

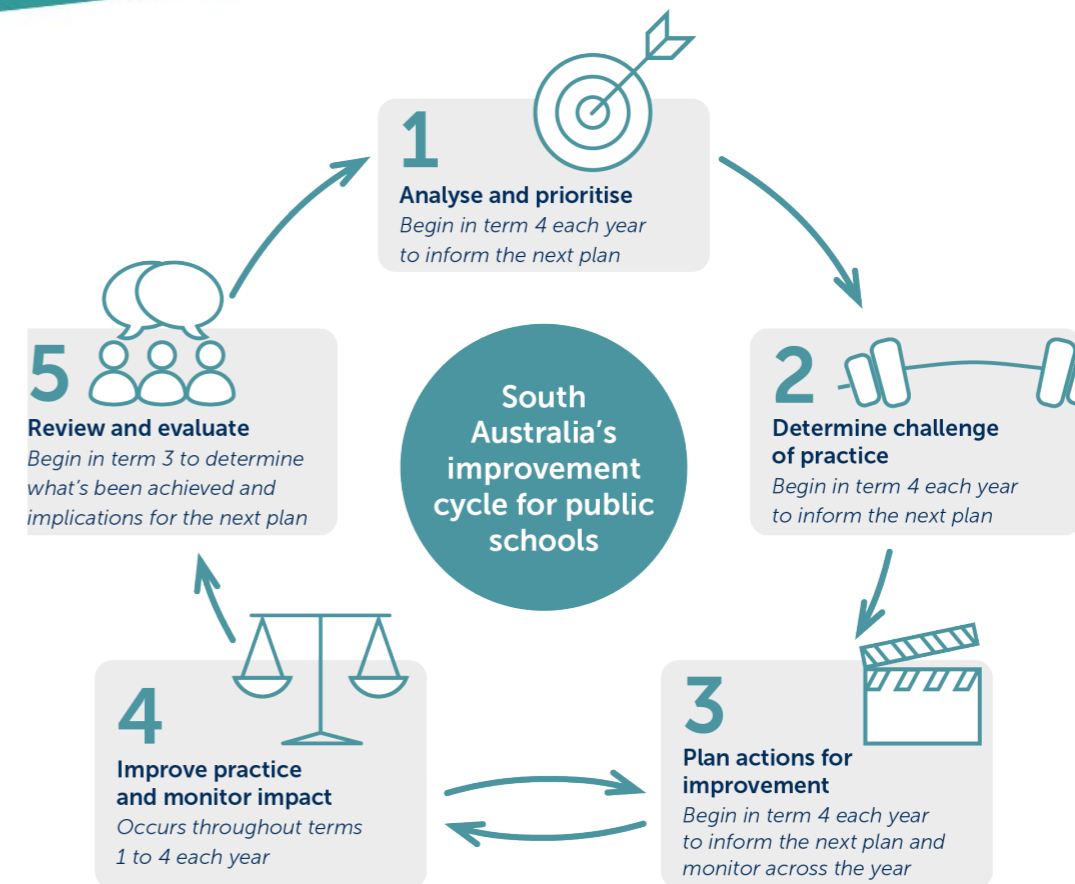
2022 - 2024

School Improvement Plan for Angle Vale Primary School

Site Number:
0255



Angle Vale Primary School



Vision Statement:

Angle Vale Primary School, with the school community, is committed to support all students to become successful learners, confident and creative individuals, and active and informed citizens.



