2023 School Improvement Plan for (Padthaway Primary School)

Site Number:
0593

South Australia's improvement cycle for government schools

STEP 1
Analyse and prioritise
Begin in term 4 each year to inform the next plan

STEP 2
Determine challenge of practice
Begin in term 4 each year to inform the next plan

STEP 3
Plan actions for improvement
Begin in term 4 each year to inform the next plan and monitor across the year

STEP 4
Improve practice and monitor impact
Occurs throughout terms 1 to 4 each year

STEP 5
Review and evaluate
Begin in term 3 to determine what's been achieved and implications for the next plan

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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.

Government of South Australia
Department for Education

2022 - 2024

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Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing.
- If copying and pasting text from another document, paste as 'keep text only' or 'merge formatting'.
- 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.
- Please note, editing will not be possible whilst the template is in Teams. Whilst your SIP can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes.
- Click 'View' and then click 'Navigation Pane' to display a table of contents on the left-hand side.

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 (16 December 2022).
- 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 (24 February 2023).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact), and 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 the number of students achieving SEA and increase the number of students achieving Higher Bands in Reading

ESR Directions:
1. 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.
2. Build teacher capacity to stretch and challenge all students particularly those with the potential to achieve at higher levels.

Achievement towards Goal in 2022:	Target 2023:	2024:
50% of Year 3 students (4 out of 8) to achieve High Bands in NAPLAN reading - **Not Achieved 2/8** 87.5% of Year 3 students (7 out of 8) to achieve SEA or above in NAPLAN reading – **Achieved 7/8** 50% of Year 5 students (2 out of 4) to achieve High Bands in NAPLAN reading - **Achieved 2/4** 75% of Year 5 students (3 out of 4) to achieve SEA or above in NAPLAN reading – **Achieved 3/4**	**Reception:** 100% (2 out of 2 students) achieving 80% or more in the Term 4 InitiaLit Cumulative Review **Year 1:** 66% (2 out of 3 students) achieving 28 or more in the Phonics Screening Test **Year 2:** 83% (5 out of 6 students i.e 2 additional students) achieving C grade or above in English **Year 3:** 75% (3 out of 4 students) achieving SEA in NAPLAN Reading and 25% (1 out of 4 students) achieving higher bands **Year 4:** 100% (9 out of 9 students i.e. additional 1 student) achieving SEA in PAT-Reading with 55% (5 out of 9 students i.e. an additional 1 student) predicted to be retained in higher bands with a scale score of 115+ **Year 5:** 100% (9 out of 9 students) achieving SEA in NAPLAN Reading and 55% (5 out of 9 students i.e. additional 1 student) achieving higher bands **Year 6:** 75% (3 out of 4 students) achieving SEA in PAT-Reading with all 75% (3 out of 4 students i.e. an additional 1 student) predicted to be retained in higher bands with a scale score of 130+	Click or tap here to enter text.

🏋 STEP 2 Challenge of practice

Challenge of Practice:
If we strengthen our reading program design by adopting agreed High Impact Teaching Strategies that build students' skills in the areas of oral language, comprehension and dialogic thinking, then we will retain the number of students achieving SEA and increase the number of students achieving Higher Bands in Reading.

🎬 STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):	How and when will this be monitored, tracked and measured?
Twice per term (5-week cycle), student progress will be monitored, and adjustments made to ensure that by the end of Term 4 2023 we are observing and/or hearing students': **Reception students will:** - use predicting and questioning strategies to make meaning from texts - recall one or two events from texts with familiar topics - understand that there are different **types of texts** and that these can have similar characteristics - identify connections between texts and their personal experience **Year 1 students will:** - understand the different purposes of texts - make connections to personal experience when explaining characters and main events in short texts - identify that texts serve different purposes and that this affects how they are organised - describe characters, settings and events in different types of literature - recall key ideas and recognise literal and implied meaning in texts - **listen** to others when taking part in conversations, using appropriate **language features** and interaction skills **Year 2 students will:**	Success Criteria will be monitored through teacher-student interactions before, during and after (BDA) reading texts across curriculum areas, in guided reading sessions and when reciprocal teaching. In guided reading specifically, teachers will record individual student development of reading skills against the success criteria and with reference to the Big 6 of Literacy and Sheena Cameron's – *Teaching Reading Comprehension Strategies.* The 2023 Literacy Statement of Practice ==(to be hyperlinked once revised)== and Data Collection Guidelines ==(to be hyperlinked once revised)== will also include the use of InitiaLit and DIBELS assessments to collect reading data each term to track and measure progress in addition to PAT-R and NAPLAN Reading testing.

