

School Improvement Plan for Padthaway Primary School



Vision Statement:

At Padthaway School we are 'preparing for the future ... today'.

We act to achieve this through our focus on literacy and numeracy and by developing students who are learners for life.

We do this through the learning program designed to develop creative, confident students who can adapt and participate as globally aware citizens. We strive for excellence and educate students to be responsible and respectful to everyone.



2022 – 2024

School Improvement Plan for Padthaway Primary School

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](#) 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 (18 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



Government of South Australia
Department for Education

STEP 1 Analyse and Prioritise

Site name: Padthaway Primary School

Goal 1: Retain and increase the number of students achieving SEA and in the Higher Bands in Reading

ESR Directions:

Narrow the challenge of practice to provide greater clarity and precision to teaching practice and sharpen the success criteria to what students know, do and understand.

Build teacher capacity to stretch and challenge all students particularly those with the potential to achieve at higher levels.

Target 2022:
40% of Year 1 students (2 out of 5) to achieve B or higher in English for their end of year report
50% of Year 3 students (4 out of 8) to achieve High Bands in NAPLAN reading
87.5% of Year 3 students (7 out of 8) to achieve SEA or above in NAPLAN reading
50% of Year 5 students (2 out of 4) to achieve High Bands in NAPLAN reading
75% of Year 5 students (3 out of 4) to achieve SEA or above in NAPLAN reading

Formative Data Targets

Year 1: 80% (4 out of 5) students to achieve 28 or more in the

Phonics Screening Check (Progress indicator only)

Year 4: 90% (9 out of 10) students to achieve SEA in PAT reading (progress indicator only)

Year 4: 60% (6 out of 10) students to achieve above the 75th percentile in PAT reading (progress indicator only)

Year 6: 87.5% (7 out of 8) students to achieve SEA in PAT reading (progress indicator only)

Year 6: 50% (4 out of 8) students to achieve above the 75th percentile in PAT reading (progress indicator only)

2023:

2024:

STEP 2 Challenge of practice

Challenge of Practice:

If we design reading instruction to explicitly teach all elements of effective reading comprehension by using strategies applicable to particular text types as well as group collaboration and reciprocal teaching, then we will retain and increase the number of students achieving SEA and in the Higher Bands in Reading.

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

We will see each student in Year 1 understand the different purposes of texts, make connections to personal experiences when explaining characters and main events in short texts, recall key ideas and recognise literal and implied meaning in texts when we talk with them before, during and after reading.

We will see each student in Year 1 listen and interact with others when taking part in conversations, using appropriate skills and interact in pair, group and class discussions, taking turns when responding during Reciprocal Teaching.

We will see each student in Year 3 identify literal and implied meaning connecting ideas in different parts of texts and select information, ideas and events in texts that relate to their own lives and to other texts when we talk with them before, during and after reading.

We will see each student in Year 3 listen to others' views and respond appropriately using interaction skills and contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations during Reciprocal Teaching.

We will see each student in Year 5 analyse and explain literal and implied information from a variety of texts, describe how events, characters and settings in texts are depicted and explain their own responses to texts when we talk with them before, during and after reading.

We will see each student in Year 5 listen and ask questions to clarify content and contribute actively to class and group discussions, considering other perspectives during Reciprocal Teaching.



STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p>Leader along with teachers will review whole site Literacy agreement and make adjustments where needed using 2021 Data and 2022 goals and targets to ensure there is a common framework for developing the language of learning areas that will lead to more consistent literacy teaching across the school.</p>	Week 0	<p>Leader – Collate 2021 Whole School NAPLAN & PAT Data and facilitate analysis Teachers – Collate 2021 running records, guided reading notes, handover information to new teachers and plan accordingly. Leader & Teacher – Discuss what data was used effectively for planning and assessing and adjust literacy agreement as necessary</p>	<p>PPS 2021 Reading Data Stretch Literacy Guidebooks Beverly Derewianka: literacy as a resource for learning across the curriculum - YouTube</p>
<p>Each teacher will complete the Literacy Reading Teaching Self-Assessment</p>	Week 0	<p>Teachers - Use the stretch – self-assessment of literacy teaching in primary schools to identify current level of literacy teaching.</p>	<p>Stretch – self-assessment of literacy teaching in primary schools (edi.sa.edu.au)</p>
<p>Junior Primary teacher will Implement IntitaLit in F-2 class with explicit teaching for each Year level</p>	Beginning Term 1	<p>Leader- Timetable SSO to support taking Year 2 group for Initialit 4 x a week Leader – When creating NIT timetable, ensure JP class does not have NIT before recess to allow for uninterrupted Literacy sessions. JP Teacher – Plan and deliver Intialit instruction for F-2</p>	<p>Literacy Coach – Ginny Pryor</p>
<p>Each teacher will teach students collaborative group skills during Reciprocal Teaching so that they learn to use key reading comprehension skills together</p>	Throughout 2022	<p>Leader – Support teachers through the process of using Reciprocal Teaching with targeted PD and Readings. Teachers watch in week 0 – ‘Reciprocal teaching at work’ Teachers in Week 0 Read – Literacy and Numeracy First –pages 13-14</p>	<p>Building Better Readers: Lori Oczkus and Reciprocal Teaching IMSE IMSE - Journal IMSE: Lori Oczkus, Part I on Vimeo https://edi.sa.edu.au/library/document-library/curriculum-and-learning/strategic-design/literacy-numeracy-first-information-for-principals.pdf#page=13</p>
<p>Leader and teachers will complete Reading Comprehension Professional Learning</p>	Term 1 T & D	<p>Leader and Teachers Register and complete PLINK course – ‘Reading Comprehension’</p>	<p>Department for Education plink - Reading comprehension – essential steps before, during and after text reading Reading comprehension – essential steps before, during and after text reading</p>
<p>Leader will undertake daily observations in class to see the balance of teacher and student talk and find opportunities to extend student learning talk.</p>	Daily Observations in classrooms Term 1	<p>Leader - Read “Class room Talk” and support teachers to shift from instruction styles pedagogies to co-construction of learning</p>	<p>https://www.petaa.edu.au/w/Publications/PE_TAA_Book_Extras/Classroom_Talk/w/Publications/PETAA_book_extras/ct.aspx?hkey=935e267b-fb95-442a-bc8b-f2566735d316</p>
<p>Leader will audit classroom conversations</p> <ul style="list-style-type: none"> - Classroom learning talk can be exploratory, presentation, monologic (authoritative) or dialogic. Knowing these categories will help observe guide leader and teachers towards a dialogic classroom. 	Term 2	<p>Leader – Book in observations and follow up reflection times with teachers during Term 2</p>	<p>Primary literacy classroom talk observation checklist (edi.sa.edu.au)</p>




Leader will Strengthen teachers' shared understanding of reading comprehension strategies and the way these strategies help students understand various texts	Term 1 , 2, 3 & 4	Leader - Identify teacher needs and provide access to quality T & D and resources Leader – Explore what teachers know about teaching comprehension and extend their knowledge, encourage teachers to teach comprehension rather than merely test it, share pedagogical processes that develop and monitor the use of comprehension strategies Leader - Coach teachers to continually reflect and develop their practice as teachers of reading.	Sheena Cameron ' Teaching Reading Comprehension'
Teachers will Integrate oral language with reading and writing to deepen literacy learning	Term 3 T & D	Leader & Teachers - Watch the rethinking writing as design video (YouTube, 48 minutes) to demonstrate the integration of oral language, reading and writing.	Re-thinking writing: as design – Debra Myhill at the 2019 Literacy Summit in South Australia - YouTube
Leader and Teachers will Complete on PLINK Literacy as a Resource for learning across the curriculum: A Teaching and learning Cycle	Term 3 T & D	Leader & Teachers – Register for Literacy as a resource for learning across the curriculum on PLINK and complete together	Department for Education plink - Literacy as a resource for learning across the curriculum: a teaching and learning cycle Literacy as a resource for learning across the curriculum: a teaching and learning cycle
Leader and Teachers will Review SIP Progress	Week 9 All Terms	Teachers – Provide formative and summative reading data and monitor progress towards the success criteria Leader - Facilitate	SIP Targets NAPLAN Reading Data PAT-R Data Running Records Data Guided Reading Notes

Goal 1: Retain and increase the number of students achieving SEA and in the Higher Bands in Reading