Government of South Australia
Department for Education

2022 – 2024

School Improvement Plan for Angle Vale 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 (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
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Government of South Australia
Department for Education


STEP 1 Analyse and Prioritise
Site name: Angle Vale Primary School

Goal 1: To increase the number of students achieving SEA and high bands in Maths.		ESR Directions: Direction 1: Transfer the Pedagogical & Curriculum practices in Reading into other areas of the curriculum Direction 2: To ensure seamless transition points for all learners, develop & embed whole-school pedagogical coherence particularly with English & Mathematics in the first instance. Direction 3: To meet the learning needs of all students, implementing approaches that integrate & effectively embed formative assessment & feedback cycle to drive pedagogical improvement in planning and instruction.
Target 2022: Year 3 70% (40/57) students achieve SEA in NAPLAN Year 5 70% (58/84) students achieve SEA in NAPLAN Year 3 20% (12/57) students achieve HB in NAPLAN Year 5 10% (10/84) students achieve HB in NAPLAN	2023: Year 3 72% (31/44) students achieve SEA in NAPLAN Year 5 72% (41/57) students achieve SEA in NAPLAN Year 3 25% (11/44) students achieve HB in NAPLAN Year 5 15% (8 /57) students achieve HB in NAPLAN	2024: Year 3 75% () students achieve SEA in NAPLAN Year 5 75% () students achieve SEA in NAPLAN Year 3 25% () students achieve HB in NAPLAN Year 5 15% () students achieve HB in NAPLAN


STEP 2 Challenge of practice

Challenge of Practice:
 If we provide a consistent daily timetabled sequential Explicit Direct Instruction structure to maths with embedded daily reviews that develop student's sense of number with a focus on place value and multiplicative thinking then we will increase the number of students achieving SEA and HB in Maths.

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

We will see Reception students represent and compare patterns using the language and processes of counting; initially to and from 20, including zero.

We will see Year 1 students identify and place numbers represented on a number chart to at least 100, partitioning numbers using place value and developing fluency in skip counting by 2s, 5s and 10s.

We will see Year 2 students group collections up to 1000 in a variety of representations, including halves, quarters and eighths and recognise patterns in number sequences extended to include 3s.

We will see Year 3 students problem solving using addition and subtraction and manipulating numbers to and from 10,000

We will see Year 4 students demonstrate knowledge of facts to 10x10 and choose appropriate strategies for effective problem solving to at least tens of thousands.

We will see Year 5 students problem solving involving the four operations by using a range of strategies.

We will see Year 6 students describe special properties of prime, composite, square and triangular numbers and demonstrate their use in solving everyday problems.


STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Each teacher will introduce technical language when defining and explaining concepts, supported by spaced interleave repetition to consolidate student's understanding of the technical language.	2023	Teachers to implement technical language in their daily reviews Teachers to use Maths Mastery 3 times a week and implement own daily review twice a week based on taught concepts and student needs. Support staff to utilise technical language when working with students. Leaders to walk through 3 times per term to ensure a consistent approach to Maths Mastery	EDI (Student Engagement Norms) ACARA Maths U See/ Maths Australia Maths Mastery Staff Meeting Walk through
Each teacher will identify and share goals for a logical and intentional sequence of learning incorporating Learning Intentions and Success Criteria, so students know what is expected of them to be successful in terms of knowledge, skills and understanding.	2023	Each teacher will work in PLCs to share student goals based on student data. Site leaders to support staff to implement Essential Assessment to develop goals for individual students 3 times a year Teachers will analyse goals with the students in order to set directions Each teacher will work in PLCs to share student goals based on student data.	EDI (Educeri) Essential Assessment Maths Mastery ACARA PLCs








