

2022 - 2024

2023 School Improvement Plan for One Tree Hill Primary School

Site Number:

[Click or tap here to enter text.](#)



Vision Statement:

One Tree Hill Primary School is a place where everyone is a learner. Students have access to a high quality curriculum and challenging learning. Staff value collaboration and improvement to benefit the learning of all students. We work together and we learn together. Student learning is everyone's business.



Government of South Australia

Department for Education

2022 - 2024

2023 School Improvement Plan for One Tree Hill Primary School

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.

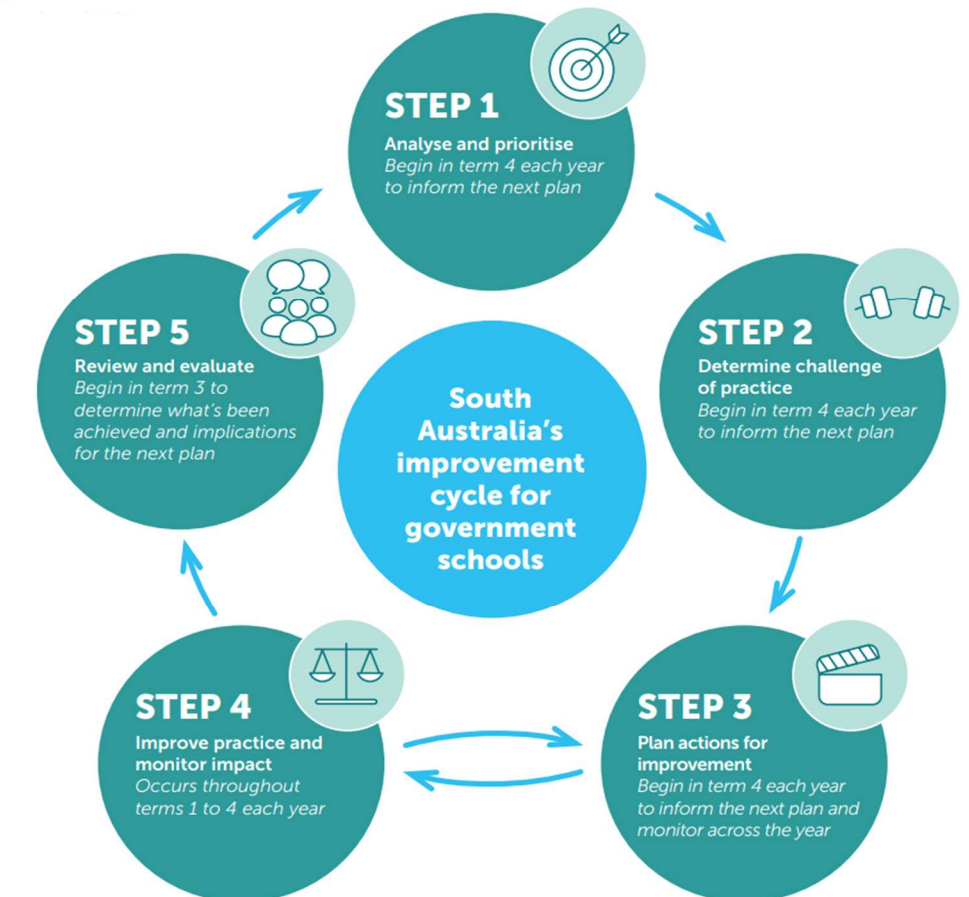
- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (16 December 2022).
- Once approved, copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council 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: One Tree Hill Primary School

Goal 1: Mathematics: Increase the number of students in the higher bands through student mastery of year level content knowledge.

ESR Directions:

1. Strengthen self-review processes that regularly monitor impact, through PLCs and SIP teams, to ensure rigorous implementation of the challenges of practice and whole-school agreements in quality teaching and learning programs.
2. Increase the number of students achieving SEA and HB by strengthening teachers' capacity to design rich learning tasks that integrate learning intentions and success criteria to ensure differentiation, intellectual stretch and challenge is part of daily learning.
3. Develop student agency by regularly sharing assessment with students and embedding timely formative assessment and feedback practices that enable students to benchmark their learning and become self-drivers in their own improvement.