- **Students will understand how similar texts share characteristics by identifying text structures and language features** used to describe characters and events or to communicate factual information, identify literal and implied meaning, main ideas and supporting detail, make connections between texts by comparing content, **listen** for particular purposes as well as **listen** for and manipulate sound combinations and rhythmic sound patterns

Year 3 students will:
- understand how content can be organised using different **text** structures depending on the purpose of the **text**
- understand how **language features**, images and vocabulary choices are used for different effects
- identify literal and implied meaning connecting ideas in different parts of a **text**
- select information, ideas and events in texts that relate to their own lives and to other texts
- **listen** to others' views and respond appropriately using interaction skills

Year 4 students will:
- understand that texts have different **text** structures depending on purpose and **context**
- explain how **language features**, images and vocabulary are used to engage the interest of audiences
- describe literal and implied meaning connecting ideas in different texts
- express preferences for particular **types of texts**, and respond to others' viewpoints
- **listen** for and share key points in discussions

Year 5 students will:
- explain how **text** structures assist in understanding the **text**
- understand how **language features**, images and vocabulary influence interpretations of characters, settings and events
- 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 them
- **listen** and ask questions to clarify content

Year 6 students will:
- understand how the use of **text** structures can achieve particular effects
- analyse and explain how **language features**, images and vocabulary are used by different authors to represent ideas, characters and events
- compare and analyse information in different and complex texts, explaining literal and implied meaning
- select and use evidence from a **text** to explain their response to it
- **listen** to discussions, clarifying content and challenging others' ideas

(Source: Achievement Standards - ESR Direction 1)

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
1. **The leader and teachers will engage in Teaching Sprints - Developing Teacher Expertise in Reading in order to strengthen quality curriculum planning and program design**	Ongoing Termly Weeks 3-8 Termly Weeks 2 and 9 Ongoing Termly Weeks 3-8 Termly Weeks 3-8 Ongoing Ongoing Term 1 Week 0 Ongoing Ongoing	**Teachers will:** - Employ evidence-based practices to teach reading - Actively contribute and engage in collaborative Teaching Sprints to enhance practice - Collect and analyse evidence of impact through pre and post sprint student assessments, observation feedback from leader/peers and guided reading tracking - Align teaching with the Literacy Statement of Practice and implement this with fidelity. Reviews of practice to be completed through leader observations each term to schedule (As outlined below in Action 3) - Be vulnerable in sharing their own teaching practice and actively listen to peers' experiences and professional findings through the setting of group norms and use of open questioning - Actively ask questions and seek feedback to improve practice - Use common language and displays from Sheena Cameron – Reading Comprehension Strategies - Use common templates to collaboratively plan for guided reading and track student development - Timetable 5 x Reading Lessons with each student seen for guided reading once each week - Use feedback, resources, professional learning, data and impact evidence to responsively plan for teaching of reading. - Plan for teaching of modelled, shared and guided reading to be across curriculum areas and not isolated in English.	Teaching Sprint Tools HITS: Literacy and Numeracy First: Information for Principals (edi.sa.edu.au) Sheena Cameron – Comprehension Strategies Site developed - Planning templates and individual student recording sheets for guided reading Literacy Coach – Jo Culf Literacy Statement of Practice (to be hyperlinked)