		Directions All teachers will include Learning Intentions and Success Criteria for all math lessons.	
Each teacher will use formative assessment and effective feedback to differentiate learning to support every student to grow in the skills and knowledge of a particular concept, so they move on from their starting points and become more independent learners.	2023	Teachers to use the Australian Curriculum to plan and implement an inclusive, explicit cyclical approach to teaching maths. Teachers can use Curriculum Units of work, Educeri and Essential Assessment to support pedagogy. Teachers must follow an Explicit Direct Instruction approach to teaching maths. Teachers to utilise marathon lessons within Maths Mastery to formatively assess current teaching practice and student outcomes. Teachers to provide evidence of implementation of Essential Assessment Maths Data within PDP	EDI (Educeri) Maths U See/ Maths Australia Educeri Maths Mastery ACARA Essential Assessment White boards / Popsticks
Leaders will ensure shared priorities for classroom practice are collaboratively developed and recorded in a working document that is constantly reviewed, discussed and annotated.	2023 - 2024	Leaders to monitor the implementation of Essential Assessment data through staff PDP. Leadership to establish School Improvement Plan team. Leadership team to consistently review School Improvement plan in collaboration with staff and SIP team.	Leaders to monitor the implementation of Essential Assessment data through staff PDP.
Leaders will design ongoing, professional development to ensure all teachers have high impact teaching strategies and pedagogical knowledge to support students to build on number ideas and concepts.	2023 - 2024	Leaders to organise continued professional learning in Essential Assessment. Leaders to organise professional learning in term 3 for Multi Sensory Maths and Big Ideas in Number. External support (LET, Jacinta & Jacqueline Essential Assessment)	Multi Sensory Maths Essential Maths LET
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Goal 1: To increase the number of students achieving SEA and high bands in Maths.



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 Reception students represent and compare patterns using the language and processes of counting; initially to and from 20, including zero.</p> <p>We will see Year 1 students identify and place numbers represented on a number chart to at least 100, partitioning numbers using place value and developing fluency in skip counting by 2s, 5s and 10s.</p> <p>We will see Year 2 students group collections up to 1000 in a variety of representations, including halves, quarters and eighths and recognise patterns in number sequences extended to include 3s.</p> <p>We will see Year 3 students problem solving using addition and subtraction and manipulating numbers to and from 10,000</p> <p>We will see Year 4 students demonstrate knowledge of facts to 10x10 and choose appropriate strategies for effective problem solving to at least tens of thousands.</p> <p>We will see Year 5 students problem solving involving the four operations by using a range of strategies.</p> <p>We will see Year 6 students describe special properties of prime, composite, square and triangular numbers and demonstrate their use in solving everyday problems.</p>		<p>Leadership walk throughs have observed students manipulating blocks and discussing place value at their appropriate levels.</p> <p>Students bring their work to the office and explain to leadership the process they followed to gain answers to place value questions.</p> <p>Teachers planning and working together. Planning is shared with leadership.</p> <p>Students are manipulating blocks to solve addition and subtraction problems and discovering number facts. Year 6 student engaged in square number facts.</p>	<p>Provide feedback to staff during PDP in term 2.</p> <p>SSOs to work with targeted groups from each class supporting students skill development</p> <p>To be looked at in term 3 Develop intervention for students in both high and low bands. Trial intervention before school and one session during the day.</p> <p>B1 leader will work with teachers to organise peer observations and give feedback.</p> <p>Develop a site wide consistent approach to using multi-sensory tools.</p> <p>Term 3 & 4 focus on upskilling staff in the Big Ideas in Number.</p>
<p>Actions</p>	<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>Each teacher will introduce technical language when defining and explaining concepts, supported by spaced interleave repetition to consolidate student's understanding of the technical language.</p>	<p>Work in progress </p>	<p>All teachers have completed Training and development in the 4 operations with Maths Australia.</p> <p>All teachers have a standard approach to teaching maths.</p>	<p>Term 3 & 4 teacher will engage in Professional learning with a focus on technical language.</p> <p>B1 leaders to develop common language scope and sequence across site</p> <p>Leadership have identified the need to review LI and SC including whole school expectation on the use of LI across the curriculum. AP and Coordinator to support new staff in developing LT and SC after school in fortnightly session, including EDI and Daily Review</p>
<p>Each teacher will identify and share goals for a logical and intentional sequence of learning incorporating Learning Intentions and Success Criteria, so students know what is expected of them to be successful in terms of knowledge, skills and understanding.</p>	<p>Work in progress </p>	<p>All classes have completed Essential Assessment and student have identified goal. The goals are used as a base for One Plans.</p>	<p>B1 leader to deliver staff meetings on Essential Assessment as needed.</p> <p>Use the Dynamic assessment option in Essential Assessment to ensure we meet all students assessment needs particularly the high achieving students.</p>
<p>Each teacher will use formative assessment and effective feedback to differentiate learning to support every student to grow in the skills and knowledge of a particular concept, so they move on from their starting points and become more independent learners.</p>	<p>Work in progress </p>	<p>Maths Mastery is being utilised in years 2-6 supporting formative assessment.</p> <p>My Numeracy used to target specific learning goals to ensure every student is developing their skills in a particular concept.</p>	<p>Continue using Maths Mastery Year 2 using JEMM from term 3</p> <p>Feedback / survey students regarding debugging and supporting their learning. SRC</p>