Achievement towards Goal in 2022:

END OF YEAR A-E GRADES

- 84% of year 6 students (22/26) achieved C or higher in their end of year report.
- 38% of year 6 students (10/26) achieved higher band grades in their end of year report.
- 70% of year 5 students (22/31) achieved C or higher in their end of year report.
- 22% of year 5 students (7/31) achieved higher band grades in their end of year report.
- 95% of year 4 students (21/22) achieved C or higher in their end of year report.
- 50% of year 4 students (7/22) achieved higher band grades in their end of year report.
- 65% of year 3 students (29/43) achieved C or higher in their end of year report.
- 30% of year 3 students (12/43) achieved higher band grades in their end of year report.

Target 2023:

65% of year 3 students (21/35) will achieve SEA in NAPLAN Mathematics
 76% of year 5 students (16/21) will achieve SEA in NAPLAN Mathematics

 76% of year 4 students (33/43) will achieve SEA in PAT Mathematics
 73% of year 6 students (17/23) will achieve SEA in PAT Mathematics

2024:

70% of year 3 students (21/35) will achieve SEA in NAPLAN Mathematics
 80% of year 5 students (16/21) will achieve SEA in NAPLAN Mathematics

 80% of year 4 students (33/43) will achieve SEA in PAT Mathematics
 80% of year 6 students (17/23) will achieve SEA in PAT Mathematics

 **STEP 2 Challenge of practice**

Challenge of Practice:

If we implement a challenging, well sequenced curriculum in mathematics, providing frequent opportunities for students to reason and explain their thinking, the proportion of students achieving highly in mathematics will increase.

 **STEP 3 Plan actions for improvement**

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

- Students use their knowledge in familiar and unfamiliar situations to formulate and solve problems involving the four operations using a range of strategies.
- Check the reasonableness of answers using estimation and rounding
- Plan how they are going to approach a problem
- Increasingly generalise about number properties and results from calculations
- Explain their mathematical thinking e.g. why something is always, sometimes or never true


How and when will this be monitored, tracked and measured?

- Student Chats each term – 4 students from each class to complete a problem with leadership or PLC teacher
- Classroom walkthroughs – asking questions of learners while doing walkthroughs
- PLC tracking and monitoring (Booker Building Numeracy assessment)

