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| Site Number:  0337 |

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| **2022 - 2024**  **School Improvement Plan for**  **Pennington School R-6** |

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| **Vision Statement:**  *We develop resilient, literate and numerate learners who are emotionally strong, socially competent and engaged with their learning.*  **Mission Statement**  *To educate our community of diverse learners using collaborative, evidence-based effective practices that build success at each stage of their learning.* |





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| **2022 – 2024**  **School Improvement Plan for**  **Pennington School R-6** |



**Completing the template:**

* The document will open as ‘Read Only’ so will need to be saved prior to editing
* Note that Steps 1, 2 and your Actions in Step 3 will auto -populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
* Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.

Complete every step - [The School Improvement Planning Handbook](https://edi.sa.edu.au/educating/school-improvement/about-school-improvement/planning-templates-and-resources) explains how to do this. In addition, your Local Education Team will provide support.

* Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (10 December 2021).
* Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
* Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (25 February 2022).
* Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
* Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
* Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:

Review, Improvement and Accountability

Phone: 8226 1284

education.RIA@sa.gov.au

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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | Site name: Pennington School R-6 | | | |
| Goal 1: To improve students' writing with a focus on vocabulary, sentence structure, paragraphing and text cohesion across the curriculum R-6. | | | **ESR Directions:**  **Direction 1** To further refine data analysis and improvement strategies to maximize the impact on student learning through a focus on high-band students.  **Direction 2** To engage students to become powerful partners in their own learning through involving them in collaborative planning and decision-making about their learning.  **Direction 3** To embed strategies that will enable all students to develop learning goals and targets that are reviewed and monitored as a continual process | | | |
| Target 2022:  Click or tap here to enter text. | **2023:**  Click or tap here to enter text. | | | **2024:**  Click or tap here to enter text. | | |
| A picture containing sword  Description automatically generated STEP 2 Challenge of practice | | | | | | |
| Challenge of Practice:  We will continue to explicitly teach and embed writing as part of a teaching learning cycle by:   * Deepening formative assessment, differentiation and timely feedback * Intentionally design tasks to teach paragraphing and text cohesion | | | | | | |
| Student Success Criteria (what students know, do, and understand):  In the termly analysis of writing tasks and work samples with teachers and PLT pillars, we will see growth in all students’ writing skills, with a focus on identified Aboriginal and Torres Strait Islander students, as measured by students’ progress against the LEAP Levels to monitor Sentence Structure, Vocabulary and Text Cohesion :   * Use of a variety of sentence types and appropriate use of simple, compound and complex sentences: - measured by the ‘Grammar’ - Sentence Level criteria –Years R-2 (Levels 3-6) and Years 3-6 (Levels 7 - 10) * Students’ ability to use more technical and complex vocabulary in their writing - Tier 1, 2 and 3 measured by the ‘Grammar’ – Vocabulary criteria – Years R-2 (Levels 3-6) and Years 3-6 (Levels 7 – 10) * Students’ ability to accurately use Reference Items, Text Connectives and Sentence Openers- measured by the “Grammar” – Whole Text criteria – Years R-2 ( Levels 3-6) and Years 3-6 ( Levels 7 - 10) | | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | | |
| Actions | **Timeline** | **Roles & Responsibilities** | | | | **Resources** |
| All teachers will measure and evaluate the impact of direct instruction in Writing using the LEAPLEVELS for Vocabulary, Sentence Structure and Text Cohesion | Each term, every 5 weeks -  twice per term targeted to student learning goals | * Leaders will provide T&D for staff in Vocabulary, Paragraphing and Text Cohesion * Leaders will support teachers with the analysis and interpretation of data and review with teachers in termly meetings * All teachers to analyse data using selected LEAP LEVEL rubrics * All teachers to work in Year level teams to plan Writing tasks * All teachers to moderate post Writing samples termly using the LEAP levels * All teachers will intentionally plan using the agreed Scope and Sequence to teach morphology and using the Instructional Routine to teach Vocabulary * All teachers will continue to teach topic vocabulary as part of ‘building the field’ in the Teaching and Learning Cycle * All teachers will continue to focus on the teaching and development of Tier 2 & 3 words * NIT/Subject teachers will focus on the teaching and development of Tier 3   subject specific technical words | | | | * Staff meeting time allocated for Moderation processes * Further T&D for staff in Text Cohesion |
| All teachers will develop their capacity to implement a scope and sequence that focuses on phoneme and grapheme mapping in the teaching of Spelling | Starting in Term 2 2022 and then ongoing | * Leaders will provide targeted PD in the teaching of Spelling * All teachers will develop their capacity in order to intentionally teach spelling using the Word Analysis Stages ( Early Alphabetic/Transitional / Late Alphabetic/ Mature Alphabetic/ Multisyllabic – Orthographic) as identified on page 7 of the specified text | | | | * Staff meeting time for PD * “Phonics and Spelling through Phoneme – Grapheme Mapping” by Kathryn. E. S. Grace * School Improvement Guidebooks |