Leaders will ensure shared priorities for classroom practice are collaboratively developed and recorded in a working document that is constantly reviewed, discussed and annotated.	Work in progress ●	SIP team established and meet 2x per term Leadership visit classes daily identifying priorities and using Sentral to reinforce expectations.	SIP team will provide independent feedback. This will be compared with leadership feedback
Leaders will design ongoing, professional development to ensure all teachers have high impact teaching strategies and pedagogical knowledge to support students to build on number ideas and concepts.	Work in progress ●	Multi-Sensory Maths and the Big Ideas in Number will be a focus. This is revisited / shared / reviewed in PLCs and staff meetings to build and maintain knowledge and motivate teachers.	Staff meetings will be used to develop teacher knowledge of Multi-Sensory Maths Teachers will have identified leaders to go to for support. Leader to identify a group to trial PRIME maths, which supports our current pedagogical approach to maths teaching.
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Goal 1: To increase the number of students achieving SEA and high bands in Maths.



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: Year 3 70% (40/57) students achieve SEA in NAPLAN Year 5 70% (58/84) students achieve SEA in NAPLAN Year 3 20% (12/57) students achieve HB in NAPLAN Year 5 10% (10/84) students achieve HB in NAPLAN	Results towards targets: Year 3 72% (41/57) students achieved SEA in NAPLAN Year 5 76% (63/84) students achieved SEA in NAPLAN Year 3 23% (13/57) students achieved HB in NAPLAN Year 5 11% (10/84) students achieved HB in NAPLAN
SIP Template 2022-2024 If we provide a consistent daily timetabled sequential Explicit Direct Instruction structure to maths with embedded daily reviews that develop student's sense of number with a focus on place value and multiplicative thinking then we will increase the number of students achieving SEA and HB in Maths.	Evidence - has this made an impact? Yes A consistent approach to the use of Student Engagement Norms (EDI) Maths Mastery delivered consistently 3 times per week

Success Criteria:

We will see Reception students represent and compare patterns using the language and processes of counting; initially to and from 20, including zero.

We will see Year 1 students identify and place numbers represented on a number chart to at least 100, partitioning numbers using place value and developing fluency in skip counting by 2s, 5s and 10s.

We will see Year 2 students group collections up to 1000 in a variety of representations, including halves, quarters and eighths and recognise patterns in number sequences extended to include 3s.

We will see Year 3 students problem solving using addition and subtraction and manipulating numbers to and from 10,000

We will see Year 4 students demonstrate knowledge of facts to 10x10 and choose appropriate strategies for effective problem solving to at least tens of thousands.

We will see Year 5 students problem solving involving the four operations by using a range of strategies.

We will see Year 6 students describe special properties of prime, composite, square and triangular numbers and demonstrate their use in solving everyday problems.

Evidence - did we improve student learning? how do we know?

Student learning was improved using a Multi-Sensory approach to teaching Maths (Maths Australia)

The Maths Mastery scope and sequence and consistent approach to delivery.

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?