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
<p>NUMBER TALKS Teachers will support their students to develop number sense by introducing short (5-10 minute) daily number talks. This includes making decisions about where number talks fit into Mathematics in the day.</p>	<ul style="list-style-type: none"> Term 1 – ongoing PLC meetings 3 x term 2 	<p>Each teacher will...</p> <ul style="list-style-type: none"> Gather resources of mathematical problems to share/use Use Department maths chats resources as they come out R-2 teachers trial Math Chat resources for appropriate year level Agree to where maths chats fit into the sequences of learning across the week Commit to providing students with regular opportunities for quality number talks <p>Each leader will...</p> <ul style="list-style-type: none"> Organise and facilitate regular PLC meeting times (3 per term) Facilitate whole school staff meeting around maths chats and demonstrate in classrooms where necessary Release teacher for the purpose of peer observation of productive struggle 	<ul style="list-style-type: none"> Maths Chats from units of work R-2 Daily Maths Chats resources Jo Boaler / YouCubed Number talks resource Stretch guidebook. NAPLAN Questions White Rose Staff meeting time for PLCs
<p>PRODUCTIVE STRUGGLE Teachers will provide challenging tasks in the classroom that support productive struggle.</p>	<ul style="list-style-type: none"> Term 1 onwards as set in PLC 	<p>Each teacher will...</p> <ul style="list-style-type: none"> Plan and implement challenging tasks that allow for productive struggle and support mathematical thinking using various resources Engage in book looks and student chats to check for challenging tasks and productive struggle <p>Each leader will...</p> <ul style="list-style-type: none"> Provide resources around productive struggle Release teachers for the purpose of peer observation of productive struggle 	<ul style="list-style-type: none"> Dan Finkel video series Orbis 2021 resources DfE Units of Work Teaching Student-Centred Mathematics 3-5. <i>Van de Walle et al</i> Maintaining momentum guidebook Staff meeting time for PLCs
<p>PROFESSIONAL LEARNING COMMUNITIES Teachers will participate in a PLC focused on Mathematics. The PLCs will set learning sprints and use data to track improvement. PLCs will be facilitated by our maths lead teachers who will be supported by leadership and the curriculum lead.</p>	<ul style="list-style-type: none"> Establish Week 6, Term 1 Term 2 onwards meet 2x a term 	<p>Each teacher will...</p> <ul style="list-style-type: none"> Participate in a mathematics PLC Commit to collecting and analysing common data sets to track student improvement Trial resources and pedagogy as part of a learning sprint agreed in the PLC <p>Each leader will...</p> <ul style="list-style-type: none"> Create PLC structures, appoint maths leads and set times for PLCs to meet Meet with and support maths leads to facilitate PLCs Provide resources to support PLC structures, data collection and learning sprints. Organise for maths leads to be involved in 	<ul style="list-style-type: none"> Staff meeting time for PLCs Site PLC learning sprint recording template DuFour PLC at work resource Fisher et al Teacher Clarity Playbook Booker – Building Numeracy assessment Partnership Peer Support group Curriculum Lead
<p>COLLABORATIVE MODERATION Teachers will engage in collaborative moderation processes to ensure validity and consistency in allocating grades. Particular focus will be given to: 1) Students who have HB targets in Mathematics: What evidence do we have for A and B grades? 2) Students who are achieving D grades, but have C targets in Mathematics: What evidence do we need for them to achieve a C grade?</p>	<ul style="list-style-type: none"> Term 2 staff meeting – collaborative moderation Term 4 staff meeting – collaborative moderation 	<p>Each teacher will...</p> <ul style="list-style-type: none"> Maintain student work books as evidence of mathematical learning. Maintain all other tracking and assessment records for mathematical learning. Be familiar with relevant Achievement Standards for their year levels. Engage in whole school collaborative moderation processes. Some teachers will trial the use of Teams Class Notebook to store digital evidence of learning <p>Each leader will...</p> <ul style="list-style-type: none"> Organise and facilitate 1 Staff meeting a term for collaborative moderation. Facilitate whole school processes and resources for collaborative moderation 	<ul style="list-style-type: none"> Partnership moderation resources and recording sheets Australian Curriculum placemats Student work books 1 staff meeting each term

<p>CURRICULUM PLANNING Teachers will collaboratively plan curriculum to ensure consistent and cyclic learning sequences. This includes mapping the curriculum across the year and each term, as well as making informed agreements about what Mathematics learning looks like in each classroom across the week.</p>	<ul style="list-style-type: none"> Initial curriculum planning to start end of term 4 2022. Week 0 planning session 	<p>Each teacher will...</p> <ul style="list-style-type: none"> Commit to planning mathematics collaboratively with their team teacher Create and document curriculum planning across the year, term and week Use available student data to support planning <p>Each leader will...</p> <ul style="list-style-type: none"> Organise planning time in week 0 for year level planning session Organise and facilitate regular planning meeting times (3 per term) Provide resources to support planning 	<ul style="list-style-type: none"> DfE Units of Work: Mathematics DfE Curriculum planning and audit tools Teaching Student-Centred Mathematics 3-5. <i>Van de Walle et al</i> Curriculum Year Level Tracker Staff meeting time for PLCs and Planning Teams
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Each teacher will...</p> <p>Each leader will...</p>	<p>Click or tap here to enter text.</p>