| All teachers will:  Embed the shared pedagogical agreement for the design and explicit teaching of writing which:   * Identifies a systematic literacy approach whereby teachers make connections between the components of writing and reading * Consistently uses the model of Gradual Release of Responsibility (Teaching and Learning Cycle) as the agreed process for teaching and learning * Embeds Instructional Vocabulary Routine * Consistently implements learning intentions, success criteria, formative assessment, differentiation and feedback as essential elements of an explicit writing lesson   And develop a shared approach which will be added into the shared pedagogical agreement:   * Explicit teaching approach to Spelling underpinned by the scope and sequence for the teaching of Spelling – phoneme and grapheme mapping * Identifies the place of paragraphing and text cohesion in the construction of effective writing * Identifies effective Formative Assessment strategies that support students to set individual goals in writing using   A-E rubrics | Ongoing throughout 2022  By the end of 2023 | * Leaders will consistently update and review with staff pedagogical agreements * All teachers to implement the agreement as part of their PLT/Learning Sprints and classroom practices * EALD teachers to support class teachers and students to set goals for targeted EALD students * AET/ACEO to support class teachers and students to set goals for all ATSI students * All teachers to collect data using the agreed LEAP levels to monitor student writing progress * All teachers to undertake moderation of students’ writing samples for each year level (summative assessments) * All teachers to share data with students in order that students can formulate individual writing goals, and then review and monitor their progress as a continual process by students (Students As Researchers) | | | | * Evidence based research will be used to provide training and development for staff as part of PLTs and Pupil Free days * Evidence based research made available to teachers for the teaching of Spelling * LEAP Levels , Australian Curriculum, Genre/Text map, How Language Works Resources, Writing Agreement * Agreed planning proforma to be used by all teachers * ACEO – Aboriginal Learner Achievement Resource * IELC staff to be part of whole school resourcing as above |
| All teachers will review and develop student progress with each student using Formative and Summative evidence and design learning tasks that stretch and challenge students to achieve Higher Bands | Terms 1-4 2022 | * Leaders will provide release for EALD/AET teachers to meet with staff for planning that supports students’ individual goal setting * Leaders will meet with teachers to review student data and progress termly * Leaders will allocate staff meeting time for review and moderation processes * Deputy Principal to meet with AET/ACEO termly to review progress of identified ATSI students * All teachers to identify students in Higher Bands and Just below Higher Bands from NAPLAN data and then track their progress using the LEAPLEVELS * All teachers will as part of the process of measuring and monitoring students’ writing teachers use the Student Heat Map to identify and monitor students’ progress towards Higher Bands * All teachers will work with students to set goals using pre/post-tests to gather baseline data and assess progress twice a term * All teachers will develop A-E Rubrics to support student goal setting that is aligned the report format * EALD/Special Ed. teachers to support classroom teachers and students to set goals and to monitor progress toward the goals * AET to set goals with identified students and monitor progress towards the individual goals and the school targets | | | | * Dylan Williams “Embedded Formative Assessment” * Teacher developed A-E rubrics * Writing Revolution text * NAPLAN data for Writing |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | | | Click or tap here to enter text. |
| Goal 1: To improve students' writing with a focus on vocabulary, sentence structure, paragraphing and text cohesion across the curriculum R-6. | | | | | | |
| A picture containing text, clipart  Description automatically generated STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been? | | | | | | |
| Student Success Criteria | Yes | **Evidence**  **Are we improving student learning?**  **How are we tracking against our student success criteria?** | | | **What are our next steps?  Potential adjustments?** | |
| Needs attention/work in progress |
| Not on track |
| In the termly analysis of writing tasks and work samples with teachers and PLT pillars, we will see growth in all students’ writing skills, with a focus on identified Aboriginal and Torres Strait Islander students, as measured by students’ progress against the LEAP Levels to monitor Sentence Structure, Vocabulary and Text Cohesion :   * Use of a variety of sentence types and appropriate use of simple, compound and complex sentences: - measured by the ‘Grammar’ - Sentence Level criteria –Years R-2 (Levels 3-6) and Years 3-6 (Levels 7 - 10) * Students’ ability to use more technical and complex vocabulary in their writing - Tier 1, 2 and 3 measured by the ‘Grammar’ – Vocabulary criteria – Years R-2 (Levels 3-6) and Years 3-6 (Levels 7 – 10) * Students’ ability to accurately use Reference Items, Text Connectives and Sentence Openers- measured by the “Grammar” – Whole Text criteria – Years R-2 ( Levels 3-6) and Years 3-6 ( Levels 7 - 10) | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| Actions | 90% embedded | **Evidence**  **Are we doing what we said we would do?**  **Are we improving student learning?**  **How do we know which actions have been effective?** | | | **What are our next steps?  Potential adjustments?** | |
| Needs attention/work in progress |
| Not on track |
| All teachers will measure and evaluate the impact of direct instruction in Writing using the LEAPLEVELS for Vocabulary, Sentence Structure and Text Cohesion | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| All teachers will develop their capacity to implement a scope and sequence that focuses on phoneme and grapheme mapping in the teaching of Spelling | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| All teachers will:  Embed the shared pedagogical agreement for the design and explicit teaching of writing which:   * Identifies a systematic literacy approach whereby teachers make connections between the components of writing and reading * Consistently uses the model of Gradual Release of Responsibility (Teaching and Learning Cycle) as the agreed process for teaching and learning * Embeds Instructional Vocabulary Routine * Consistently implements learning intentions, success criteria, formative assessment, differentiation and feedback as essential elements of an explicit writing lesson   And develop a shared approach which will be added into the shared pedagogical agreement:   * Explicit teaching approach to Spelling underpinned by the scope and sequence for the teaching of Spelling – phoneme and grapheme mapping * Identifies the place of paragraphing and text cohesion in the construction of effective writing * Identifies effective Formative Assessment strategies that support students to set individual goals in writing using   A-E rubrics | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| We will as part of the process of measuring and monitoring students’ writing teachers use the Student Heat Map to identify and monitor students’ progress using the LEAP levels |  | Click or tap here to enter text. | | | Click or tap here to enter text. | |