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		
<p>We will see each student in Year 1 understand the different purposes of texts, make connections to personal experiences when explaining characters and main events in short texts, recall key ideas and recognise literal and implied meaning in texts when we talk with them before, during and after reading.</p> <p>We will see each student in Year 1 listen and interact with others when taking part in conversations, using appropriate skills and interact in pair, group and class discussions, taking turns when responding during Reciprocal Teaching.</p> <p>We will see each student in Year 3 identify literal and implied meaning connecting ideas in different parts of texts and select information, ideas and events in texts that relate to their own lives and to other texts when we talk with them before, during and after reading.</p> <p>We will see each student in Year 3 listen to others' views and respond appropriately using interaction skills and contribute</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<p>actively to class and group discussions, asking questions, providing useful feedback and making presentations during Reciprocal Teaching.</p> <p>We will see each student in Year 5 analyse and explain literal and implied information from a variety of texts, describe how events, characters and settings in texts are depicted and explain their own responses to texts when we talk with them before, during and after reading.</p> <p>We will see each student in Year 5 listen and ask questions to clarify content and contribute actively to class and group discussions, considering other perspectives during Reciprocal Teaching.</p>			
Actions	<p> 90% embedded</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p>Evidence</p> <p>Are we doing what we said we would do?</p> <p>Are we improving student learning?</p> <p>How do we know which actions have been effective?</p>	<p>What are our next steps?</p> <p>Potential adjustments?</p>
<p>Leader along with teachers will review whole site Literacy agreement and make adjustments where needed using 2021 Data and 2022 goals and targets to ensure there is a common framework for developing the language of learning areas that will lead to more consistent literacy teaching across the school.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Leader will undertake daily observations in class to see the balance of teacher and student talk and find opportunities to extend student learning talk.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Leader will audit classroom conversations Classroom learning talk can be exploratory, presentation, monologic (authoritative) or dialogic. Knowing these categories will help observe guide leader and teachers towards a dialogic classroom.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Leader will Strengthen teachers' shared understanding of reading comprehension strategies and the way these strategies help students understand various texts</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Teachers will Integrate oral language with reading and writing to deepen literacy learning</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Leader and Teachers will Complete on PLINK Literacy as a Resource for learning across the curriculum: A Teaching and learning Cycle</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: Retain and increase the number of students achieving SEA and in the Higher Bands in Reading



STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

<p>Targets 2022: 40% of Year 1 students (2 out of 5) to achieve B or higher in English for their end of year report 50% of Year 3 students (4 out of 8) to achieve High Bands in NAPLAN reading 87.5% of Year 3 students (7 out of 8) to achieve SEA or above in NAPLAN reading 50% of Year 5 students (2 out of 4) to achieve High Bands in NAPLAN reading 75% of Year 5 students (3 out of 4) to achieve SEA or above in NAPLAN reading</p> <p><i>Formative Data Targets</i> <i>Year 1: 80% (4 out of 5) students to achieve 28 or more in the Phonics Screening Check (Progress indicator only)</i> <i>Year 4: 90% (9 out of 10) students to achieve SEA in PAT reading (progress indicator only)</i> <i>Year 4: 60% (6 out of 10) students to achieve above the 75th percentile in PAT reading (progress indicator only)</i> <i>Year 6: 87.5% (7 out of 8) students to achieve SEA in PAT reading (progress indicator only)</i> <i>Year 6: 50% (4 out of 8) students to achieve above the 75th percentile in PAT reading (progress indicator only)</i></p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>School Improvement planning template If we design reading instruction to explicitly teach all elements of effective reading comprehension by using strategies applicable to particular text types as well as group collaboration and reciprocal teaching, then we will retain and increase the number of students achieving SEA and in the Higher Bands in Reading.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: We will see each student in Year 1 understand the different purposes of texts, make connections to personal experiences when explaining characters and main events in short texts, recall key ideas and recognise literal and implied meaning in texts when we talk with them before, during and after reading. We will see each student in Year 1 listen and interact with others when taking part in conversations, using appropriate skills and interact in pair, group and class discussions, taking turns when responding during Reciprocal Teaching. We will see each student in Year 3 identify literal and implied meaning connecting ideas in different parts of texts and select information, ideas and events in texts that relate to their own lives and to other texts when we talk with them before, during and after reading. We will see each student in Year 3 listen to others' views and respond appropriately using interaction skills and contribute actively to class</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>

and group discussions, asking questions, providing useful feedback and making presentations during Reciprocal Teaching.

We will see each student in Year 5 analyse and explain literal and implied information from a variety of texts, describe how events, characters and settings in texts are depicted and explain their own responses to texts when we talk with them before, during and after reading.

We will see each student in Year 5 listen and ask questions to clarify content and contribute actively to class and group discussions, considering other perspectives during Reciprocal Teaching.