 **STEP 1 Analyse and Prioritise**
Site name: One Tree Hill Primary School

<p>Goal 2: READING: Improve student reading outcomes at high bands across the school by creating a consistent and rigorous whole school approach including reading and responding to quality, challenging texts.</p>	<p>ESR Directions:</p> <ol style="list-style-type: none"> Strengthen self-review processes that regularly monitor impact, through PLCs and SIP teams, to ensure rigorous implementation of the challenges of practice and whole-school agreements in quality teaching and learning programs. Increase the number of students achieving SEA and HB by strengthening teachers' capacity to design rich learning tasks that integrate learning intentions and success criteria to ensure differentiation, intellectual stretch and challenge is part of daily learning. Develop student agency by regularly sharing assessment with students and embedding timely formative assessment and feedback practices that enable students to benchmark their learning and become self-drivers in their own improvement. 	
<p>Achievement towards Goal in 2022:</p> <ul style="list-style-type: none"> 72% of year 1 students (29 out of 40 students) achieved SEA (28/40) or better in Phonics Screening Check in Term 3. 88% of year 6 students (23 out of 26 students) to achieve C (grade) or better in English for their end of year report. 23% of year 6 students (6 out of 26 students) to achieve HB (grade) in English for their end of year report. 77% of year 5 students (24 out of 31 students) to achieve C (grade) or better in English for their end of year report. 51% of year 5 students (16 out of 31 students) to achieve HB (grade) in English for their end of year report. 85% of year 4 students (24 out of 28 students) to achieve C (grade) or better in English for their end of year report. 60% of year 4 students (17 out of 28 students) to achieve HB (grade) in English for their end of year report. 	<p>Target 2023:</p> <ul style="list-style-type: none"> 80% of year 1 students (27 out of 33 students) will achieve SEA (28/40) or better in Phonics Screening Check in term 3. 71% of year 3 students (25/35 students) will achieve SEA in NAPLAN Reading 71% of year 5 students (15/21 students) will achieve SEA in NAPLAN Reading 83% of year 4 students (36/43 students) will achieve SEA in PAT R 86% of year 6 students (20/23 students) will achieve SEA in PAT R 	<p>2024:</p> <ul style="list-style-type: none"> 85% of year 1 students will achieve SEA (28/40) or better in Phonics Screening Check in term 3 75% of year 3 students will achieve SEA in NAPLAN Reading 75% of year 5 students will achieve SEA in NAPLAN Reading 85% of year 4 students will achieve SEA in PAT R 90% of year 6 students will achieve SEA in PAT R

<ul style="list-style-type: none"> 86% of year 3 students (38 out of 44 students) to achieve C (grade) or better in English for their end of year report. 31% of year 3 students (14 out of 44 students) to achieve HB (grade) in English for their end of year report. 		
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 **STEP 2 Challenge of practice**

Challenge of Practice:
 If we embed a consistent and rigorous reading program from R-6 that includes challenging texts in shared, guided, and independent reading contexts, drawing on close reading strategies, achievement at higher bands will improve.

 **STEP 3 Plan actions for improvement**

<p>Student Success Criteria (what students know, do, and understand):</p> <ul style="list-style-type: none"> Students use phonic knowledge as a primary strategy for decoding text. Students read with increasing, and developmentally appropriate, fluency. Students read and respond verbally and in written form to challenging texts at their year level standard. Students self-monitor when reading and identify their next step to improve. They are able to articulate their reading goals they have set with the teacher. 	<p>How and when will this be monitored, tracked and measured?</p> <ul style="list-style-type: none"> InitialLit tracking and monitoring every 5 weeks Dibels ORF Assessment Student chats and book looks Formative assessment and guided reading check ins
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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
<p>READING PROGRAM Continue to implement a systematic synthetic phonics program in all R-2 classes.</p> <p>Strengthen the reading program to ensure students are regularly engaged in independent, shared and guided reading practices with high quality literature and factual texts.</p>	<ul style="list-style-type: none"> Term 2 Term 3 	<p>Click or tap here to enter text.</p> <p>Each teacher will...</p> <ul style="list-style-type: none"> R- 2 Continue to implement InitialLit as primary reading program. Ensure they are covering the Big 6 of reading robustly in their program. Commit to planning English collaboratively with their team teacher. Implement a reading program that features a variety of high quality texts. Draw on the Department Units of Work as a primary resource. <p>Each leader will...</p> <ul style="list-style-type: none"> Coordinate peer observations Release teachers to do peer observations. Ensure teacher have resources for InitialLit groups. 	<ul style="list-style-type: none"> InitialLit Resources Department Units of Work: English PETAA text teacher resources
<p>TRACKING AND MONITORING Teachers will track and monitor student progress every 5 weeks to inform grouping and teaching. Teachers will meet 2 times a term in planning teams to discuss student progress. Decisions will be made about student groupings, intervention and targeted teaching including SSO support.</p> <p>All students in years 2-6 will be assessed with the Dibels ORF assessment this year. Starting with Year 2 students in term 1 and then year 3-6 in year 2.</p>	<ul style="list-style-type: none"> Term 1-4 – R-2 InitialLit tracking plan together. Term 1 – year 2 teachers – Dibels ORF 	<p>Click or tap here to enter text.</p> <p>Each teacher will...</p> <ul style="list-style-type: none"> Use InitialLit tracking reviews and screeners with all students. Share data and engage in PLC meetings to look at student progress. Use tracking and monitoring data to inform teaching in the classroom. Year 2 teachers to train and administer <p>Each leader will...</p> <ul style="list-style-type: none"> Provide teachers with release time 1 day per term to conduct InitialLit Cumulative reviews. Facilitate PLC meetings. 	<ul style="list-style-type: none"> InitialLit Resources MiniLit Resources 3 x staff meeting per term for PLCs Building Foundations Guidebook Dibels ORF assessment Dibels ORF training modules on Plink