2023 will see the trial of PRIME Year 4 to Year 6, adding Multi-Sensory Maths approach. All classes Yr1 to Yr6 will use the Essential Assessment platform to formatively and summatively assess their students with Number and Place value pre and post assessment being consistently completed across the site. Maths Mastery has been successfully embedded in to teacher practise in Yr2 to Yr6. Numeracy coordinator will develop an intervention programme based around Multi-Sensory Maths.

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?

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Staff awareness and development of strategies is paramount to effective implementation of Improvement Planning. "When staff know better we do better".

We have kept parents informed through Governing Council, Newsletter and Class Dojo.

Student knowledge has been developed to support their understanding of strategies used to impact their learning. They are able to articulate learning Intentions for a majority of their lessons.

Student feedback was gathered through Student Voice.

 **STEP 1 Analyse and Prioritise**

<p>Goal 2: To increase the number of students achieving SEA and high bands in reading</p>		<p>ESR Directions: Direction 1: Transfer the Pedagogical & Curriculum practices in Reading into other areas of the curriculum Direction 2: To ensure seamless transition points for all learners, develop & embed whole-school pedagogical coherence particularly with English & Mathematics in the first instance. Direction 3: To meet the learning needs of all students, implementing approaches that integrate & effectively embed formative assessment & feedback cycle to drive pedagogical improvement in planning and instruction.</p>	
<p>Target 2022: Year 1 80% (40/50) students achieve 28 or more in the Phonics Screening Check Year 3 80% (46/57) students achieve SEA in NAPLAN Year 5 80% (67/84) students achieve SEA in NAPLAN Year 3 35% (20/57) students achieve HB in NAPLAN Year 3 30% (29/84) students achieve HB in NAPLAN</p>	<p>2023: Year 1 82% (31/38) students achieve 28 or more in the Phonics screening Check Year 3 82% (36/44) students achieve SEA in NAPLAN Year 5 78% (44/57) students achieve SEA in NAPLAN Year 3 35% (15/44) students achieve HB in NAPLAN Year 5 35% (20/57) students achieve HB in NAPLAN</p>	<p>2024: Year 1 80% () students achieve 28 or more in the Phonics Screening Check Year 3 80% () students achieve SEA in NAPLAN Year 5 80% () students achieve SEA in NAPLAN Year 3 35% () students achieve HB in NAPLAN Year 3 30% () students achieve HB in NAPLAN</p>	

 **STEP 2 Challenge of practice**

Challenge of Practice:
 If we Provide a consistent daily timetabled sequential Explicit Direct Instruction structure to reading, integrating the Simple View of Reading with embedded daily reviews (with a focus on phonics and comprehension) we will increase the number of students achieving SEA and HB in reading.


Student Success Criteria (what students know, do, and understand):
 We will see students in Reception recognise and generate rhyming words, alliteration patterns, syllables and phonemes in spoken words.
 We will see students in year 1 manipulate phonemes in spoken works by adding, deleting and substituting initial, medial and final phonemes to generate new words.
 We will see students in year 2 use most letter-sound matches when reading and writing words that are 1 or more syllables. These include vowel digraphs, less common long vowel patterns, letter clusters, and silent letters.
 We will see students in year 3 making connections between personal experiences and text, discuss how language is used to describe characters, events and settings.
 We will see students in year 4 use comprehension strategies to analyse information and integrate and link ideas from a variety of print and digital sources.
 We will see students in year 5 use comprehension strategies to analyse information, integrating and linking ideas from a variety of text.
 We will see students in year 6 analyse how text structure and language features work together to meet the purpose of the text in imaginative, informative, persuasive and response texts.