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| Goal 1: To improve students' writing with a focus on vocabulary, sentence structure, paragraphing and text cohesion across the curriculum R-6. | |
| Icon  Description automatically generated STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps? | |
| Targets 2022:  Click or tap here to enter text. | **Results towards targets:**  **Click or tap here to enter text.** |
| SIP Template 2022-2024  We will continue to explicitly teach and embed writing as part of a teaching and learning cycle, which includes, deepening formative assessment, differentiation and ‘timely’ feedback to students and intentionally design tasks to teach paragraphing and text cohesion. | **Evidence -** has this made an impact?  **Click or tap here to enter text.** |
| Success Criteria­:  In the termly analysis of writing tasks and work samples with teachers and PLT pillars, we will see growth in all students’ writing skills, with a focus on identified Aboriginal and Torres Strait Islander students, as measured by students’ progress against the LEAP Levels to monitor Sentence Structure, Vocabulary and Text Cohesion :   * Use of a variety of sentence types and appropriate use of simple, compound and complex sentences: - measured by the ‘Grammar’ - Sentence Level criteria –Years R-2 (Levels 3-6) and Years 3-6 (Levels 7 - 10) * Students’ ability to use more technical and complex vocabulary in their writing - Tier 1, 2 and 3 measured by the ‘Grammar’ – Vocabulary criteria – Years R-2 (Levels 3-6) and Years 3-6 (Levels 7 – 10) * Students’ ability to accurately use Reference Items, Text Connectives and Sentence Openers- measured by the “Grammar” – Whole Text criteria – Years R-2 ( Levels 3-6) and Years 3-6 ( Levels 7 - 10) | **Evidence -** did we improve student learning? how do we know?  **Click or tap here to enter text.** |
| Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn’t? why? where did we get the lift? why? where didn’t we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what’s needed for next year?  Click or tap here to enter text. | |
| Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?  Click or tap here to enter text. | |