	Term 1 Week 3 Term 1 Week 0 Ongoing - see review schedule in Action 3 Informal – Ongoing + Formal - Weeks 2/3 and Weeks 8/9 of terms Termly TBC Dates Ongoing Ongoing TBC Dates Termly Weeks 3-8 Ongoing	**Leader will:** - Provide planning and recording templates for guided reading - Provide research, resources, reference texts and assessments for professional learning (As specified below in Action 2) - Provide opportunities for teachers to collaboratively analyse data and engage in teaching and learning design/unit planning - Observe (formal and informal) implementation of teaching of reading in order to conduct professional conversations about impact, consistency of practice and planning o Conduct formal observations and provide feedback pre and post Sprint - Termly - Actively engage in Portfolio Community of Practice, sharing professional learning and feedback back on site to support our SIP priorities - Coaching of individual teachers to upskill new staff with school programs and processes - Organise termly support from Literacy Coach – Jo Culf, for professional learning and individual teacher coaching - Facilitate termly Teaching Sprints and share site work through Teaching Sprint Microsoft Team - Support psychological safety amongst staff	

2. The leader and teachers will participate in targeted professional development opportunities focused on QAR, BDA, Dialogical classrooms and reading assessment	Ongoing as outlined in leader timelines
	Termly Weeks 3-8
	
	Following PD outlined in leader timelines
	
	Ongoing - see review schedule in Action 3
	
	Term 1 Week 10/11
	
	Term 1 Week 3
	Term 1 Weekly text focus during staff meetings
	
	Term 1 Week 0
	
	Term 1 Week 0
	Term 1 Week 1 & 2
	
	Term 1 Week 3
	Term 1 & 2 TBC dates
	Term 2 TBC Dates
	Online – Term 1 & 2 Weekly PD focus during staff meetings
	Informal – Ongoing + Formal - Weeks 2/3 and Weeks 8/9 of terms
		Teachers will…
		- Actively engage in professional development opportunities provided
		- Engage in collaborative Teaching Sprints every term, to adapt teaching practice informed by professional learning
		- Make responsive adjustment to planning, teaching and student goals as a result of professional learning
		- Implement agreed HITS (i.e. Developing oral language for academic purposes, Developing comprehension through reciprocal teaching and Developing comprehension using QAR) and monitoring the impact of responsive changes, through Sprints, observation feedback and data collection/analysis.
		- Engage in observation strategies professional learning so that these can be employed during peer to peer observations/professional conversations re QAR, BDA, Dialogic Thinking and reading assessment
		
		The leader will…
		- Provide planning and recording templates for guided reading
		- Provide research, resources, reference texts and assessments for professional learning
		    o Best Advice Papers
		        ▪ Big 6
		        ▪ Oral Language
		        ▪ Phonological Awareness
		        ▪ Phonics
		        ▪ Vocabulary
		        ▪ Fluency
		        ▪ Comprehension
		        ▪ Integrating the Big 6
		    o Literacy Guidebooks
		        ▪ Stretch
		        ▪ Maintain Momentum
		    o Sheena Cameron – Reading Comprehension Strategies
		    o Literacy and Numeracy First
		        ▪ HITS 5.1, 5.2 AND 5.3
		    o Literacy Progressions
		- Provide PD opportunities **(as per Literacy Guarantee Unit Coaches' recommendations/Support Plan)**
		    o Literacy Coach – Jo Culf: Guided Reading
		    o Literacy Coach – Jo Culf: Reading Assessment (DIBELS & AIM Institute)
		    o Literacy Coach – Jo Culf: Using data to inform planning and teaching
		    o Online – Dialogical Classrooms, QAR, Teaching and Learning Cycle & BDA reading
		- Observe (formal and informal) implementation of teaching of reading in order to conduct professional conversations about impact, consistency of practice and planning.
			Reading Comprehension- BDA reading:
			Mandy Nayton: reading comprehension – essential steps before, during and after text reading - YouTube
			
			Dialogical Classroom and QAR:
			Edward-Groves-PETAA195.pdf (foundationforlearningandliteracy.info)
			
			Question-Answer Relationship (QAR)
				AdLit
				
				Primary literacy classroom talk observation checklist (edi.sa.edu.au)
				