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.](#)

STEP 1 Analyse and Prioritise

Goal 2: Increase and maintain the number of students achieving SEA in Writing		ESR Directions: Narrow the challenge of practice to provide greater clarity and precision to teaching practice and sharpen the success criteria to what students know, do and understand. Build teacher capacity to stretch and challenge all students particularly those with the potential to achieve at higher levels.	
<p>Target 2022: 80 % of Year 1 students (4 out of 5) will achieve a C grade or higher in English in their end of year report</p> <p>75% of Year 3 students (6 out of 8) to achieve SEA in NAPLAN Writing</p> <p>75% of Year 6 students (6 out of 8) to achieve a C grade or higher in English in their end of year report</p> <p><i>Formative Data Targets</i> Year 2: 75% (3 out of 4) students to achieve 'Intermediate' level according to the Seven Steps Master Marking Rubric for each text type (progress indicator only) Year 4: 90% (9 out of 10) students to achieve 'Intermediate' level according to the Seven Steps Master Marking Rubric for each text type (progress indicator only) Year 5: 75% (3 out of 4) students to achieve 'Intermediate' level according to the Seven Steps Master Marking Rubric for each text type (progress indicator only)</p>	2023:	2024:	

STEP 2 Challenge of practice

<p>Challenge of Practice: If we further strengthen teacher knowledge of language to allow for differentiated writing instruction by incorporating daily writing activities across the curriculum, then we will increase and maintain the number of students achieving SEA in writing.</p>
<p>Student Success Criteria (what students know, do, and understand): We will see each student in Year 1 create short texts in different areas of the curriculum for a small range of purposes that show understanding of the connection between writing, speech and images when moderating writing samples each term. We will see each student in Year 3 create texts in different areas of the curriculum that show understanding of how language features are used to link and sequence ideas and express feelings and opinions on topics, when moderating writing samples each term. We will see each student in Year 5 create texts in different areas of the curriculum that are imaginative, informative and persuasive for different purposes and audiences and use language features to show how their ideas can be extended, when moderating writing samples each term.</p>

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
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Leaders and teachers will clarify a schedule for collecting and analysing writing data	Week 0	Leaders and Teachers - Reflect and discuss writing expectations in classrooms and data collection	Shift Gear Literacy Guidebook Writing The Australian Curriculum Scope and Sequence Documents
Leader will support to develop teachers knowledge of language to allow differentiated instruction when teaching writing across the curriculum	Week 0	Leader - Purchase text for each class as a whole school resource: The Writing Revolution - A guide to advancing thinking through writing in all subjects and grades	Home The Writing Revolution Writing The Australian Curriculum Literacy The Australian Curriculum
Teachers will complete the Literacy Writing Teaching Self-Assessment	Week 0	Teachers - use the Shift Gear – self-assessment of literacy teaching in primary schools to identify current level of literacy writing teaching.	Shift gear – self-assessment of literacy teaching in primary schools (edi.sa.edu.au)
Teachers teaching Years 3-6 will use at least 1 of the English Units of work per term from the Department throughout the year and provide feedback to leader	Term 1,2,3,4	Teachers Year 3-6 – Download and become familiar with the English units provided by the department and implement in class	English units of work (edi.sa.edu.au)
Leaders and teachers will watch ‘What is SA Learning Design’	Term 1 T & D	Leader – Facilitate staff T & D ‘What is learning Design’	What is SA learning design? - Australian Curriculum SA Teachers & Leaders Resource (acleadersresource.sa.edu.au) SA Learning Design templates - Australian Curriculum SA Teachers & Leaders Resource (acleadersresource.sa.edu.au)
Teachers will Complete on PLINK Professional Learning “Writing with the Disciplines” - Literacy Summit	Term 1 T & D	Leader - Facilitate staff T & D “Writing with the Disciplines”	Department for Education plink - Writing within the disciplines Writing within the disciplines
Teachers will undertake Teaching Sprints focusing on process and consistency across site of teachers using formative assessment -clarifying learning intentions -eliciting evidence of learning - providing feedback that moves students forward	Term 1,2,3,4	Leader - Facilitate sprints and check in with teachers at staff meetings Teachers – Undertake Teaching Sprints in classroom and gather evidence to reflect on own practice	Simon Break spear Teaching Sprint Tools
Leader will observe classrooms and ensure teachers can use formative assessment to engage students and support their progress	Throughout 2022	Leader - Support teachers through the process of collaboratively developing formative assessment processes with targeted PD and readings.	Formative assessment in teaching and learning (edi.sa.edu.au) Esterman M (2016) ‘Smarter assessment: how to combat overload’, Independent Education, 46(1), 22–23 Leahy S and Wiliam D (2015) Embedding Formative Assessment: Practical techniques for K–12 classrooms, Learning Sciences International
Teachers will moderate writing samples to determine if actions have been effective and if students are meeting success criteria	Week 8 Term 1,2,3,4	Leader – Facilitate moderation session, contact other schools to do cross site moderation Teachers – Provide writing data, moderate and make adjustments	Scope and Sequence English R-6 (edi.sa.edu.au)