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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | | | | |
| Goal 2: To maintain and increase student achievement in the Higher Bands in Reading with a focus on Word Recognition and Language Comprehension subskills. | | | **ESR Directions:**  **Direction 1** To further refine data analysis and improvement strategies to maximize the impact on student learning through a focus on high-band students.  **Direction 2** To engage students to become powerful partners in their own learning through involving them in collaborative planning and decision-making about their learning.  **Direction 3** To embed strategies that will enable all students to develop learning goals and targets that are reviewed and monitored as a continual process | | | |
| Target 2022:  Click or tap here to enter text. | **2023:**  Click or tap here to enter text. | | | **2024:**  Click or tap here to enter text. | | |
| A picture containing sword  Description automatically generated STEP 2 Challenge of practice | | | | | | |
| Challenge of Practice:  We will continue to implement and embed a consistent approach to the explicit direct instruction of Reading  Language Comprehension: (Reading to Learn)  Language Structures – syntax and semantics etc.  Vocabulary – Tier 1, 2 and 3 words (including morphology)  with a focus on Background Knowledge and Inferencing R-6,in order to improve students’ comprehension skills in the 4 areas of:   * Retrieving Directly Stated Information for all students Years R-6 * Interpreting Explicit Information for all students Years R-6 * Reflecting on Texts for all students Years 2-6 * Interpreting by Making Inferences for all students Years 2-6 | | | | | | |
| Student Success Criteria (what students know, do, and understand):  Years R-6: Language Comprehension:   * Through the termly analysis of teacher constructed formative, summative assessments (Pre and Posttests and end of year PAT-R), and student heat maps, we will see more students are able to demonstrate their ability to retrieve, evaluate, interpret and analyze texts in the following areas: * Retrieving Directly Stated Information for all students Years R-6 * Interpreting Explicit Information for all students Years R-6 * Reflecting on Texts for all students Years 2-6 * Interpreting by Making Inferences for all students Years 2-6 | | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | | |
| Actions | **Timeline** | **Roles & Responsibilities** | | | | **Resources** |
| All teachers will embed our pedagogical reading agreement that reflects teacher knowledge and capacity to:   * Implement and embed the Read Write Inc. synthetic phonics program R-2 that builds children’s orthographic map * Develop listening / oral language vocabulary R-2 with a focus on Tier 2 & 3 words * Identify ‘building the field’ as a process for developing Tier 2 and 3 vocabulary and background knowledge * Make connections between reading and writing with a focus on paragraphing and text cohesion * Identify and use morphology as a word knowledge strategy to build students’ vocabulary Years 1-6 | Starting Term 2 2022 and then ongoing | * Leadership will provide Training and Development to staff in Background Knowledge and Inferencing * Leaders and PLT pillars to organize PLT processes and timelines * All teachers to continue to work collaboratively to review the pedagogical agreement * All teachers to implement the Simple View of Reading pedagogy as part of their daily classroom practice * EALD teachers to support class teachers and students to set goals for identified EALD students * AET to support class teachers and students to set goals for all ATSI students * All teachers to directly teach vocabulary and morphology as an essential subskills in the acquisition of reading / language comprehension skills * All teachers will plan for and teach paragraphing and text cohesion as part of their reading programme | | | | * The Reading Comprehension Blueprint - Nancy Hennessey * Evidence based resources provided to teachers, including the DfE Guidebooks and ACARA Units of Work * Staff meeting time allocated for PLT’s and Learning Sprints * Support from leaders and colleagues as part of the PLT and Learning Sprint processes * AET / ACEO – resource/connection to community re: student progress |
| All teachers will continue to develop their knowledge and understanding of Language Comprehension as a cognitive process with a focus on developing students’ reading skills in Retrieving Directly Stated Information and Interpreting Explicit Information | Term 2 & 3 2022    Week 0 Term 1 2022 | * Leaders will provide T&D to staff in Explicit Direct Instruction of reading * Leaders will allocate staff meeting time for T&D and PLT meetings * All teachers to develop their understanding of the processes required to develop students’ comprehension and apply this knowledge to their teaching (to enable students to retrieve, evaluate, interpret and analyze texts) * All teachers will continue to use the Close Reading Model to scaffold and analyze complex texts in reading lessons to develop students’ understanding of texts at a deeper level and build Tier 2 and 3 vocabulary * All teachers will analyze the previous and current year’s PAT –R data sets and use the PAT teaching strategies to explicitly teach students the identified skills * All teachers will collaboratively develop team level examples of question types to use when deconstructing a text to explicitly teach RDSI and IEI R-6 | | | | * PLT’s and Learning Sprints * Pupil Free Days * Pat R and NAPLAN resources * Nancy Lewis Hennessy – Book and T&D   ‘The Reading Comprehension Blueprint’   * ‘Reading in Science’ – list of high quality texts * “Explicit Direct Instruction “ John R Hollingsworth |