				2018 Literacy Summit - Dr Christine Edwards-Groves - YouTube
				
				Teaching and Learning Cycle:
				Beverly Derewianka: literacy as a resource for learning across the curriculum - YouTube
				
				Research, Resources, Texts and Assessments:
				Literacy and numeracy best advice series (edi.sa.edu.au)
				
				Literacy and numeracy guidebooks for primary school improvement (edi.sa.edu.au)
				
				HITS: Literacy and Numeracy First: Information for Principals (edi.sa.edu.au)
				
				DIBELS 8th Edition Materials
					DIBELS® (uoregon.edu)
					
					Interpreting Assessment Date Webinar Recording - AIM Institute for Learning & Research (aimpa.org)
					
					National Literacy Learning Progression (ofai.edu.au)
					
					Sheena Cameron – Reading Comprehension Strategies

			Site developed - Planning templates and individual student recording sheets for guided reading Literacy Coach – Jo Culf

3. Staff will use the teaching and learning cycle to inform collaborative reviews of data and impact	Following review processes termly as outline below
	Following review processes termly as outline below
	
	Ongoing
	
	As outlined
	
	Termly Weeks 5 and 10
	
	Term 1 Week 0
	As outlined
	
	As outlined
	
	Termly Week 10
	Ongoing as it happens
	Ongoing as it happens
	Term 2 and 3: Week 5/6
	
	Even Weeks Wednesdays
	
	Odd Weeks – Wednesdays
	
	Termly Weeks 5 and 10
		Teachers will…
		- Use review and moderation processes as tools for reflective practice
		- Make responsive adjustment to planning, teaching and student goals as a result of review processes. Specifically, teachers will follow the school's Data Collection Guideline and use the information from InitiaLit/DIBELS (i.e. ORF) /PAT-R data collected as well as observed reading behaviours to identify where students sit within the literacy progressions. This information will be used co-develop with students, individual SMARTAR reading goals in the areas of either decoding, fluency or comprehension skills. These will be on desks, displayed in classrooms and sent home in students' diaries **(ESR Directions 1 and 2; Literacy Guarantee Unit Support Plan).**
		- Teachers will collaboratively plan to establish clear goals that articulate the skills that students are learning as a result of instruction in a lesson, over a series of lessons, or throughout a unit, identifying how the goal fits within a reading learning progression. This will give a shared understanding of the concept of quality and what they are aiming for. Feedback will be provided regularly to move students towards this concept **(ESR Directions 1 and 2)**
		- Actively engage in the following review schedule collaboratively:
		   o 2022 Data Review: Week 0
		   o Impact Evidence Post-Sprint Review: Termly Week 8
		   o SIP Progress Review: Termly Week 9
		   o Moderation (as individual site): Term 2 and 4
		   o Moderation (with other site): Term 1 and 3
		   o Peer Observations: Term 2 and 3
		- Teachers will regularly evaluate impact of implemented learning goals on student achievement. This will involve teachers presenting a teaching cycle including learning goal, sample student work, feedback that has moved the student forward, challenges along the way and future direction for student learning. Teachers to present data on the identified below SEA and below HB students in their classes **(ESR Direction 2)**
		
		The leader will…
		- Update the Data Collection Guidelines
		- Provide professional learning in analysing learning data, clarifying a schedule for collecting and analysing learning data, timetable regular opportunities for teachers to analyse data, and identify key teachers who can lead and model the processes. This will involve the leader actively leading teachers in the following collaborative work:
		   o 2022 Data Review: Week 0
		   o Impact Evidence Post-Sprint Review: Termly Week 8
		   o SIP Progress Review: Termly Week 9
		   o Moderation (as individual site): Term 2 and 4
		   o Moderation (with other site): Term 1 and 3
		- Actively engage in the following review schedule as a leadership team:
		   o Rapid Action Plan and Lean Monitoring Plan – Termly Week 2
		   o Formal Observations and feedback pre and post Sprint - Termly
		   o Retrospective – Termly Week 9/10
		- Use reviews of data, impact and progress to inform the following term whole school planning
		- Monitor actions against impact and success criteria through SIP Step 4 throughout each term
		- Share analysis of data and track evidence of processes and impact through LET Microsoft Team
		- Facilitate peer observations through templates and release time – Terms 2 and 3
		