		<ul style="list-style-type: none"> Oversee InitialLit groupings and Intervention. Provide face to face teaching for 1 InitialLit group. 	<ul style="list-style-type: none"> EMS - Frog Data Platform 1 PLC meeting each term
<p>TEXTS Children should practise the phonics skills they are learning using decodable texts. Teachers will use decodable texts to support the teaching of phonics in the classroom and for home readers. Teachers make agreements about the consistent use of Decodable texts and when students transition to levelled text.</p>	<p>Click or tap here to enter text.</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> F- Year 2 Continue to implement InitialLit as primary reading program. Ensure they are covering the Big 6 of reading robustly in their program. Ensure there is daily writing instruction. Commit to planning English collaboratively with their team teacher. Implement a reading program that features a variety of high quality texts. <p>Each leader will...</p> <ul style="list-style-type: none"> Continue to resource R-1 classrooms with decodable readers Create a school agreement and parent information resource about decodable readers 	<ul style="list-style-type: none"> InitialLit Resources SPELD decodable readers Building Foundations Guidebook decodable texts (PDF 1.8MB)
<p>CLOSE READING Teachers will use close reading strategies and dialogic practice in guided reading sessions. Comprehension strategies should be included into reading processes to allow students to access increasingly complex texts. These strategies include the close reading of a text where teachers and students go deeper into comprehension through repeated readings of the same text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p> <p>Each teacher will...</p> <ul style="list-style-type: none"> Implement close reading strategies in guided reading sessions <p>Each leader will...</p> <ul style="list-style-type: none"> Facilitate whole school staff meeting on close reading strategies and dialogic practice to build shared understanding Provide resources to support planning Demonstrate or release teachers for peer observation where necessary 	<p>Click or tap here to enter text.</p>
<p>COLLABORATIVE MODERATION Teachers will engage in collaborative moderation processes to ensure validity and consistency in allocating grades. Particular focus will be given to:</p> <ul style="list-style-type: none"> Students who have HB targets in English: What evidence do we have for A and B grades? Students who are achieving D grades, but have C targets in English: What evidence do we need for them to achieve a C grade? 	<ul style="list-style-type: none"> Term 2 staff meeting – collaborative moderation Term 4 staff meeting – collaborative moderation 	<p>Click or tap here to enter text.</p> <p>Each teacher will...</p> <ul style="list-style-type: none"> Maintain student work books as evidence of English learning. Maintain all other tracking and assessment records for English Learning. Be familiar with relevant Achievement Standards for their year levels. Engage in whole school collaborative moderation, and partnership external moderation processes. <p>Each leader will...</p> <ul style="list-style-type: none"> Organise and facilitate 1 Staff meeting a term for collaborative moderation. Facilitate whole school processes and resources for collaborative moderation. 	<ul style="list-style-type: none"> Partnership moderation resources and recording sheets Australian Curriculum placemats Student work books 1 staff meeting each term
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Each teacher will</p> <p>Each leader will...</p>	<p>Click or tap here to enter text.</p>

 **STEP 1 Analyse and Prioritise**

Site name: One Tree Hill Primary School

Goal 3: Click or tap here to enter text.