 **STEP 3 Plan actions for improvement**










Actions	Timeline	Roles & Responsibilities	Resources
<p>Each teacher will use student engagement norms and formative assessment processes that identify what learners know, understand and can do, prior to and during the learning, and use this information to inform and adjust next teaching steps.</p>	<p>2022-2023</p>	<p>Teachers to use the Australian Curriculum to plan and implement an inclusive, explicit, multi-sensory reading program. Teachers to use AVPS grapheme and morpheme scope and Sequences Teachers must follow an Explicit Direct Instruction approach to teaching reading. Teachers can use EDUCERI to support pedagogy. Based on DIBELS assessment, teachers to analyse data and work within PLCs to incorporate daily reviews (graphemes, morphemes, vocabulary, and comprehension). Teachers to provide evidence of implementation of Daily Reviews and OG lessons within PDPs.</p>	<p>DIBELS Engagement Norms Phonics Check White boards / Pop sticks Literacy Coordinator EDUCERI Essential Assessment Literacy 3-6</p>

		Teachers to provide literacy coordinator with DIBELS assessment data 3 times per year. Literacy coordinator to provide leadership with collated DIBELS data three times per year. Leaders to review DIBELS data set with teachers within PDPs. Teachers to use classroom support to target learning for at risk students not attending intervention. Literacy coordinator to provide resources.	
Each teacher will explicitly teach and model within context, the core comprehension skills required to apply to independent reading, including predicting, connecting, inferring, questioning, visualisation and summarising.	2023	Literacy Coordinator to organise high impact Professional Learning such as The Writing Revolution (TWR). Literacy Coordinator to support teacher planning in PLCs during shared NIT twice a term. Teachers to follow AVPS TWR scope and Sequence (term 2) Teachers must follow an Explicit Direct Instruction approach to teaching comprehension, utilising TWR. Year 1 to trial DfE units of work	Guide books DIBELS Phonics Check PLC Literacy Coordinator The Writing Revolution DfE Units of work
Each teacher will respond to individual learning needs to direct the next step by developing personal goals in either decoding, fluency or comprehension skills.	2023	Leaders to review DIBELS data set with teachers within PDPs. Teachers to use classroom support to target learning for at risk students not attending intervention. Literacy coordinator to provide resources. Teachers to set individual goals with students Literacy Essential Assessment Years 3 to 6	DIBELS Essential Assessment
Leaders will ensure shared priorities for classroom practice are collaboratively developed and recorded in a working document that is constantly reviewed, discussed and annotated.	2023	Leaders to monitor the implementation of The Writing Revolution Scope and Sequence and DIBELS data through staff PDP. Leadership to establish School Improvement Plan team. SIP team to consistently review School Improvement plan in collaboration with staff.	DIBELS The Writing Revolution sequence Literacy Agreements
Leaders will design ongoing professional development to ensure all teachers have high impact teaching strategies and pedagogical knowledge to support students.	2023	Leaders to explore Phonics based programs Literacy Coordinator to organise Professional Learning within The Writing Revolution Literacy Coordinator to monitor teachers implementation of the TWR through PLCs External support (LET)	Literacy Coordinator Leaders LET
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Goal 2: To increase the number of students achieving SEA and high 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?
We will see students in Reception recognise and generate rhyming words, alliteration patterns, syllables and phonemes in spoken words. We will see students in year 1 manipulate phonemes in spoken works by adding, deleting and substituting initial, medial and final phonemes to generate new words.	 90% embedded	Reception students have accessed PASM testing. Classroom SSO support is dedicated to students struggling with phonemic awareness using 1 minute activities 3 x per week.	Students will be retested at the end of term 2 Year 1 and 2 teachers to continue working with Lit Coordinator Year 1-2 teachers to utilise classroom SSOs to target grapheme and phonological deficits