Leader and teachers will review SIP Progress	Week 9 All Terms	Teachers – Provide formative and summative writing data and monitor progress towards the success criteria. Leader – Facilitate	SIP Targets Seven Steps Assessments NAPLAN Writing Cross Curriculum Writing Tasks

Goal 2: Increase and maintain the number of students achieving SEA in Writing



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 Needs attention/work in progress Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
<p>We will see each student in Year 1 create short texts in different areas of the curriculum for a small range of purposes that show understanding of the connection between writing, speech and images when moderating writing samples each term.</p> <p>We will see each student in Year 3 create texts in different areas of the curriculum that show understanding of how language features are used to link and sequence ideas and express feelings and opinions on topics, when moderating writing samples each term.</p> <p>We will see each student in Year 5 create texts in different areas of the curriculum that are imaginative, informative and persuasive for different purposes and audiences and use language features to show how their ideas can be extended, when moderating writing samples each term.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	90% embedded Needs attention/work in progress Not on track	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?
Leaders and teachers will clarify a schedule for collecting and analysing writing data	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Leader will support to develop teachers knowledge of language to allow differentiated instruction when teaching writing across the curriculum	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Junior Primary teacher will Implement IntitaLit in F-2 class with explicit teaching for each Year level	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Leader will observe classrooms and ensure teachers can use formative assessment to engage students and support their progress	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will moderate writing samples to determine if actions have been effective and if students are meeting success criteria	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Leader and teachers will review SIP Progress	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: Increase and maintain the number of students achieving SEA in Writing



STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

<p>Targets 2022: 80 % of Year 1 students (4 out of 5) will achieve a C grade or higher in English in their end of year report</p> <p>75% of Year 3 students (6 out of 8) to achieve SEA in NAPLAN Writing</p> <p>75% of Year 6 students (6 out of 8) to achieve a C grade or higher in English in their end of year report</p> <p>Formative Data Targets Year 2: 75% (3 out of 4) students to achieve 'Intermediate' level according to the Seven Steps Master Marking Rubric for each text type (progress indicator only) Year 4: 90% (9 out of 10) students to achieve 'Intermediate' level according to the Seven Steps Master Marking Rubric for each text type (progress indicator only) Year 5: 75% (3 out of 4) students to achieve 'Intermediate' level according to the Seven Steps Master Marking Rubric for each text type (progress indicator only)</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If we further strengthen teacher knowledge of language to allow for differentiated writing instruction by incorporating daily writing activities across the curriculum, then we will increase and maintain the number of students achieving SEA in writing.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>

<p>Success Criteria – did we improve student learning? We will see each student in Year 1 create short texts in different areas of the curriculum for a small range of purposes that show understanding of the connection between writing, speech and images when moderating writing samples each term. We will see each student in Year 3 create texts in different areas of the curriculum that show understanding of how language features are used to link and sequence ideas and express feelings and opinions on topics, when moderating writing samples each term. We will see each student in Year 5 create texts in different areas of the curriculum that are imaginative, informative and persuasive for different purposes and audiences and use language features to show how their ideas can be extended, when moderating writing samples each term.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>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.</p>	
<p>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.</p>	

STEP 1 Analyse and Prioritise

Goal 3:		ESR Directions: Narrow the challenge of practice to provide greater clarity and precision to teaching practice and sharpen the success criteria to what students know, do and understand. Build teacher capacity to stretch and challenge all students particularly those with the potential to achieve at higher levels.	
Target 2022:	2023:	2024:	

STEP 2 Challenge of practice

Challenge of Practice:

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

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
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.
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Goal 3:
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 ● Needs attention/work in progress ● Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	Click or tap here to enter text.		Click or tap here to enter text.
Actions	● 90% embedded ● Needs attention/work in progress ● Not on track	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?
	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 3:
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:	Results towards targets: Click or tap here to enter text.
School Improvement planning template	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria – did we improve student learning?	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.	