ESR Directions:

1. Strengthen self-review processes that regularly monitor impact, through PLCs and SIP teams, to ensure rigorous implementation of the challenges of practice and whole-school agreements in quality teaching and learning programs.

- 2. Increase the number of students achieving SEA and HB by strengthening teachers' capacity to design rich learning tasks that integrate learning intentions and success criteria to ensure differentiation, intellectual stretch and challenge is part of daily learning.
- 3. Develop student agency by regularly sharing assessment with students and embedding timely formative assessment and feedback practices that enable students to benchmark their learning and become self-drivers in their own improvement.

Achievement towards Goal in 2022:
Click or tap here to enter text.

Target 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.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):
Click or tap here to enter text.

How will this be monitored, tracked and measured?
Click or tap here to enter text.

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
Click or tap here to enter text.	Click or tap here to enter text.	<p>Each teacher will...</p> <p>Each leader will...</p>	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	<p>Each teacher will...</p> <p>Each leader will...</p>	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	<p>Each teacher will...</p> <p>Each leader will...</p>	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	<p>Each teacher will...</p> <p>Each leader will...</p>	Click or tap here to enter text.

<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Each teacher will... Each leader will...</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Each teacher will... Each leader will...</p>	<p>Click or tap here to enter text.</p>

2022 - 2024

2023 School Improvement Plan for One Tree Hill Primary School


Step 4 – Improve practice and monitor impact

Step 5 – Review and evaluate

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: Mathematics: Increase the number of students in the higher bands through student mastery of year level content knowledge.

 **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		



<ul style="list-style-type: none"> Students use their knowledge in familiar and unfamiliar situations to formulate and solve problems involving the four operations using a range of strategies. Check the reasonableness of answers using estimation and rounding Plan how they are going to approach a problem Increasingly generalise about number properties and results from calculations Explain their mathematical thinking e.g. why something is always, sometimes or never true 	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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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?
NUMBER TALKS Teachers will support their students to develop number sense by introducing short (5-10 minute) daily number talks. This includes making decisions about where number talks fit into Mathematics in the day.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
PRODUCTIVE STRUGGLE Teachers will provide challenging tasks in the classroom that support productive struggle.	22/08 Work in Progress	Click or tap here to enter text.	Click or tap here to enter text.
PROFESSIONAL LEARNING COMMUNITIES Teachers will participate in a PLC focused on Mathematics. The PLCs will set learning sprints and use data to track improvement. PLCs will be facilitated by our maths lead teachers who will be supported by leadership and the curriculum lead.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
COLLABORATIVE MODERATION Teachers will engage in collaborative moderation processes to ensure validity and consistency in allocating grades. Particular focus will be given to: 1) Students who have HB targets in Mathematics: What evidence do we have for A and B grades? 2) Students who are achieving D grades, but have C targets in Mathematics: What evidence do we need for them to achieve a C grade?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<p>CURRICULUM PLANNING Teachers will collaboratively plan curriculum to ensure consistent and cyclic learning sequences. This includes mapping the curriculum across the year and each term, as well as making informed agreements about what Mathematics learning looks like in each classroom across the week.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>


Goal 2: READING: Improve student reading outcomes at high bands across the school by creating a consistent and rigorous whole school approach including reading and responding to quality, challenging texts.





 **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?

<p>Student Success Criteria</p>	<p>  Yes  Needs attention/work in progress  Not on track </p>	<p>Evidence Are we improving student learning? How are we tracking against our student success criteria?</p>	<p>What are our next steps? Potential adjustments?</p>
<ul style="list-style-type: none"> Students use phonic knowledge as a primary strategy for decoding text. Students read with increasing, and developmentally appropriate, fluency. Students read and respond verbally and in written form to challenging texts at their year level standard. Students self-monitor when reading and identify their next step to improve. They are able to articulate their reading goals they have set with the teacher. 	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Actions</p>	<p>  90% embedded  Needs attention/work in progress  Not on track </p>	<p>Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
<p>READING PROGRAM Continue to implement a systematic synthetic phonics program in all R-2 classes.</p> <p>Strengthen the reading program to ensure students are regularly engaged in independent, shared and guided reading practices with high quality literature and factual texts.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>TRACKING AND MONITORING Teachers will track and monitor student progress every 5 weeks to inform grouping and teaching. Teachers will meet 2 times a term in planning teams to discuss student progress. Decisions will be made about student groupings, intervention and targeted teaching including SSO support.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