		SSOs will…
		- Engage in fortnightly meetings with teachers, to communicate about students' progress with interventions
		- Attend fortnightly SSO meetings to collaborate on progress with intervention programs and ensure fidelity/ consistency of implementation and assessment of them
		- Provide teachers with data sets from the assessments built into conducted intervention programs
			2022 Data
			
			NAPLAN Reading data
			
			PAT – R data
			
			DIBELS Data
			
			Agile Leadership Tools
			
			Pre-Post Assessment data from Teaching Sprints
			
			Teaching and Learning Cycle
			
			Data Collection Guidelines (To be Hyperlinked)

| 4. Teachers will intentionally plan for and implement well informed reading curriculum programs, using consistent language, tools and assessments R-6 | Termly Week 1
Termly Week 1

Ongoing
Ongoing
Ongoing

Weekly ongoing
Ongoing
Ongoing
Even Weeks Wednesdays

Term 1 Week 0
Term 1 Week 3
Term 1 Week 0
Ongoing Terms 1 and 2
Term 1 Week 0
Informal – Ongoing + Formal - Weeks 2/3 and Weeks 8/9 of terms
Term 2 and 3: Week 5/6

Ongoing

Ongoing
Even Weeks Wednesdays

Odd Weeks – Wednesdays | **Teachers will…**
- Explicitly plan for and implement modelled, shared and guided reading
- Focus on intentional differentiation for higher bands (and just below higher bands students) in the reading block. Teachers to apply intellectual rigour, include complex thinking using the AC – Learning areas and capabilities, include opportunities for students to pursue interests outside of the curriculum, use technology to extend content, product or process and explicitly teach skills for independent reading **(ESR Direction 2)**
- Follow BDA reading structure when planning for guided reading and reciprocal teaching
- Use the templates, research, resources and assessments provided, to plan for reading
- Use language from Sheena Cameron's - Reading Comprehension Strategies when teaching and in displays
- Use individual student recording sheets to track student development in guided reading
- Use QAR framework to support teaching and dialogue
- JP teacher will implement InitiaLit R-2 with fidelity
- Meet with SSOs once a fortnight to communicate about students' progress with intervention programs, share areas of need and individual goals/outcomes for learning

The leader will…
- Update and provide Literacy Statement of Practice.
- Provide planning and recording templates for guided reading
- Provide research, resources and reference texts (As specified above in Action 2)
- Provide PD opportunities (As specified above in action 2)
- Plan SSO/NIT timetables to include times for meeting with teachers, each other and to support InitiaLit
- Observe (formal and informal) implementation of teaching of reading in order to conduct professional conversations about impact, consistency of practice and planning
- Facilitate peer observations through templates and release time

SSOs will…
- Support the JP teacher in implementing InitiaLit R-2 by working with the small groups who are not receiving explicit instruction from the teacher
- Run MiniLit & MacqLit intervention programs with identified students
- Engage in fortnightly meetings with teachers, to communicate about students' progress with interventions
- Attend fortnightly SSO meetings to collaborate on progress with intervention programs and ensure fidelity/ consistency of implementation and assessment of them | Sheena Cameron – Reading Comprehension Strategies

Site developed - Planning templates and individual student recording sheets for guided reading

Literacy and numeracy best advice series (edi.sa.edu.au)

Literacy and numeracy guidebooks for primary school improvement (edi.sa.edu.au)

DIBELS 8th Edition Materials \| DIBELS® (uoregon.edu)

InitiaLit/MiniLit/MacqLit

Literacy Statement of Practice (to be hyperlinked) |

2022 - 2024

2023 School Improvement Plan for

(Padthaway Primary School)

Step 4 – Improve practice and monitor impact

Completing steps 4 and 5

- Step 4 is about tracking, reflecting on and adjusting your actions. After careful planning, you need to act to improve your teaching and leadership practice.
- Step 5 is the review and evaluation process to determine the next steps for your school.