| All teachers will set goals by:   * using teacher constructed formative and summative assessments to review student progress with students, including A-E analysis * allowing students to self-assess and set personal learning goals, review and monitor goals as a continual process | Starting Term 2 2022 and then ongoing | * Leaders will meet with teachers each term to review student progress * Deputy Principal to meet with AET/ACEO termly to review progress of identified ATSI students * All teachers will as part of the process of measuring and monitoring students’ reading progress use the Student Heat Map to identify students for the purpose of differentiation and intervention and to monitor students’ progress towards the next NAPLAN band level * All teachers to identify students in Higher Bands, Just Below SEA and Below SEA and track their progress * All teachers will use PLT evaluation data (pre and post-tests) to evaluate the impact of the implementation of effective teaching strategies on student progress with students to facilitate improvement towards Higher Bands * EALD/Special Education/AET teachers will support class teachers and identified students to set goals and to monitor progress | | | | * PAT Reading / NAPLAN - Data * PLT’s and Learning Sprints Evaluations * Provide Release for EALD/AET teachers to meet with teachers |
| All teachers will establish and develop their knowledge and understanding of Background Knowledge and Inferencing   * In English * Across all learning areas | Start Term 1, 2002  2023 | * Leaders will continue to provide T&D in the development of Language Comprehension in Background Knowledge and Inferencing (Chapters 7 and 8 from The Reading Comprehension Blueprint) | | | | * PLT’s and Learning Sprints * The Reading Comprehension Blueprint’ – Chapters 7 and 8 |
| Goal 2: To maintain and increase student achievement in the Higher Bands in Reading with a focus on Word Recognition and Language Comprehension subskills. | | | | | | |
| A picture containing text, clipart  Description automatically generated STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been? | | | | | | |
| Student Success Criteria | Yes | **Evidence**  **Are we improving student learning?**  **How are we tracking against our student success criteria?** | | | **What are our next steps?  Potential adjustments?** | |
| Needs attention/work in progress |
| Not on track |
| Years R-6: Language Comprehension:   * Through the termly analysis of teacher constructed formative, summative assessments (Pre and Posttests and end of year PAT-R), and student heat maps, we will see more students are able to demonstrate their ability to retrieve, evaluate, interpret and analyze texts in the following areas: * Retrieving Directly Stated Information for all students Years R-6 * Interpreting Explicit Information for all students Years R-6 * Reflecting on Texts for all students Years 2-6 * Interpreting by Making Inferences for all students Years 2-6 | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| Actions | 90% embedded | **Evidence**  **Are we doing what we said we would do?**  **Are we improving student learning?**  **How do we know which actions have been effective?** | | | **What are our next steps?  Potential adjustments?** | |
| Needs attention/work in progress |
| Not on track |
| All teachers will embed our pedagogical reading agreement that reflects teacher knowledge and capacity to:   * Implement and embed the Read Write Inc. synthetic phonics program R-2 that builds children’s orthographic map * Develop listening / oral language vocabulary R-2 with a focus on Tier 2 & 3 words * Identify ‘building the field’ as a process for developing Tier 2 and 3 vocabulary and background knowledge * Make connections between reading and writing with a focus on paragraphing and text cohesion * Identify and use morphology as a word knowledge strategy to build students’ vocabulary Years 1-6 | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| All teachers will continue to develop their knowledge and understanding of Language Comprehension as a cognitive process with a focus on developing students’ reading skills in Retrieving Directly Stated Information and Interpreting Explicit Information | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
|  | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| All teachers will establish and develop their knowledge and understanding of Background Knowledge and Inferencing   * In English * Across all learning areas | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
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| Goal 2: To maintain and increase student achievement in the Higher Bands in Reading with a focus on Word Recognition and Language Comprehension subskills. | |
| Icon  Description automatically generated STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps? | |
| Targets 2022:  Click or tap here to enter text. | **Results towards targets:**  **Click or tap here to enter text.** |
| Challenge of Practice:  We will continue to implement and embed a consistent approach to the explicit direct instruction of Reading  Language Comprehension: (Reading to Learn)  Language Structures – syntax and semantics etc.  Vocabulary – Tier 1, 2 and 3 words (including morphology) | **Evidence -** has this made an impact?  **Click or tap here to enter text.** |
| Success Criteria ­­– did we improve student learning?  Years R-6: Language Comprehension:   * Through the termly analysis of teacher constructed formative, summative assessments (Pre and Posttests and end of year PAT-R), and student heat maps, we will see more students are able to demonstrate their ability to retrieve, evaluate, interpret and analyze texts in the following areas: * Retrieving Directly Stated Information for all students Years R-6 * Interpreting Explicit Information for all students Years R-6 * Reflecting on Texts for all students Years 2-6 * Interpreting by Making Inferences for all students Years 2-6 | **Evidence -** did we improve student learning? how do we know?  **Click or tap here to enter text.** |
| Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn’t? why? where did we get the lift? why? where didn’t we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what’s needed for next year?  Click or tap here to enter text. | |
| Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?  Click or tap here to enter text. | |

