reading data (initalit, running records, PASM) and the use of that data in planning for teaching and learning	Term 2 2019 Term 2 2020	Nadia Mills Christie Barber Department for Education literacy support personnel	Scorelink data, Initalit data

Goal 2 continued	Students in Reception to year 3 will improve their reading of Yankunytjatjara, Pitjantjatjara and English.		
Actions	Timeline	Roles and responsibilities	Resources
Develop or find resources to support the teaching of phonemic awareness in Yankunytjatjara and Pitjantjatjara	Term 1 2019	Nadia Mills to work with Trish Jenner to find appropriate resources and then provide for each class	FLMD Coordinator $500 Community Elders
Develop class displays of the phonemes/ sounds of English, Yankunytjatjara and Pitjantjatjara	Term 1 2020	All class teachers and Anangu Educators and FLMD Coordinator	Stationary resources $1000 Australian Literacy and Numeracy Foundation Resources ALNF trained Anangu Educators
Analyse class data sets to identify students requiring reading intervention and provide 1:1 or small group intervention	Term 1 2020	Nadia to work with Christie, Danna and class teachers to identify students Nadia and Danna to work with Student support Services to develop the appropriate intervention program for each student Teachers to document intervention program in students 'One Plan'	Support Services FLMD Coordinator Intervention Coordinator Intervention resources Maqlit resources and training $4000 Australian Literacy and Numeracy Foundation Resources
		Total financial resources allocated	$16500
Success criteria	Students will be able to recognise the letters of the alphabet, high frequency words, phonemes and apply phonic principles to their reading in English, Yankunytjatjara and Pitjantjatjara.		

Goal 3	All students will improve their writing.		
Challenge of practice	If we implement a whole school, evidence based, approach to teaching writing we will improve student writing levels.		
Actions	Timeline	Roles and responsibilities	Resources
Research high impact strategies for teaching writing	Term 3 2019	Leadership team Teachers and Anangu Educators to conduct action research as a part of PDP process	Literacy Guidebook Literacy First resources Department for Education Best Advice Papers-Writing EALD Programs resources Book Making
Develop and Implement an effective pedagogy for the teaching of writing.	2020-21	Nadia Mills Christie Barber Ann Morrice-Literacy Consultant SFD term 1- Then2 weeks term 1 and 1 week terms 2,3 and 4 Ann Morrice working alongside leaders and teachers to implement AMLC pedagogy in all classes. Amend whole school literacy agreement to include this approach	Site Literacy Agreement Lands Curriculum Australian Curriculum Literacy Continuum NAPLAN support materials Ann Morrice $100000
Provide professional learning for teachers in the use of the Language and Literacy levels	Term 1-4 2019	Nadia Mills- organise or provide the training using resources provided on the Department for Education website Teachers- participate and apply the learning in their teaching and learning program	Language and Literacy Levels Department for Education EALD program expertise

Goal 3 continued	All students will improve their writing.		
Actions	Timeline	Roles and responsibilities	Resources
Improve teacher's understanding of Functional Grammar by providing professional learning and purchasing teacher resources to support this learning	Term 1-4 2020	Nadia Mills Belinda Bramley- EALD Hub Coach	EALD Programs , How Language Works $2000 EALD Hub EALD coach
		Total financial resources allocated	$102000
Success criteria	When we review samples of student writing will see students progressively demonstrating: - awareness of purpose and audience -greater use of compound and complex sentences to convey ideas and concepts -precision in their use of vocabulary -control over the use of punctuation to convey ideas.		

Approved by principal

Nadia Mills

11 December 2018

Approved by governing council chairperson

Debra Umula

Date 24 March 2019

Approved by education director

Mark Ames

Date 11 December 2018