- 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).

- Complete every step - The School Improvement Planning Handbook explains how to do this. In addition, your Local Education Team will provide support.

Goal 1: Retain the number of students achieving SEA and increase the number of students achieving 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 🟡 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?
Twice per term (5-week cycle), student progress will be monitored, and adjustments made to ensure that by the end of Term 4 2023 we are observing and/or hearing students': **Reception students will:** - use predicting and questioning strategies to make meaning from texts - recall one or two events from texts with familiar topics - understand that there are different **types of texts** and that these can have similar characteristics	Click or tap here to enter text.	**Process Evidence** Term 1 – Term 2 – Term 3 – Term 4 – **Impact Evidence** Term 1 – Term 2 –	Term 2- Term 3 – Term 4 – 2024 -

		Term 3 – Term 4 –	
- identify connections between texts and their personal experience **Year 1 students will:** - **understand the different purposes of texts** - **make connections to personal experience when explaining characters and main events in short texts** - **identify that texts serve different purposes and that this affects how they are organised** - **describe characters, settings and events in different types of literature** - **recall key ideas and recognise literal and implied meaning in texts** - **listen to others when taking part in conversations, using appropriate language features and interaction skills** **Year 2 students will:** - **Students will understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events or to communicate factual information, identify literal and implied meaning, main ideas and supporting detail, make connections between texts by comparing content, listen for particular purposes as well as listen for and manipulate sound combinations and rhythmic sound patterns** **Year 3 students will:** - **understand how content can be organised using different text structures depending on the purpose of the text** - **understand how language features, images and vocabulary choices are used for different effects** - **identify literal and implied meaning connecting ideas in different parts of a text** - **select information, ideas and events in texts that relate to their own lives and to other texts** - **listen to others' views and respond appropriately using interaction skills** **Year 4 students will:** - **understand that texts have different text structures depending on purpose and context** - **explain how language features, images and vocabulary are used to engage the interest of audiences** - **describe literal and implied meaning connecting ideas in different texts** - **express preferences for particular types of texts, and respond to others' viewpoints** - **listen for and share key points in discussions** **Year 5 students will:** - **explain how text structures assist in understanding the text** - **understand how language features, images and vocabulary influence interpretations of characters, settings and events** - **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 them** - **listen and ask questions to clarify content** **Year 6 students will:** - **understand how the use of text structures can achieve particular effects** - **analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events** - **compare and analyse information in different and complex texts, explaining literal and implied meaning** - **select and use evidence from a text to explain their response to it** - **listen to discussions, clarifying content and challenging others' ideas** - *(Source: Achievement Standards - ESR Direction 1)*			
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?**

The leader and teachers will engage in Teaching Sprints - Developing Teacher Expertise in Reading in order to strengthen quality curriculum planning and program design	Click or tap here to enter text.	**Process Evidence** Term 1 – Term 2 – Term 3 – Term 4 – **Impact Evidence** Term 1 – Term 2 – Term 3 – Term 4 –	Term 2- Term 3 – Term 4 – 2024 -
Click or tap here to enter text.	Click or tap here to enter text.	**Process Evidence** Term 1 – Term 2 – Term 3 – Term 4 – **Impact Evidence** Term 1 – Term 2 – Term 3 – Term 4 –	Term 2- Term 3 – Term 4 – 2024 -
The leader and teachers will use the teaching and learning cycle to inform collaborative reviews of data and impact	Click or tap here to enter text.	**Process Evidence** Term 1 – Term 2 – Term 3 – Term 4 – **Impact Evidence** Term 1 – Term 2 – Term 3 – Term 4 –	Term 2- Term 3 – Term 4 – 2024 -
Teachers will intentionally plan for and implement well informed reading curriculum programs, using consistent language, tools and assessments R-6	Click or tap here to enter text.	**Process Evidence** Term 1 – Term 2 – Term 3 – Term 4 – **Impact Evidence** Term 1 – Term 2 – Term 3 – Term 4 –	Term 2- Term 3 – Term 4 – 2024 -
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.	Click or tap here to enter text.	Click or tap here to enter text.