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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | | | | |
| Goal 3: Click or tap here to enter text. | | | **ESR Directions:**  **Direction 1** To further refine data analysis and improvement strategies to maximize the impact on student learning through a focus on high-band students.  **Direction 2** To engage students to become powerful partners in their own learning through involving them in collaborative planning and decision-making about their learning.  **Direction 3** To embed strategies that will enable all students to develop learning goals and targets that are reviewed and monitored as a continual process | | | |
| Target 2022:  Click or tap here to enter text. | **2023:**  Click or tap here to enter text. | | | **2024:**  Click or tap here to enter text. | | |
| A picture containing sword  Description automatically generated STEP 2 Challenge of practice | | | | | | |
| Challenge of Practice:  Click or tap here to enter text. | | | | | | |
| Student Success Criteria (what students know, do, and understand):  Click or tap here to enter text. | | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | | |
| Actions | **Timeline** | **Roles & Responsibilities** | | | | **Resources** |
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| Goal 3: Click or tap here to enter text. | | | | | | |
| A picture containing text, clipart  Description automatically generated STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been? | | | | | | |
| Student Success Criteria | Yes | **Evidence**  **Are we improving student learning?**  **How are we tracking against our student success criteria?** | | | **What are our next steps?  Potential adjustments?** | |
| Needs attention/work in progress |
| Not on track |
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| Actions | 90% embedded | **Evidence**  **Are we doing what we said we would do?**  **Are we improving student learning?**  **How do we know which actions have been effective?** | | | **What are our next steps?  Potential adjustments?** | |
| Needs attention/work in progress |
| Not on track |
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| Goal 3: Click or tap here to enter text. | |
| Icon  Description automatically generated STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps? | |
| Targets 2022:  Click or tap here to enter text. | **Results towards targets:**  **Click or tap here to enter text.** |
| SIP Template 2022-2024  Click or tap here to enter text. | **Evidence -** has this made an impact?  **Click or tap here to enter text.** |
| Success Criteria ­­– did we improve student learning?  Click or tap here to enter text. | **Evidence -** did we improve student learning? how do we know?  **Click or tap here to enter text.** |
| Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn’t? why? where did we get the lift? why? where didn’t we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what’s needed for next year?  Click or tap here to enter text. | |
| Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?  Click or tap here to enter text. | |