<p>We will see students in year 2 use most letter-sound matches when reading and writing words that are 1 or more syllables. These include vowel digraphs, less common long vowel patterns, letter clusters, and silent letters.</p> <p>We will see students in year 3 making connections between personal experiences and text, discuss how language is used to describe characters, events and settings.</p> <p>We will see students in year 4 use comprehension strategies to analyse information and integrate and link ideas from a variety of print and digital sources.</p> <p>We will see students in year 5 use comprehension strategies to analyse information, integrating and linking ideas from a variety of text.</p> <p>We will see students in year 6 analyse how text structure and language features work together to meet the purpose of the text in imaginative, informative, persuasive and response texts.</p>	 90% embedded	<p>All year 1 students have engaged in the Year 1 Phonic test and PAST. Identified students will be supported by intervention teachers and SSOs.</p> <p>All teachers have had an initial meeting with literacy Coordinator to discuss student's Dibles results and planned how teachers will support each student.</p> <p>Leadership have observed Heggarty being used in classrooms.</p> <p>Students R-6 have been assessed using DIBLES and appropriate intervention implemented.</p> <p>Classroom teachers are progress monitoring students not at standard</p> <p>Comprehension skills being taught in small targeted literacy rotation groups year 3-6</p>	<p>Students in intervention will be tracked and monitored through progress monitoring. Progress will be plotted on spread sheet for each student.</p>
<p style="text-align: center;">Actions</p>	 90% embedded  Needs attention/work in progress  Not on track	<p style="text-align: center;">Evidence</p> <p style="text-align: center;">Are we doing what we said we would do?</p> <p style="text-align: center;">Are we improving student learning?</p> <p style="text-align: center;">How do we know which actions have been effective?</p>	<p style="text-align: center;">What are our next steps?</p> <p style="text-align: center;">Potential adjustments?</p>
<p>Each teacher will use formative assessment processes that identify what learners know, understand and can do, prior to and during the learning, and use this information to inform and adjust next teaching steps.</p>	 90% embedded	<p>Leadership observe teachers using white boards and pop sticks on daily walk throughs.</p>	<p>SSO planning document to be trialled by year 1 and 2 teachers Targeted literacy planning overview to be trialled by year 1-2 teachers.</p> <p>In 2023 Class Room SSO support to be targeted by Leadership group</p>
<p>Each teacher will explicitly teach and model within context, the core comprehension skills required to apply to independent reading, including predicting, connecting, inferring, questioning, visualisation and summarising.</p>	 90% embedded	<p>B1 Leader to further investigate how teachers are covering comprehension skills in particular inferring and predicting.</p>	<p>Essential Assessment Literacy component to be trialled with a small group of teachers. end of term 2.</p> <p>In 2023 Essential Assessment Literacy will be utilised to create individual Literacy Goals for all students Years 3 -6.</p>
<p>Each teacher will respond to individual learning needs to direct the next step by developing personal goals in either decoding, fluency or comprehension skills.</p>	 90% embedded	<p>B1 leader to work in collaboration with classroom teacher to plan target learning using Literacy block expectation document.</p>	<p>Reading achievement spread sheet. To be implemented in term 2 R-6 to be used during Dibles testing.</p> <p>Focus on inferring and predicting in term 2 In 2023 Teachers in Years 1 to 6 to trial Literacy Block document created by Literacy Coordinator</p>
<p>Leaders will ensure shared priorities for classroom practice are collaboratively developed and recorded in a working document that is constantly reviewed, discussed and annotated.</p>	 90% embedded	<p>Individual Literacy Goals and expectations will be shared at PDP meeting.</p>	<p>PDP meeting in term 2</p>
<p>Leaders will design ongoing professional development to ensure all teachers have high impact teaching strategies and pedagogical knowledge to support students.</p>	 90% embedded	<p>B1 leaders working alongside teacher new to the school. Staff meetings will be used to analyse data, Writing Revolution and spread sheets.</p>	<p>B1 Leaders to support teachers during NIT to analyse data.</p>