<p>All students in years 2-6 will be assessed with the Dibels ORF assessment this year. Starting with Year 2 students in term 1 and then year 3-6 in year 2.</p>			
<p>TEXTS Children should practise the phonics skills they are learning using decodable texts. Teachers will use decodable texts to support the teaching of phonics in the classroom and for home readers. Teachers make agreements about the consistent use of Decodable texts and when students transition to levelled text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>CLOSE READING Teachers will use close reading strategies and dialogic practice in guided reading sessions. Comprehension strategies should be included into reading processes to allow students to access increasingly complex texts. These strategies include the close reading of a text where teachers and students go deeper into comprehension through repeated readings of the same text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>COLLABORATIVE MODERATION Teachers will engage in collaborative moderation processes to ensure validity and consistency in allocating grades. Particular focus will be given to:</p> <ul style="list-style-type: none"> Students who have HB targets in English: What evidence do we have for A and B grades? Students who are achieving D grades, but have C targets in English: What evidence do we need for them to achieve a C grade? 	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Goal 3: Click or tap here to enter text.

 **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?

<p>Student Success Criteria</p>	<p>  Yes  Needs attention/work in progress  Not on track </p>	<p>Evidence Are we improving student learning? How are we tracking against our student success criteria?</p>	<p>What are our next steps? Potential adjustments?</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Actions</p>	<p> 90% embedded</p>	<p>Evidence</p>	

	 Needs attention/work in progress  Not on track	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?
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Goal 1: Mathematics: Increase the number of students in the higher bands through student mastery of year level content knowledge.



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 2023: 65% of year 3 students (21/35) will achieve SEA in NAPLAN Mathematics 76% of year 5 students (16/21) will achieve SEA in NAPLAN Mathematics</p> <p>76% of year 4 students (33/43) will achieve SEA in PAT Mathematics 73% of year 6 students (17/23) will achieve SEA in PAT Mathematics</p>	<p>Results towards targets: Click or tap here to enter text.</p>
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<p>Challenge of Practice: If we implement a challenging, well sequenced curriculum in mathematics, providing frequent opportunities for students to reason and explain their thinking, the proportion of students achieving highly in mathematics will increase.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none">• Students use their knowledge in familiar and unfamiliar situations to formulate and solve problems involving the four operations using a range of strategies.• Check the reasonableness of answers using estimation and rounding• Plan how they are going to approach a problem• Increasingly generalise about number properties and results from calculations• Explain their mathematical thinking e.g. why something is always, sometimes or never true	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>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.</p>	
<p>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.</p>	

Goal 2: READING: Improve student reading outcomes at high bands across the school by creating a consistent and rigorous whole school approach including reading and responding to quality, challenging texts.



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 2023: 80% of year 1 students (27 out of 33 students) will achieve SEA (28/40) or better in Phonics Screening Check in term 3.</p> <p>71% of year 3 students (25/35 students) will achieve SEA in NAPLAN Reading 71% of year 5 students (15/21 students) will achieve SEA in NAPLAN Reading</p> <p>83% of year 4 students (36/43 students) will achieve SEA in PAT R 86% of year 6 students (20/23 students) will achieve SEA in PAT R</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If we embed a consistent and rigorous reading program from R-6 that includes challenging texts in shared, guided, and independent reading contexts, drawing on close reading strategies, achievement at higher bands will improve.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Students use phonic knowledge as a primary strategy for decoding text. • Students read with increasing, and developmentally appropriate, fluency. • Students read and respond verbally and in written form to challenging texts at their year level standard. • Students self-monitor when reading and identify their next step to improve. They are able to articulate their reading goals they have set with the teacher. 	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>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.</p>	

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.

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 2023: Click or tap here to enter text.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: 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: 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>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.</p>	
<p>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.</p>	