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

![icon] STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?	
Targets 2023: **Reception: 100% (2 out of 2 students) achieving 80% or more in the Term 4 InitiaLit Cumulative Review** **Year 1: 66% (2 out of 3 students) achieving 28 or more in the Phonics Screening Test** **Year 2: 83% (5 out of 6 students i.e 2 additional students) achieving C grade or above in English** **Year 3: 75% (3 out of 4 students) achieving SEA in NAPLAN Reading and 25% (1 out of 4 students) achieving higher bands** **Year 4: 100% (9 out of 9 students i.e. additional 1 student) achieving SEA in PAT-Reading with 55% (5 out of 9 students i.e. an additional 1 student) predicted to be retained in higher bands with a scale score of 115+** **Year 5: 100% (9 out of 9 students) achieving SEA in NAPLAN Reading and 55% (5 out of 9 students i.e. additional 1 student) achieving higher bands** **Year 6: 75% (3 out of 4 students) achieving SEA in PAT-Reading with all 75% (3 out of 4 students i.e. an additional 1 student) predicted to be retained in higher bands with a scale score of 130+**	**Results towards targets:** Click or tap here to enter text.
Challenge of Practice: **If we strengthen our reading program design by adopting agreed High Impact Teaching Strategies that build students' skills in the areas of oral language, comprehension and dialogic thinking, then we will retain the number of students achieving SEA and increase the number of students achieving Higher Bands in Reading.**	**Evidence -** has this made an impact? Click or tap here to enter text.
Success Criteria: **Twice per term (5-week cycle), student progress will be monitored, and adjustments made to ensure that by the end of Term 4 2023 we are observing and/or hearing students':** **Reception students will:** - **use predicting and questioning strategies to make meaning from texts** - **recall one or two events from texts with familiar topics** - **understand that there are different types of texts and that these can have similar characteristics** - **identify connections between texts and their personal experience** **Year 1 students will:** - **understand the different purposes of texts** - **make connections to personal experience when explaining characters and main events in short texts** - **identify that texts serve different purposes and that this affects how they are organised** - **describe characters, settings and events in different types of literature** - **recall key ideas and recognise literal and implied meaning in texts** - **listen to others when taking part in conversations, using appropriate language features and interaction skills** **Year 2 students will:** - **Students will understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events or to communicate factual information, identify literal and implied meaning, main ideas and supporting detail, make connections between texts by comparing content, listen for particular purposes as well as listen for and manipulate sound combinations and rhythmic sound patterns** **Year 3 students will:** - **understand how content can be organised using different text structures depending on the purpose of the text** - **understand how language features, images and vocabulary choices are used for different effects**	**Evidence -** did we improve student learning? how do we know? Click or tap here to enter text.

- **identify literal and implied meaning connecting ideas in different parts of a text**
- **select information, ideas and events in texts that relate to their own lives and to other texts**
- **listen to others' views and respond appropriately using interaction skills**

Year 4 students will:
- **understand that texts have different text structures depending on purpose and context**
- **explain how language features, images and vocabulary are used to engage the interest of audiences**
- **describe literal and implied meaning connecting ideas in different texts**
- **express preferences for particular types of texts, and respond to others' viewpoints**
- **listen for and share key points in discussions**

Year 5 students will:
- **explain how text structures assist in understanding the text**
- **understand how language features, images and vocabulary influence interpretations of characters, settings and events**
- **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 them**
- **listen and ask questions to clarify content**

Year 6 students will:
- **understand how the use of text structures can achieve particular effects**
- **analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events**
- **compare and analyse information in different and complex texts, explaining literal and implied meaning**
- **select and use evidence from a text to explain their response to it**
- **listen to discussions, clarifying content and challenging others' ideas**
- *(Source: Achievement Standards - ESR Direction 1)*

Evaluate our 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.

Review 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.