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Goal 2: To increase the number of students achieving SEA and high 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: Year 1 80% (40/50) students achieve 28 or more in the Phonics Screening Check Year 3 80% (46/57) students achieve SEA in NAPLAN Year 5 80% (67/84) students achieve SEA in NAPLAN Year 3 35% (20/57) students achieve HB in NAPLAN Year 3 30% (29/84) students achieve HB in NAPLAN</p>	<p>Results towards targets: Year 1 84% of students achieved 28 or more in Phonics screening check, 2 absent 1 withdrawn Year 3 79% of students achieved SEA or above. 42 out of 53 students Year 3 32% of students achieved high bands 17 out of 53 Year 5 80% of students achieved SEA or above 65 out of 82 Year 5 24% of students achieved high bands 20 out of 82</p>
<p>Challenge of Practice: If we Provide a consistent daily timetabled sequential Explicit Direct Instruction structure to reading, integrating the Simple View of Reading with embedded daily reviews (with a focus on phonics and comprehension) we will increase the number of students achieving SEA and HB in reading.</p>	<p>Evidence - has this made an impact?</p> <p>Yes. A systematic synthetic phonics program implemented from reception to year 3 has seen a large increase in students achieving SEA. Less students are requiring literacy intervention R-3 Students in year 4 to 6 still accessing intervention due to lack of phonics instruction in their previous years. Explicit tier 1 teaching of Vocab and background knowledge is enabling students to comprehend.</p>
<p>Success Criteria – did we improve student learning? We will see students in Reception recognise and generate rhyming words, alliteration patterns, syllables and phonemes in spoken words. We will see students in year 1 manipulate phonemes in spoken works by adding, deleting and substituting initial, medial and final phonemes to generate new words. We will see students in year 2 use most letter-sound matches when reading and writing words that are 1 or more syllables. These include vowel digraphs, less common long vowel patterns, letter clusters, and silent letters. We will see students in year 3 making connections between personal experiences and text, discuss how language is used to describe characters, events and settings. We will see students in year 4 use comprehension strategies to analyse information and integrate and link ideas from a variety of print and digital sources. We will see students in year 5 use comprehension strategies to analyse information, integrating and linking ideas from a variety of text. We will see students in year 6 analyse how text structure and language features work together to meet the purpose of the text in imaginative, informative, persuasive and response texts.</p>	<p>Evidence - did we improve student learning? how do we know?</p> <p>Our end of Year Accedience data for receptions indicate 7/38 students 18% are below benchmark. 6/38 students are accessing phonics extension with a focus on writing. 59 % of year Ones students are at or above benchmark with phonemic awareness testing. 80% of Year 2 students have consolidated knowledge of of the advanced alphabetic code and are developing morphemic knowledge</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?

2023 will see the roll out of the Writing Revolution which encompasses a core focus on embedded grammar instruction. All year levels will be required to incorporate comprehension strategies in their daily literacy block. Systematic Synthetic Phonics is embedded in all Junior primary classes which has had the biggest impact on literacy growth for all students R-3. 2022 saw the introduction of extension Intervention for selected high achieving Reception students. The Literacy coordinator will continue to work with high achieving Year 1 students in 2023. Spelling Mastery and the introduction of morphology has shown growth for students in years 3 – 6. 2023 will see the introduction of extension spelling with a focus on etymology.

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?

Staff awareness and development of strategies is paramount to effective implementation of Improvement Planning. "When staff know better we do better".

We have kept parents informed through Governing Council, Newsletter and Class Dojo.

Student knowledge has been developed to support their understanding of strategies used to impact their learning. They are able to articulate learning Intentions for a majority of their lessons.

STEP 1 Analyse and Prioritise

Goal 3: Click or tap here to enter text.		ESR Directions: Direction 1: Transfer the Pedagogical & Curriculum practices in Reading into other areas of the curriculum Direction 2: To ensure seamless transition points for all learners, develop & embed whole-school pedagogical coherence particularly with English & Mathematics in the first instance. Direction 3: To meet the learning needs of all students, implementing approaches that integrate & effectively embed formative assessment & feedback cycle to drive pedagogical improvement in planning and instruction.	
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.	

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.

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.
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: Click or tap here to enter text.



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: Click or tap here to enter text.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>SIP Template 2022-2024 Click or tap here to enter text.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? Click or tap here to enter text.</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>	

